

Assistance In Prayer Practices For Dyslexic Students At The Integrated Islamic Junior High School Permata Probolinggo

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis proses pendampingan praktik sholat pada siswa disleksia di SMP Islam Terpadu Permata Kota Probolinggo. Disleksia, sebagai gangguan belajar yang mempengaruhi kemampuan membaca dan menulis, seringkali menimbulkan tantangan tambahan dalam melaksanakan praktik ibadah, termasuk sholat. Metode penelitian ini menggunakan pendekatan kualitatif dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi mengenai pelaksanaan program pendampingan. Hasil penelitian menunjukkan bahwa program pendampingan yang diterapkan berhasil meningkatkan pemahaman dan keterampilan sholat siswa disleksia. Pendampingan dilakukan dengan memanfaatkan metode yang ramah disleksia, seperti penggunaan materi visual, instruksi bertahap, dan dukungan emosional yang konsisten. Siswa menunjukkan peningkatan signifikan dalam pelaksanaan sholat secara mandiri dan memperoleh manfaat dalam hal kepercayaan diri serta keterlibatan spiritual. Penelitian ini menyimpulkan bahwa strategi pendampingan yang disesuaikan dengan kebutuhan siswa disleksia dapat meningkatkan kualitas ibadah siswa. Temuan ini merekomendasikan penerapan pendekatan serupa di sekolah-sekolah lain untuk mendukung siswa dengan kebutuhan khusus, serta memperkuat pentingnya penyesuaian metode pengajaran dalam konteks ibadah.

Kata Kunci: Pendampingan, Disleksia, Pendidikan Inklusi

ABSTRACT

This research aims to analyze the process of accompanying prayer practices for dyslexic students at Islamic Junior high school Permata at Probolinggo City. Dyslexia, as a learning disorder that affects reading and writing abilities, often presents additional challenges in carrying out religious practices, including prayer. This research employs a qualitative approach with data collection through observation, interviews, and documentation of the mentoring program implementation. The results show that the implemented mentoring program successfully improved the understanding and skills of dyslexic students in performing prayers. Mentoring was conducted using dyslexia-friendly methods such as the use of visual materials, step-by-step instructions, and consistent emotional support. Students showed significant improvement in performing prayers independently and gained benefits in terms of self-confidence and spiritual involvement. This study concludes that mentoring strategies tailored to the needs of dyslexic students can enhance the quality of their worship. These findings recommend the implementation of similar approaches in other schools to support students with special needs and reinforce the importance of adapting teaching methods in the context of religious practices.

Keywords: Assistance, Dyslexia, Inclusive Education

I. PENDAHULUAN

Introduction

Essentially, humans are born into this world with equal rights and responsibilities. Children with special needs are those who experience limitations or extraordinary conditions, whether physical, mental-intellectual, social, or emotional. These differences have a significant impact on the growth and development process of these students compared to their peers. The Qur'an provides a clear perspective on children with special needs, both preventively and in terms of physical and psychological support (Arkam, 2022). One example of children with special needs from the perspective of the Qur'an can be found in Surah Abasa verses 1-10, Surah Al-Fath verse 17, and Surah Al-Baqarah verse 286. These differences can manifest in various aspects, such as: Cognitive abilities: learning difficulties, developmental delays, or exceptional intelligence. Physical abilities: visual, hearing, mobility, or health impairments. Social and emotional abilities: autism spectrum disorders, ADHD, or anxiety. These differences do not mean that children with special needs are less capable of learning. Rather, students with special needs require different learning approaches to reach their maximum potential. Children who demonstrate special needs in the educational context require special attention, different from the learning processes typically faced by their peers. Providing special attention to children with special needs is essential in inclusive education to help them achieve their full potential (Fakhiratunnisa et al., 2022). Therefore, the Indonesian government, through the Ministry of Education and Culture, is committed to ensuring that all children, including those with special needs, have equal access to quality education. One of the efforts being made is the implementation of inclusive school policies (Malicha, 2018). As a manifestation of humanity, inclusive programs for children who require special attention will guarantee their rights to experience development comparable to that of their peers in family and community settings. Their presence should also be recognized in education that is equal to that received by other typically developing children (Sumantri, 2023). Children with dyslexia can be found among students in every educational institution. This disorder is not caused by physical issues such as vision problems, but rather relates to how the brain processes written information. Therefore, students with dyslexia require special approaches in reading instruction, making a deeper understanding and adaptive teaching methods essential to support the learning process of dyslexic children (Nozalia et al., n.d.). Dyslexia is a condition that affects reading ability, characterized by difficulties individuals experience in processing written words. The Ministry of Women's Empowerment and Child Protection states that dyslexia is a neurodevelopmental disorder that specifically impacts the ability to read, write, and spell. This condition does not affect intelligence but can lead to challenges in processing information received through vision and hearing. Although dyslexia is chronic, with the right approach, individuals with dyslexia can achieve their full potential. This disorder often occurs in children who have normal levels of vision and intelligence. Manifestations of dyslexic children include delays in speech development, difficulties in learning new words, and challenges in the reading process (Malicha, 2018). Nevertheless, most children with dyslexia can achieve success in a school environment with the help of special guidance or educational programs designed to meet their specific needs. Therefore, children with special needs have the same right to receive a high-quality education, as well as educational services available to everyone. This principle is emphasized in the National Education System Law Number 20 of 2003, Article 5, Paragraph 2, which states that "citizens with physical, emotional, mental, intellectual, and social disabilities are entitled to receive special education in accordance with their individual needs.

1. Problem Formulation

Teaching and learning activities for children with special needs in schools require a special program, namely inclusive classes which will be assisted by special teachers called GPK (special accompanying teachers) so that learning objectives can be achieved more easily. GPK is a teacher who has a special education or special education background, or has received training in special education or special education, and is assigned to an inclusive school. The availability of inclusive education provides ample opportunities for all children to take part in educational programs at school. This is able to overcome problems that arise in our world of education, namely differences in individual rights in obtaining education, especially in terms of educational services for normal students and students with special needs.

2. Research Objectives

The objectives are disorder is often characterized by weaknesses in the processing of language sounds (phonology) which hinder understanding. To deal with this situation, of course teachers or educators must have the ability to master effective teaching methods for students with special needs..

3. Research Benefits

Prayer is one of the pillars of Islam that must be carried out by every Muslim, however Islam provides leeway for those who have physical limitations, such as those who are sick or on a long journey, to carry out prayer in an easier way. This shows that prayer services can be adapted to each individual's conditions.

II. METODE PENELITIAN

Research Methods

This research aims to analyze assistance in prayer practice for dyslexic students at Permata Integrated Islamic Middle School, Probolinggo City. This research uses a qualitative approach with a case study type of research that focuses on understanding a problem, carried out in depth about the object you want to know and aims to gain an understanding of an ongoing issue, not something that has already passed (real-life events) (Raharjo, 2017). In this research, the data that the author will process comes from 3 data sources, namely: Observation, interviews, and document searches regarding daily notes regarding the subject's activities or track records in order to obtain complete information. The author will conduct interviews with school principals, special support teachers, dyslexic students, student guardians. So it is hoped that comprehensive information will be provided regarding the prayer assistance process for students with special needs at SMPIT Permata Kota Probolinggo. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions.

III. HASIL DAN PEMBAHASAN

Result And Discussion

Permata Integrated Islamic Junior High School is an inclusive school-based private educational institution in Probolinggo City, located on Jalan Kaca Platin, Sukabumi Village, Probolinggo City. Permata Middle School was founded in 2014 and started inclusion classes since its inception. According to information from several teachers who have been teaching at this school for a long time, every year SMPIT Permata accepts students with special needs who have less severe disabilities and are capable of teaching. Students with special needs are capable of learning, namely children with a mild intellectual disability classification (IQ 50-75) (Astutik Sri Puji & Mufid, 2023). These capable students have abilities comparable to children aged 12 years or 6th grade

elementary school. The basis for implementing inclusive education in Indonesia is determined by national regulations, namely the Government Regulations of the Ministry of Education and Culture as stated in article 6 of the Minister of Education and Culture Regulation Number 70 of 2009, which states that inclusive education must be implemented in all regions of Indonesia. (Jannah et al., 2021).



Figure 1. Permata Integrated Islamic Middle School Building, Probolinggo City

The school, which currently has the vision of "Robbani, Resilient and environmentally conscious", has accepted students with special needs, dyslexia, slow learners, mild autism and quadriplegics. SMPIT Permata under the auspices of the Integrated Islamic School Network (JSIT) is guided by the education service curriculum, namely an independent curriculum combined with a typical integrated Islamic school curriculum. According to the results of the author's interview with the Special Assistant Teacher Coordinator (GPK), it shows that previously SMPIT Permata Probolinggo had inclusive students on the autism spectrum. Some students show initial symptoms of not being able to develop themselves. If the student goes to the bathroom, he must call his parents. There are those who are not capable of two-way communication, but there are also those who are academically capable, but currently there are more children who are slow learners, and there is a child who is dyslexic. The average age at SMPIT Permata, Probolinggo city has reached puberty, so the habit of praying must be carried out by parents, including teachers, for all students. The prayer habit applies to normal children and children who have special needs. In accordance with what is regulated in Chapter II Article 4 paragraph 2 of the Republic of Indonesia Government Regulation number 55 of 2007 concerning religious education and religious education, children with special needs also have the right to receive equal religious education. In this regulation it is stated that "Every student in all pathways, levels and types of education has the right to receive religious education in accordance with the religion they adhere to and taught by educators of the same religion" (Pemerintah, 2007). In line with school regulations which require all school members to attend congregational prayers. The habit of praying in congregation is introduced to students from the pre-school environment introduction period so that students from state elementary schools do not experience shock culture and through these rules students become disciplined in worship. If anyone violates this, they will be subject to sanctions and the student's points will be deducted. The prayer habits carried out are the Sunnah Dhuha prayer, the Dhuhur prayer and the Asr prayer. The prayer practice is placed in the hall of the school building so that all teachers and students can pray together. Direct worship development is carried out by instilling the habit of daily congregational prayer. Habituation can be understood as a consequence or result of experience and the learning process. then assisted with basic knowledge of prayer, namely the valid conditions for prayer, things that cancel prayer, and the movement from takbiratul ihram to final tasyahud, theoretically given in class in Islamic Religious Education (PAI) lessons, knowledge about this is more mature in this school goes through the habit of worship, and there is a halaqah of Islamic personal

development once a week. This habituation process provides opportunities for students to internalize their religious teachings, as well as other aspects related to habituation material, both in individual and group contexts, in everyday life. Based on the results of the researcher's observations on July 21, 2024, it shows that the obstacles that occurred during the habituation process for the research subjects were the lack of assistance to children in praying at home and also not getting used to praying at their elementary school, so that children were not used to praying. After entering SMPIT Permata, there was a significant change in his willingness and ability to pray. According to information from the school principal, the aim of coaching prayer at SMPIT Permata Kota Probolinggo is to increase children's faith in obligatory prayers and sunnah prayers, maintain prayer habits and dhikr after prayer, and pay attention to the quality of prayer worship. However, if a child's abilities are felt to be lacking then the goals are adjusted to suit their individual abilities (Arti, 2020). such as in the case of children with special needs dyslexia who are not yet accustomed to praying 5 times a day, the target of success is to train the child to pray 5 times every day. Based on interview observations with dyslexic students regarding prayer knowledge, it was explained that before attending SMPIT Permata the child's ability was not yet able to memorize reading. In other than reciting Surah Al-Fatihah, prayer cannot differentiate the number of rak'ahs and the order of ablution. This is because the brains of dyslexic children process information differently compared to children in general. Children will have difficulty identifying language sounds, associating sounds with symbols (letters), or connecting new information with existing information (Witzel & Mize, 2018).



Figure 2. Researcher Interview (Middle) with Dyslexic Student (Right)

The challenges during learning faced by Special Assistant Teachers according to the results of researchers' observations are the limited memory of children to memorize prayer times, prayer names, prayer rak'ahs, the order of prayer procedures, and prayer readings. In the child's psychological examination report on emotional indicators, there is a lack of self-confidence and easy anxiety. These characteristics make the child introverted, so that if given a lesson the child becomes silent because of embarrassment, and requires more repetition than children in general, likewise if learning makes him stressed. because he doesn't understand, he will hide and pretend not to listen. Judging from these characteristics, special accompanying teachers need to apply a social interaction approach in language development which emphasizes direct communication in development in the classroom and special accompanying teachers need to help adjust language skills by using language. which is easier to understand (Huang et al., 2020).

Table 1. Aspects of Student Abilities at SMPIT Permata Probolinggo

Indicator	Able	Able with Help	Not Yet Able
Perform ablution in an orderly manner		√	
Perform prayer movements correctly	√		
Iftitah prayer			√
Surah al-Fatihah	√		
Ruku' prayer			√
I'tidal prayer			√

Sujud prayer			√
Iftirasy prayer			√
Tahiyat prayer			√
Salam	√		
Able to distinguish prayer times			√
Able to differentiate prayer rak'ah			√

Based on the researcher's interview with the special assistant teacher, it shows that the child is able to independently carry out ablution activities before praying in the order of the pillars of ablution without being disciplined, as the results of the interview with the special assistant teacher show that in the past the child had learned to practice ablution in the order but because the child had a short memory So even now they still forget, but children are able to imitate their friends' ablution methods.



Figure 3. Researcher Interview with Special Assistant Teacher (Left)

Thus, dyslexic students are used to prayer times so they can prepare themselves before the call to prayer begins. This habit is also carried over when the child is at home because according to interviews with parents, when they are home after school at 15.30 WIB, students are able to perform Maghrib prayers. independently at the prayer room after the call to prayer and then returning home with neighbors, but still having problems during evening and dawn prayers. During Isha, dyslexic students are usually playing on their cellphones in their rooms and if it is dawn, students are still not used to getting up at dawn, this of course requires the same perception between habituation at school and the perception of parents at home so that children are not only used to praying at school. In the interview, it was stated that the parents were grateful because their children had increased habits of worship than before because this was an achievement that was difficult to achieve when children attended state schools or at previous schools. The increase in children's reading of the Koran also seemed better than reading alphabet letters. The implementation of inclusive learning at Permata Integrated Islamic Middle School, Probolinggo City, especially in assisting prayer practices for dyslexic students, has gone well. The existence of supporting facilities and the active role of GPK shows that the school has attempted to create an inclusive learning environment for all students.

IV. KESIMPULAN CONCLUSION

The assistance in prayer practices for dyslexic students at the Integrated Islamic Junior High School Permata Probolinggo is carried out regularly and is quite effective. This support has a significant positive impact on the spiritual and psychological development of the students. By applying assistance methods tailored to the special needs of dyslexic students, the process of performing prayers becomes more effective and supportive. Consistent assistance helps dyslexic students better understand the prayer procedures and reduces the barriers they face. The support provided for prayer practices for dyslexic students at the Integrated Islamic Junior High School Permata Probolinggo not only improves their understanding of worship but also contributes to strengthening their

spiritual and moral aspects. The results of this study recommend that similar approaches be widely implemented in other educational institutions to support students with special needs in performing worship more effectively. Approaches that involve the use of visual materials, clear instructions, and emotional support significantly influence the understanding and prayer skills of dyslexic students. Additionally, students show increased confidence and motivation in regularly performing their prayers.

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Accepted Date	Revised Date	Decided Date	Accepted to Publish
18 Januari 2025	25 Januari 2025	18 Februari 2025	Ya