The Influence of The Fun Game Method on the Effective Communication of Children with Special Needs on the Learning Of Islamic Religious Education In Special Schools Al-Ihsan 01 Tangerang City South

Haliana Awari1*

1Postgraduate Program University of Muhammadiyah Tangerang

*awario2@gmail.com

Abstract

This research was conducted at Al-Ihsan Special School 01 South Tangerang City, the research conducted aimed to determine the influence of the fun game method on the effective communication of children with special needs. In this study, the population was the students of Al-Ihsan Special School 01 South Tangerang City at the elementary, junior high, high school levels, with a total sample of 56 out of 65 populations, the researchers used field research methods and in collecting research data using quantitative methods and this study used a descriptive research approach. Meanwhile, research using the prodject moment correlation formula is to obtain or collect data, facts and information related to vaiabel which is the discussion of the research (X and Y). While the research instrument uses a questionnaire (Quesioner) where for variable X as many as 10 statement items and variable Y 10 statement items. Based on the results of the trial, it was obtained that there was an influence of the fun game method on the effective communication of children with special needs (ABK) The correlation coefficient is 0.62 and the coefficient of determination is 38.44%, which means that there is an influence of the fun game method on the effective communication of children with special needs (ABK). With the proof that it is greater than Тₕₛ = 5.8032 ≥ 2.004). Thus Ha which states the influence of the fun game method on the effective communication of children with special needs in Al-Ihsan Special School 01 South Tangerang City was accepted and the H₀ hypothesis was rejected. This shows that there is an influence of the fun game method on the effective communication of children with special needs (ABK) at Al-Ihsan Special School 01 South Tangerang City.

Key words: fungame method, effective communication

Introduction

Background

The development of human potential through education is really a very important concern. Because education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop
their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and skills needed by society, nation, and state. (Made Pirdata, 2003:11).

Education plays an important role in improving the quality of human life. Basically, education is like an experiment that is never completed until any time, as long as there is human life in this world. It is said that, because education is part of the ever-evolving culture and civilization of man. This is in line with the delivery of humans who have creative and innovative potential in all areas of their lives. (Hasbullah, 2009: 9). The implementation of education for children with special needs (ABK) can be carried out with two models, namely: a) The implementation of education for children with needs can be carried out with two models, namely: separately or specifically. This means that children with special needs are grouped with each other. b) In an integrated manner (inclusion) means that children with special needs (ABK) are grouped with children in general in educational units, of course, assisted by guidance teachers or extraordinary education experts. Researchers want to examine the influence of the fun game method due to several factors, including the unsatisfactory enthusiasm for learning Islamic Religious Education. Therefore, the fun game method is expected to increase the enthusiasm for learning for children with special needs. And implement effective communication to help the communication of parents and teachers in the context of forming the speech of children with special needs.

Gaming is a development in today’s technology. Games are widely played as an entertainment medium. Along with the development of games, games are not only used as an entertainment medium but also improve a person’s thinking ability. Educational games are games designed to be used as a learning medium through material containing text, video, audio, images and animations. Educational games aim to provide a deeper understanding of the material. In educational games users can play while learning. This game is aimed at children with special needs. Children with special needs are children who have special characters compared to children in general. One of the children with special needs is an autistic child. Autistic is a nervous disorder of a person. Autistic people have difficulty in communicating and socializing with others. By utilizing laptop devices and kinects as user input is more interactive to play games. (himas Mulia Anugraha, Ina Agustina, and Fauziah Fauziah, 2018: 1–6). With effective communication, learning is more communicative, so as to create a pleasant atmosphere for students, and in the end it is expected to improve the quality of learning outcomes. In addition, educators who are able to communicate effectively with their students will certainly be able to optimize the effectiveness of the implementation of their noble task of directing students to become perfect servants of God. (Siti Aminah, 2016: 28).

Problem Identification

Based on the background of the problem above, the author identifies the problem as follows:

a. How students of Al-Ihsan Special School 01 South Tangerang City use the fun game method which influences the enthusiasm for learning for children with special needs.
b. How students of Al-Ihsan Special School 01 South Tangerang City apply effective communication to help parents and teachers communicate in the context of forming speech for children with special needs.

Problem Restrictions

So that the discussion does not expand and does not cause deviations and problems to be discussed, the research limits the following problems:

a. The Fun Game method referred to in this study is one of the factors that is very influential for playing and learning children with special needs. With the purpose of this study, it is to find out how useful the influence of the fun game method is on the learning spirit of students of Al-Ihsan Special School 01 South Tangerang City.
b. Effective Communication referred to in this study is a form of parental communication with children with special needs. By implementing this effective communication in order to help these students form talks with parents and teachers.

Problem Formulation

From the limitation of the above problems, the researcher will formulate the problem to be examined as follows:

a. What is the PAI Learning Method for children with special needs at Al-Ihsan Special School 01 South Tangerang City?
b. How Does the Fun Game Method Affect the Effective Communication of Children with Special Needs at Al-Ihsan Special School 01 South Tangerang City?
Research Objectives

With reference to the formulation of the problems already stated above, the purpose of this writing is:

a. To find out the PAI Learning Method for children with special needs at Al-Ihsan School 01 South Tangerang City.
b. To find out the influence of the fun game method on the effective communication of children with special needs on Islamic learning at Al-Ihsan Special School 01 South Tangerang City.

Research Activities

a. To find out the PAI Learning Method for children with special needs at Al-Ihsan School 01 South Tangerang City.
b. To find out the influence of the fun game method on the effective communication of children with special needs on Islamic learning at Al-Ihsan Special School 01 South Tangerang City.
c. Theoretical Benefits
   This research is expected to be a material to develop. Especially in learning Islam at Al-Ihsan School 01 South Tangerang City.
d. Practical Benefits:
   For the author: the results of the study can bring insight into the author's knowledge in the research and at the same time the implementation of the fun game method on the effective communication of children with special needs in Islamic learning at Al-Ihsan School 01 South Tangerang City.
e. For teachers: the results of this study are required to be able to assist teachers in optimizing learning which is more effective in applying the fun game method to the effective communication of children with special needs in Islamic learning at Al-Ihsan School 01 South Tangerang City.
f. For Schools: the results of this study can be used to foster teachers to improve the learning process so that it will indirectly improve the quality of education and learning at the Khusu Al-Ihsan Special School 01 South Tangerang City.

Research Framework

The Concept of Islamic Education

Islamic education as an effort made to develop all human potential both physically and mentally so that the formation of a whole Muslim person. (Haidar Putran Daulay, 2014: 11).

Theory Fun Games

According to experts, one of the best ways to develop children’s abilities with special needs is to apply game patterns. Games are widely played as an entertainment medium. Along with the development of games, games are not only used as an entertainment medium but also improve a person’s thinking ability to have difficulty in focusing attention. (Fauziah, Anugraha, and Agustina).

Theory of Effective Communication

Effective communication is communication that is able to produce attitude changes in other people that can be seen in the communication process. In guiding children, especially early childhood, the ability to develop effective communication is very necessary. It is hoped that through effective communication, the education taught or applied by parents and children can be achieved. In order for the child to be ready to speak, parents must understand that there are various requirements that need to be considered, among others, those related to anatomical and physiological, psychological and environmental factors. (Rafidhah Hanum, 2017: 4).

Hypothesis

Hypotheses in research are temporary answers to the formulation of research problems. (Sugiyono, 2017: 84). In general hypotheses are divided into the Nil hypothesis or zero hypothesis (Ho) and counter Hypotheses or alternative hypotheses (Ha). So in this study the formulation of the hypothesis is as follows:

Ha : There is an Influence of The Fun Game Method on The Effective Communication of Children with Special Needs on Learning Islamic Religious Education at Al-Ihsan School 01 South Tangerang City.

Ho : There is no Influence of the Influence of the Fun game Method on the Effective Communication of Children with Special Needs on Learning Islamic Religious Education at Al-Ihsan School 01 South Tangerang City.

Method
The research entitled "The Influence of Fun Game Methods on Effective Communication of Children with Special Needs in Islamic Religious Learning at Al-Ihsan School 01 South Tangerang City" is a quantitative study. Because quantitative research is a term used to describe approaches developed in the natural sciences, and is now widely used in social science research. Quantitative methods are methods that are based on numerical information or quantities, and are usually associated with statistical analyses. (Jane Stokes, 2006: 11).

**Research Design**

The population of a generalized area consisting of, objects / subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions. So the population is not only people, but also other objects and objects of nature. Population is also not just the amount that exists in the object / subject studied, but includes all the characteristics / traits possessed by the subject or object. (Sugiyono, 2015: 117). The population in this study taken was 65 students at the elementary, junior high, and high school levels at Al-Ihsan Special School 01 South Tangerang City.

**Sample**

The sample is part of the number of characteristics possessed by that population. If the population is large, and it is impossible for the researcher to study everything in the population, such as limited funds, energy and time, then the researcher can use samples taken from that population. What is learned from that sample, the conclusion will be applicable to the population, for which the sample taken from the population must be strictly representative (representative). (Sugiyono, 2015: 81). In this study to determine the sample, from a population of 65 elementary, middle, high school students, researchers will make a sample of 56 elementary, middle, high school students.

**Data Collection Techniques**

The data collection technique uses the questionnaire method, a grid that is used as the basis for making instruments in research.

**Data Analysis Techniques**

Data analysis techniques use product moments and likert scales.

**Descriptive Analysis**

Researchers use field research methods and in collecting research data using quantitative methods and this research uses a descriptive research approach. Meanwhile, research using the product moment correlation formula is to obtain or collect data, facts and information related to variable which is the discussion of the research (X and Y). While the research instrument uses a questionnaire (Questioner) where for variable X as many as 10 statement items and variable Y 10 statement items.
Hypothesis Tester

**Simple Linear Regression**

A simple linear regression analysis is used to answer the first and second hypotheses and find out the influence partially between the free variable (X) and the bound variable (Y). The equation of analysis is simple as follows:

\[ Y - (bX) = 14.34. \]

**Correlation Coefficient**

To find out the correlation between variables X and Y, it must be calculated the value of the coefficient "r_{xy}", which is as follows:

\[ r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}} \]

**Coefficient of Determination**

So it can be known that the Fun Game method 38.44% affects the effective communication of children with special needs in PAI learning.

Results & Discussion

**Description of Research Results**

This research was conducted at Al-Ihsan Special School 01 South Tangerang City. The subjects of the researchers were students at the elementary, junior high, and high school levels of Al-Ihsan Special School 01 South Tangerang City for the 2019/2020 school year with 65 students. The time for the study was carried out in June 2020.

**Fun Game Methods**

The description of the fun game method is known to mean = 37.39, median = 42.34, mode = 40.66, minimum score = 22, and maximum score = 50.

**Effective Communication Methods**

The description of effective communication is known to mean = 37.39, median = 36.32, mode = 36.88, minimum score = 22, and maximum score = 46.

**Discussion of Research Results**

From the results of the research and the results that have been obtained in the previous discussion, the researcher concluded that the Fun Game method has a very strong influence on Effective Communication in PAI Learning at Al-Ihsan Special School 01 South Tangerang City. This has been proven by calculating the correlation of product moments obtained by the results of 0.62, so between the Fun Game method and effective communication has a very strong relationship.

Furthermore, the value of being interpreted into a percentage (%) using the coefficient of determination analysis obtained by the result was 38.44%. Thus the Fun Game method affects effective communication by 38.44% and the remaining 61.56% is influenced by other factors and variables such as the environment, and school facilities that are not studied by researchers.

Furthermore, to find out the significant level, hypothesis testing was carried out using (t-test) between the Fun Game method and effective communication, namely by comparing the results of the calculation t with the t value distribution table, at a significant level of 5%. The result that has been obtained from the tcount is 5.8032 and from the ttable of the table is 2.004. Thus tcount \( \geq \) ttable, so there is an influence of the Fun Game method on effective communication. thus the hypothesis proposed can be generated as follows:

Ho : The Fun Game method has no influence on the Effective Communication of Children with Special Needs (ABK) on the Learning of Islamic Religious Education in Al-Ihsan Special Schoon 01 South Tangerang City.

Ha : The Fun Game method has an influence on the Effective Communication of Children with Special Needs (ABK) in the Learning of Islamic Religious Education in Al-Ihsan Special School 01 South Tangerang City.

**Conclusion**

From the results of research that researchers have conducted at the Al-Ihsan Special School 01 South Tangerang City, it can be concluded that:
a. There is a strong influence between the fun game method on the effective communication of children with special needs in PAI learning at Al-Ihsan Special School 01 South Tangerang City. This has been proven by the calculation of the correlation of produc moments obtained by the result of 0.62. This shows how important the right fun game method is in implementing in the classroom.

b. Between the fun game method (variable X) and effective communication (variable Y) there is a strong colleration, this is also reinforced by the acquisition of tcount 5.8032 greater than ttable which is 2.004. From the results of the study with the calculation of the coefficient of determination, it can be seen that the fun game method affects effective communication by 38.44% and the remaining 61.56% is influenced by other factors including environmental factors, and other school facilities that were not studied. So Ho who stated that the fun game method has no influence on the effective communication of children with special needs on PAI learning at Al-Ihsan Special School 01 South Tangerang City was rejected and thus Ha was accepted.

References


