Implementation of Prayer Worship Learning Through Demontration Method on Multi Disability Visual Impairment Students in Improving Practice Skills of Prayer Worship (Case Study in Class Ii Slb N-A Pajajaran Bandung)

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Abstract

In reality there are still people in Indonesia who view Children with Special Needs inappropriately. Multi Disabilities Visual Impairment or MDVI is a complex disorder that is experienced by someone with visual limitations accompanied by disturbances in other aspects or organs which are also known as multiple disabilities. Special education teachers as well as Islamic Religious Education teachers use several learning methods by adjusting the circumstances and needs of students, using more of the sensory functions of students' hearing and touch during the learning process. This study aims to determine the application of learning to pray in the subject of Islamic Religious Education (PAI) in children with visual impairment multi-disabilities class 2-A SLB Pajajaran Bandung City using the demonstration method. This research used a qualitative approach with a case study method. The results of the study: Planning according to the lesson plan, applying the prayer learning method using direct instruction, the teacher provides an explanation of new concepts or skills with the aim of assisting students in learning basic skills and obtaining information step by step. Evaluation of learning using oral tests, and practice (actions). The oral test is carried out during the practice of

reciting the prayer readings. In the form of prayer movement tests the teacher carries out learning evaluations in the form of practice (actions), direct physical contact with students. The learning difficulty factor experienced is in receiving stimulation or information through the sense of sight, so that it utilizes other senses in receiving stimulation or information. Cognitive learners accept that learning needs to be repeated and the learning difficulties experienced also lie in the motor which tends to be slower when compared to normal children in general. Several recommendations were given to schools, teachers, educational institutions and students, for future researchers to develop research on similar education by using other variables or on other subjects.

Keywords

learning, demonstration methods, multi disability visual impairment

Introduction

In our world of education, injustice in obtaining proper education is still a crucial issue. embracing all children from all walks of life in Indonesia, including children who have privileges (with special needs) (Mohammad Takdir Divine, 2016:16)

In reality there are still people in Indonesia who view Children with Special Needs (CSN) inappropriately. Children with Special Needs (CSN) are children who have different characteristics from children in general, they experience obstacles in their growth and development. They need special activities and services in order to achieve optimal development. (Jati Rinakri Atmaja, 2018:1)

The mandate of the right to education for persons with disabilities or disabilities is stipulated in (Law Number 20 of 2003 concerning the National Education System Article 32:12) it is stated that "Special education is education for students who have a level of difficulty in participating in the learning process due to physical abnormalities, emotional, mental and social, and/or has the potential for intelligence and special talents.

Islamic Religious Education (PAI) is one of the subjects that must be taught at every level and unit of Special Education (PLB), because it is absolute that the management of Islamic religious learning must be planned, practiced and evaluated in such a way that Islamic Religious Learning (PAI) provides significant influence on children with special needs, among others, have a noble character, obey worship, self-confidence and so on. (Lathifah Hanum, 2014:220)

Islam in the world of education does not look at a person's physical condition and background, as contained in the word of Allah SWT in *Surah Abasa* verses 1-10 regarding the right to education for a blind person.

Multi Disabilities Visual Impairment or MDVI is a complex disorder that is experienced by someone with visual limitations accompanied by disturbances in other aspects or organs which are also known as multiple disabilities. Visual

limitations are accompanied by other obstacles, impacting the various limitations and difficulties experienced. Visual limitations cause individuals to be unable to use their sight in imitating the daily activities performed by other people. Children with visual impairments accompanied by other disabilities require special treatment according to their conditions and learning needs.

Special education teachers, including Islamic Religious Education teachers who teach in special schools, have the responsibility to accommodate all kinds of conditions and learning needs of students. Curriculum areas for specific barriers are compensatory skills (Braille), orientation and mobility (OM), social interaction skills, everyday skills, recreation and leisure skills, career education, use of assistive technology and visual efficiency skills. Teaching specific skills is the teacher's task with the help of parties around students such as parents or caregivers.

Prayer is one of the subjects of Islamic Religious Education (PAI) which requires movement in the learning process. Prayer is the pillar of Islam. Prayer is a worship ordered directly by Allah SWT without an intermediary to Rasulullah PBUH when he went to Mi'raj, prayer is also a worship that Allah SWT first ordered to Rasulullah PBUH. Prayers that are done as commanded by Allah SWT have been conveyed by Rasulullah PBUH in a hadith.

Research conducted by Firman Lukman in his research entitled 'The Role of Learning Media on Learning Outcomes of Islamic Religious Education (PAI) in Students with Disabilities at SLB Negeri Pare-Pare City,' states that learning media for students with disabilities has an important role in the learning process as well as to find out the achievement of learning outcomes in Islamic education, without learning media the learning process does not run effectively and the learning process does not even occur for students with disabilities. While the research conducted by Nurul Mawadah Nasution "Implementation of Islamic religious education learning in practicing prayer services for students with special needs for the blind in Mandailing Natal extraordinary junior high schools" stated that the results of the study obtained that the process of implementing the prayer services for students with special needs for the blind was in accordance with the requirements and the pillars of the lawful prayer which starts from the intention to orderly. Basically, the implementation of learning for students with special needs is no different from regular schools, the implementation of learning follows general provisions, especially in lesson planning, learning implementation and learning evaluation. Obstacles faced in practicing prayer for students with special needs with visual impairments are difficulties in seeing the movements practiced by the teacher, difficulty in determining the Qibla direction, and difficulty refraining from moving and speaking when practicing prayer.

SLB-A Pajajaran located in the city of Bandung is one of the Special Schools (SLB) which uses several learning methods to adjust to the circumstances and needs of students, using more of the functions of the senses of hearing and touch of students and teachers during the learning process. Because even though the

teacher has the same shortcomings as the students, the teacher still delivers the material maximally, the voice is quite loud and clear, and the sensitivity of the students is very fast if they are not focused.

As for explaining learning that requires movement the teacher teaches it by guiding students alternately movement after movement in rotation, one by one directly taught through direct physical contact, if students are wrong (in terms of movement) the teacher immediately justifies by correcting the correct position. However, even so the Islamic Religious Education (PAI) teacher said he still felt a little difficulty due to motor movements. If students often make movements such as practicing prayer, their motor movements will be easy (not stiff), and vice versa if they are rarely done, their motor movements will be difficult because they are stiff.

Implementation of evaluation in learning is very important because the teacher can find out the effectiveness of the learning that has been implemented. Teachers can use feedback to improve learning activities from the results obtained in the evaluation. The Islamic Religious Education (PAI) teacher said that there were still obstacles when carrying out practical evaluations.

Literature Review

Constructivist Theory

Constructivism is described as a theory that deals with the way people create meaning for the world through a series of individual constructs. Construct is a type of filter that is chosen to place more reality, changing reality from chaos to regularity. Von Glasersfield (1989:162) in Riyadi (2016:18) describes, "constructivism as a theory of knowledge with roots in philosophy, psychology, and cybernetics". The word "cybernetics" has its roots in the science of how the human brain and nervous system work together to produce thoughts, attitudes and actions. Creating world meanings through individual construction requires assimilation, accommodation, and equilibration as described in Piaget's scheme theory, Vygotsky's Zone of Proximal Development (ZPD) concept, Bruner's theory of Discovery Learning, Ausubel's theory of meaningful learning, and symbolic interactionism. The principles taken from constructivism include: (1) knowledge is built by students actively, (2) the learning pressure is on students, (3) teaching is helping students learn, (4) the pressure in the learning process is more on the process and not results, (5) the curriculum emphasizes student participation, and (6) the teacher is a facilitator.

Demonstration Method

The demonstration method in learning activities has developed into a concept, some experts have also defined the demonstration method including Roestiyah, N (2008, p. 80) states that "demonstration method is a way of teaching

so that a student shows and shows a process/activity test". Then Sayekti, I.C., Srawanto., and Suparmi. (2012, p. 147) states that "demonstration method is the presentation of lesson material by the teacher either in the form of objects or in the form of certain procedures that are carried out directly or using teaching media that can involve student participation in order to achieve learning objectives" Furthermore Wibawa, C (2007, p. 117) also gave his opinion about the demonstration method, which is "a way of teaching where a person in a structure/team demonstrates, shows a process so that the audience can see, observe, hear, maybe feel the process being demonstrated".

In line with the previous statement regarding the concept of the demonstration method Saregar, A., Sunarno, W., and Cari (2013, p. 103) stated that the demonstration method is "a technique of presenting learning that involves a teacher/group of students demonstrating to all students about a process so that students can observe and feel the process. Based on the statements that have been described by several previous researchers regarding the definition of the demonstration learning method, the authors formulate an assumption that the demonstration method is a learning activity practicing or demonstrating a phenomenon related to the subject matter. The steps of the demonstration method are: 1) orientation, 2) presenting, 3) preparing tools/materials, 4) student demonstrations, 5) presentations, and , 6) conclusions.

Shalat

Prayer is one of the worship activities that must be done by every Muslim. It is one of the five pillars of Islam. As a pillar of religion, it is the basis that must be upheld and carried out in accordance with the existing terms and conditions. Once the importance of prayer was upheld, so that the Prophet declared it as the pillar (foundation) of religion. Establishing prayer is performing it regularly, completing the conditions, pillars and adab, as well as being special' and paying attention to what is read. (2015:52).

Islamic education

Chabib Toha and Abdul Mu'thi 2015 said that "Islamic religious education is a conscious effort to prepare students to believe, understand, live, and practice Islamic religious values through guidance and teaching activities or training by paying attention to the requirements to respect other religions. "

Learning methods

Method literally means way. Method is a way or steps used to convey something that is arranged in a systematic and planned manner, and is based on theories, concepts, and principles contained in related scientific disciplines. The method is a way that is used to achieve the goals that have been set. This is in line with what was stated Langgulung quoted by Heri Gunawan in his book entitled

Islamic Education Theoretical Studies and Thoughts of Figures saying that "Method actually means a way to achieve goals". (Heri Gunawan, 2014:255)

Multi Disabilities Visual Impairment or MDVI

Multi Disabilities Visual Impairment or MDVI is a complex disorder that is experienced by someone with visual limitations accompanied by disturbances in other aspects or organs which are also known as multiple disabilities. Visual limitations are accompanied by other obstacles, impacting the various limitations and difficulties experienced. Visual limitations cause individuals to be unable to use their sight in imitating the daily activities performed by other people. Children with visual impairments accompanied by other disabilities require special treatment according to their conditions and learning needs.

Research Methods

Research Approach

This study uses a qualitative approach that does not look for causation, but rather seeks to understand certain situations in the form of case study research, which is an intensive, detailed, and in-depth study of students in several special schools (SLB), certain institutions or symptoms.

Research methods

Qualitative research uses qualitative methods, namely observation, interviews or document review. This aims to obtain a complete picture of how the application of the Demonstration method in Islamic Religious Education Subjects prays for students with visual impairment multi-disabilities in an effort to improve the performance quality of PAI teachers. as an effort to improve the quality of learning to optimize the learning achievement of students with visual impairments (blind).

Data collection technique

Observation

Observations in this study are activities in the form of in-depth observations carried out in the field implementation of research subjects. In this case the observation to control/evaluate learning with the demonstration method carried out at SLB N-A Pajajaran Bandung.

Interview

Interviews, namely activities to find out stakeholder perceptions in learning planning in SLB N-A Pajajaran Bandung who were used as respondents.

Documentation Study

Documentation studies, namely the activities of reviewing and analyzing and interpreting documents in the form of non-human data, such as personal notes, reports, decrees and government regulations/documents as well as other records relating to evidence regarding planning, implementation and controlling/evaluation of demonstration method learning. Documentation studies serve as a source of data that can be used to test, interpret and even predict the data itself.

Research Results and Discussion

Research result

Based on the presentation of the results of the research and interpretation of the data, a discussion can be made regarding: Implementation of Prayer Worship Learning Through the Demonstration Method for Students with Multy Disabilities Visual Impairment in Improving Prayer Practice Skills (Case Study in Class III SLB N-A Pajajaran Bandung), as follows:

Research related to prayer learning methods is carried out at class 2-A SLB Pajajaran Bandung City with an allocation of time for PAI learning two meetings a week, namely Monday at 07.30-08.30 and Wednesday at 08.00-09.00. Class 2-A students who took part in PAI learning consisted of three people, two of whom were female and one male.

Three students who took part in PAI learning in class 2-A experienced limitations in their sense of sight or visual impairment, motor barriers (movement) and mental barriers (intelligence). so that in the learning process they cannot take advantage of their sense of sight, maximize their movement and intelligence. Multi disability Visual Impairment is an individual who has more than one obstacle with the main obstacle being visual (sensory) barriers. Apart from the sense of sight, the sense of smell, hearing, limb movement and intelligence cannot function as a recipient of information in everyday life like an alert person. However, the three students, even though they were in multi-disability visual impairment conditions, were still able to take part in PAI learning well, even though they experienced difficulties while participating in learning.

Learning Planning

In planning learning, Islamic Religious Education teachers develop learning tools that refer to material that has been taken by students according to the curriculum. The learning tools include the material to be delivered, scenarios of learning implementation, strategies, learning, learning methods to what media will be used in delivering the subject matter of the learning material so that the learning objectives listed in the learning implementation design are achieved.

Organizing Learning

Organizing learning is an action taken by the teacher in preparing the learning process so that the learning process can run smoothly, effectively and efficiently. The teacher prepares all the learning tools, then assumes the conditions of the students in the class. If it is deemed appropriate, the teacher will continue the learning process, but if it is deemed inappropriate the teacher will immediately adjust the teaching device according to the conditions of the students.

Implementation of Learning

The learning methods used to discuss prayer worship materials vary. The teacher combines several learning methods so that students can easily understand the learning given. The steps of the demonstration method in particular are: orientation, presenting, preparing tools/materials, student demonstrations, presentations and conclusions, but in practice it is not purely using the demonstration method mixed with other methods

Learning Evaluation

After a series of learning processes have been carried out, the teacher evaluates the learning. Evaluation is carried out to see how students understand the learning that has been given. Evaluation is one of the important components and steps that must be taken by the teacher to determine the effectiveness of learning. The results obtained can be used as feedback for teachers in improving and perfecting learning programs and activities.

The evaluation of learning to pray is carried out using oral tests and practice (actions). The test consists of a number of questions that have a right or wrong answer. Tests can also be interpreted as a number of questions that require answers, or a number of statements that must be responded to with the aim of measuring a person's level of ability or revealing certain aspects of the person being subjected to them.

Discussion

With regard to prayer services, it is divided into two parts, namely the first to memorize the prayer readings and the second to get used to praying in an orderly manner. For the first Competency Standards (SK) section, namely memorizing prayer readings. The method used can be seen through the learning activities which consist of three activities. First, the preliminary activities, the teacher before learning begins to condition the class so that the class atmosphere becomes more orderly, students become calmer and easier to accept learning. After that, the PAI teacher invites students to pray before learning begins. Before the PAI teacher explains the prayer service material, the PAI teacher conducts a pre-test first by asking students a number of questions about their initial knowledge related to prayer services, in this case the PAI teacher uses the question and answer method to find out how students' knowledge is related to prayer worship material. . The

PAI teacher conducts a pre-test on students regarding the meaning and law of prayer, then continues with how the prayer readings are read. All students took turns answering questions given by the teacher with great enthusiasm and according to their understanding and habits that they do every day.

After conducting the pretest using the question and answer method, the teacher continues the lesson to the second stage, namely the core activities. The teacher conveys prayer material related to prayer readings using the talaqqi method, namely the teacher reads it while the students listen, then imitates it until it is memorized. The teacher recites the prayer readings in stages, that is, they do not recite them as a whole, but pronounce them in separate sentences, after which the students follow what the teacher recites until they are fluent and memorized. First the teacher recites a sentence in a loud and clear voice, then the students listen to it, after which the students are asked to recite it simultaneously. Then after reciting them together, the teacher asks them to recite them in pairs randomly, then one by one (individually). If there are errors in the student's pronunciation, the teacher immediately corrects them with the correct pronunciation. This process is carried out by the teacher repeatedly several times until it is felt that students can follow. Furthermore, after the first fragment of the students is fluent and memorized, the teacher proceeds to the next sentence fragment, so until it's finished.

After the main activity is completed, the third activity is the closing activity. In this activity the teacher always reviews learning related to the material that has been taught by giving a post-test using the question and answer method orally to each student, so that students respond to the questions that are also given verbally, thereby making students more courageous. Next, the teacher summarizes the material that has been taught using the lecture method, the teacher gives important points from the lessons that have been studied. After that the teacher informs the next meeting regarding the material to be studied.

After the teacher finished discussing the first Competency Standards (SK), namely memorizing prayer readings. Furthermore, the teacher discusses the second Competency Standards (SK), namely getting used to praying in an orderly manner. The method used in this discussion can also be seen through the learning activities which consist of three activities. First, the preliminary activities, the teacher before learning begins to condition the class so that the class atmosphere becomes more orderly, students become calmer and easier to accept learning. After that, the PAI teacher invites students to pray before learning begins. Before the PAI teacher explains the prayer service material, the PAI teacher conducts a pre-test first by asking students a number of questions about their initial knowledge related to prayer services, in this case the PAI teacher uses the question and answer method to find out the extent of students' knowledge regarding worship material. Salat. The PAI teacher conducts a pre-test on students about the movements and prayer readings that students often do when praying. All students took turns answering questions given by the teacher with great enthusiasm and according to

their daily habits.

The teacher continues learning to the second stage, namely the core activity. The teacher conveys the prayer movement material divided into two stages, the first is the theory of the prayer movement and continues with practicing it in the prayer room. The theory of prayer movements is carried out by the teacher with the intention of making it easier for students when carrying out written tests, so that students can answer questions easily. The method used by PAI teachers is the *talaqqi* method, namely the teacher recites, while students listen, then imitates until they memorize it. After the students have memorized the teacher asks students to write it down, if time is not enough the teacher asks students to continue it at home as homework , such as the *takbiratul ihram* movement the teacher recites in language that students can easily understand.

After the main activity is completed, the third activity is the closing activity. In this activity the teacher reviews learning related to the material that has been taught by giving a post-test using the question and answer method orally to students. Next, the teacher summarizes the material that has been taught using the lecture method, after which the teacher informs the next meeting that is practicing prayer movements in the prayer room.

At the next meeting the teacher, as usual, opened the lesson first by praying, after that the teacher directed the students to the prayer room and asked the students to take off their shoes. The teacher conducts prayer movement learning with direct physical contact and repeats learning the prayer movement theory, so that students understand more. The teacher makes direct physical contact because the teacher also has the same obstacles, namely the sense of sight. One by one the students are directed and guided by the teacher in turn. The teacher feels the student's hand movements if there is an error or it is not quite right the teacher immediately justifies it by telling the correct movement.

Learning Difficulty Factor

Learning activities carried out are not always going to be smooth and successful as a whole. Sometimes in the learning process there are some obstacles experienced by students. The failure of each student in participating in the learning process can occur because students experience learning difficulties.

The limitations possessed by students with multi-disabilities visual impairment make students experience a little difficulty in participating in learning, namely in terms of cognitive students who are not too easy or fast to memorize unless they are repeated repeatedly. It can be seen that when memorizing prayer readings students find it difficult to catch the memorization with 2 or 3 repetitions, it must be done repeatedly, therefore the teacher continues to try various ways of repeating the pronunciation, repeated individually, in pairs, and together. Barriers that are owned by multi-disabilities visual impairment students result in the cognitive development of multi-disabilities visual impairment students tending to be late when compared to normal children in general. This is because cognitive

development is not always closely related to intelligence abilities, but also to the ability of the sense of sight. Through the sense of sight, most of the information or stimuli will be captured, which will then be passed on to the brain, resulting in a perception and understanding of these stimuli.

In responding to stimuli and gaining experience from the surrounding environment, it turns out that the eye organ is the most dominantly used when compared to the other five senses. Based on the results of research conducted by Brydon Lamb quoted by Purwaka Hadi in his book, he concluded that humans learn through sight 83%, through hearing 11%, through smell 3.5%, through touch 1.5%, and through taste 1%.

As a result of the limitations possessed by multi-disability visual impairment students in receiving stimuli or information through their sense of sight. Students with visual impairment with multiple disabilities utilize other senses to be able to receive stimuli or information, such as the sense of hearing and the sense of touch.

The limitations of multi-disability visual impairment students make it difficult for students to participate in learning apart from cognitive development as well as motor development. The motor development of multi-disability visual impairment students tends to be slower than normal children in general. This is because the development of motor behavior requires functional coordination between the nervous system and muscles (neuromuscular system) and psychic functions (cognitive, affective, psychomotor), as well as the opportunities provided by the environment. Physically, it is possible for multi-disability visual impairment students to reach the same maturity as normal children in general, but their psychological functions that make this physical maturity less able to be utilized optimally in carrying out motor movement activities. This obstacle in psychic function is directly or indirectly caused by the obstacle that is owned, namely the inability to see.

The motor development of multi-disability visual impairment students is different from normal children in general, also caused by a lack of visual stimulus and their inability to imitate other people. It can be seen that when learning the prayer movements of multi-disabilities visual impairment students, there is little difficulty in moving their limbs according to the correct movements. Teachers also find it difficult to justify the wrong prayer movements of multi-disability visual impairment students, this is because one of the female students has a fat body size. However, the teacher continues to try to direct students' body movements in accordance with the provisions so that they are not mistaken when carrying out prayer services in everyday life. Because prayer is obligatory and prayer is the pillar of Islam.

PAI material is not only theoretical, but there is material that leads to practice. In general, multi-disability visual impairment children are very difficult to correct for wrong movements if the material is practical (due to disruption of fine and gross motor movements), such as the practice of ablution and prayer. The difficulty is that they have received the concept or information of ablution and prayer from their parents at home or other people around them. This can lead to

misunderstanding of information or concepts about ablution and prayer. Touching children with visual impairment with multi-disabilities is an effort to understand something, whether they are familiar or not. The ability to touch should often be used as motivation, by getting used to it and directed correctly by the PAI teacher, especially with regard to practical material, so that multi-disability visual impairment students will get an experience of religious practice correctly.

In normal students (can see) motor activities are strongly influenced by visual stimuli that are around students, so this if it continues to occur has a positive impact on students' motor development. Vice versa, visual impairment multi-disability students with their limitations, namely not being able to see, make students with visual impairment multi-disabilities lose visual stimuli that can stimulate students to carry out motor activities.

Based on research results in journals compiled by Fandi Akhmad, Ega Sukmaningtias, Inan Taat Diyanah. Ahmad Dahlan University explained that education in Indonesia and Indonesian citizens are still inadequate and pay special attention to children with special needs; and Educators must have special skills and patience to teach children with special needs who are blind;

Furthermore, the results of the research in the journal compiled by Nurhayati, Sya'ban Mauluddin and Widiawati Mokodongan, the implementation of Islamic religious education learning at the Poyowa Besar Kotamobagu State Special School using lecture methods, question and answer, demonstrations, sign language, and lip reading methods.

Conclusions, Implications and Recommendations

Conclusion

Based on the results of research conducted regarding the application of prayer learning methods in the subject of Islamic Religious Education (PAI) in children with visual impairment multi-disabilities class 2-A SLB Pajajaran Bandung, the authors draw the conclusion that:

1) Application of prayer learning methods in PAI subjects teachers use direct instruction, teachers provide explanations about new concepts or skills to students with the aim of assisting students in learning basic skills and obtaining information that can be taught step by step.

2) Evaluation of learning to pray is carried out using oral tests, and practice (actions). The oral test is carried out during the practice of reciting the prayer readings. In the form of a prayer movement test the teacher carries out a learning evaluation in the form of practice (actions), direct physical contact with students.

3) The learning difficulty factor experienced by multi-disabilities visual impairment students in attending prayer lessons is the limitations of multi-disabilities visual impairment students in receiving stimuli or information through their sense of sight, so that they make use of other senses in receiving stimuli or

information. This makes cognitive learners who are not too easy or fast to memorize or receive learning unless they are constantly repeated and the learning difficulties experienced also lie in the motor skills of multi-disabilities visual impairment students who tend to be slower when compared to normal children in general.

Implications

1) Development of Islamic Religious Education learning methods by increasing the competence of Islamic Religious Education teachers.
2) Development of learning evaluation by taking into account the effectiveness and adaptation to the needs of students with visual impairment multi-disabilities.
3) Deepening the teacher's insight and ability to overcome the learning difficulties of students with visual impairment multi-disabilities.

Recommendation

Based on the conclusions described above, there are several suggestions from the author as follows:

For Schools

Providing infrastructure and media to support the learning process of Islamic Religious Education in accordance with the needs and circumstances of multi-disabilities visual impairment students, such as visual aids that can be felt by multi-disabilities visual impairment students when they are learning practical learning.

For Islamic Religious Education Teachers

To continue to add and hone teacher competence in implementing and determining learning methods that are appropriate to learning objectives and the suitability or needs of students. Adding and honing teacher competence in determining learning evaluations that are in accordance with the needs of students so that they are more effective and efficient, as well as better understanding the factors of student learning difficulties so that students are easy to accept learning.

For Educational Institutions

Provide training to teachers of Islamic Religious Education to be able to add insight and skills in achieving the learning objectives that have been set.

For Students

This research is still limited to the application of learning methods, learning evaluation, and learning difficulties factors for students with visual impairment

multi-disabilities. It is suggested that future researchers can develop research on similar education using other variables or on other subjects.

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