



Jurnal Ilmiah Pendidikan Citra Bakti

p-ISSN 2355-5106 || e-ISSN 2620-6641

<https://jurnal.citrabakti.ac.id/index.php/jil>



TEACHERS' STRATEGIES IN TEACHING ABLUTION AND PRAYER TO STUDENTS WITH MULTIPLE DISABILITIES

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Article History

Received:
March 20, 2026

Accepted:
May 2, 2026

Published:
May 21, 2026

Abstract

Teaching ablution and prayer to students with multiple disabilities, particularly those with hearing, speech, and intellectual impairments, requires learning strategies that are adjusted to the characteristics and needs of the learners. Limitations in communication and cognitive abilities become significant challenges in understanding and practicing religious activities properly. This study aims to describe the learning strategies implemented by teachers and their role in supporting students' understanding of ablution and prayer materials. The study employed a descriptive qualitative approach involving junior secondary students in a special school. Data were collected through observation, interviews, and documentation, and were analyzed through data reduction, data presentation, and conclusion drawing. The findings indicate that learning becomes more effective through direct practice conducted gradually and repeatedly, supported by visual media in the form of instructional videos. These strategies assist students in understanding and practicing the sequence of ablution and prayer movements according to their individual abilities. In addition, communication barriers were identified due to differences in the use of sign language between the home and school environments. Social interaction and students' level of independence were also found to influence the learning process. Therefore, adaptive, visual, and practice-based learning strategies play an important role in supporting Islamic Religious Education for students with multiple disabilities.

Keywords: multiple disabilities, prayer learning, teaching strategies,

Abstrak. Pembelajaran wudhu dan sholat pada siswa dengan disabilitas ganda, khususnya tunarungu wicara dan tunagrahita, memerlukan strategi yang disesuaikan dengan karakteristik dan kebutuhan peserta didik. Keterbatasan dalam aspek komunikasi dan kemampuan kognitif menjadi tantangan dalam memahami praktik ibadah secara tepat. Kajian ini bertujuan untuk mendeskripsikan strategi pembelajaran yang diterapkan guru serta perannya dalam membantu pemahaman peserta didik terhadap materi wudhu dan sholat. Pendekatan yang digunakan adalah deskriptif kualitatif dengan subjek penelitian siswa tingkat SMP di sekolah khusus. Data diperoleh melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil kajian menunjukkan bahwa pembelajaran lebih efektif melalui praktik langsung yang dilakukan secara bertahap dan berulang serta didukung oleh media visual berupa video. Strategi tersebut membantu peserta didik memahami dan mempraktikkan urutan gerakan ibadah sesuai kemampuan masing-masing. Selain itu, ditemukan hambatan komunikasi yang dipengaruhi oleh perbedaan penggunaan bahasa isyarat antara lingkungan rumah dan sekolah. Interaksi sosial dan tingkat kemandirian peserta didik juga turut memengaruhi proses pembelajaran. Dengan demikian, strategi pembelajaran yang adaptif, visual, dan berbasis praktik memiliki peran penting dalam mendukung pembelajaran Pendidikan Agama Islam bagi siswa dengan disabilitas ganda.

Kata-kata Kunci : disabilitas ganda, pembelajaran sholat, strategi pembelajaran

Background

Education is the right of every citizen without exception, including students with special need (Tea et al., 2023). In the implementation of inclusive education as well as education in special schools, teachers play a very important role in designing and implementing learning processes that are appropriate to the characteristics of students (Barlian et al., 2023; Saskia et al., 2024). Students with multiple disabilities, particularly those with hearing, speech, and intellectual impairments, experience complex barriers in communication, language comprehension, and cognitive abilities. These conditions require learning strategies that are more structured, concrete, and repetitive so that the learning process can take place effectively and meaningfully. Therefore, teachers need to have the ability to adjust methods, media, and learning approaches according to the needs of students with multiple disabilities.

Islamic Religious Education learning has an important role in shaping students' character, morality, and worship habits in daily life (Yusri et al., 2024). Worship materials such as ablution and prayer not only emphasize conceptual understanding but also students' ability to practice worship procedures correctly and independently (Chodir & Isti'annah, 2024). For students with multiple disabilities, the process of learning worship requires a more gradual, consistent approach and the use of demonstration methods and visual media that are easy to understand. Teachers are required to be able to select appropriate learning strategies so that students can understand the sequence of worship movements and perform them according to their abilities (Lukman, 2024). Thus, the success of worship learning is strongly influenced by the teacher's ability to develop adaptive and responsive learning strategies according to the needs of students with multiple disabilities.

However, in classroom practice, teachers often face various challenges, particularly in the aspect of communication between teachers and students. Communication barriers may

occur due to differences in the use of sign language between the home and school environments, limitations in students' language abilities, and low ability to understand verbal instructions (Irchamna et al., 2025). In addition, students with intellectual limitations require a longer time to understand learning materials and practice worship movements correctly. These conditions may cause students to experience difficulties in understanding learning materials and increase their dependence on teacher assistance (Mawaddah & Khalim, 2025). Therefore, teachers need to develop creative and flexible learning strategies to overcome communication barriers and improve the effectiveness of the learning process.

Although many studies on inclusive education and education for students with special needs have been conducted, most studies still focus on students with a single type of disability, such as hearing impairment or intellectual disability separately. Research that specifically examines learning strategies for students with multiple disabilities, especially those who simultaneously experience communication barriers and cognitive limitations, is still relatively limited (Al Ghifari & Syarifah, 2025; Kontesa et al., 2026). In addition, studies discussing worship learning in Islamic Religious Education for students with multiple disabilities are still rarely found, particularly in the context of practical worship learning such as ablution and prayer in special schools. This condition indicates a research gap that needs further investigation.

The urgency of this study lies in the importance of developing effective learning strategies to improve the ability of students with multiple disabilities to understand and practice worship independently. If communication barriers and learning limitations are not addressed properly, students may experience difficulties in performing worship correctly, which may ultimately affect the development of independence and the formation of students' religious character (Mazid & Nurmawati, 2024). Therefore, research is needed to provide a clear description of the learning strategies used by teachers in teaching worship materials to students with multiple disabilities.

Based on the explanation above, this study aims to describe teachers' strategies in teaching ablution and prayer to students with multiple disabilities, particularly those with hearing, speech, and intellectual impairments, as well as to identify the communication barriers faced by teachers and the efforts made to overcome these barriers in the learning process.

Method

This study employed a qualitative approach with a descriptive design (Ramdhan, 2021). This approach was chosen because the study focused on understanding in depth the process of teaching ablution and prayer to students with multiple disabilities, particularly those with hearing, speech, and intellectual impairments. In addition, the study did not focus on numerical data, but rather on describing phenomena based on actual conditions in the field,

especially regarding the strategies used by teachers, the obstacles encountered, and the efforts made during the learning process (Juita et al., 2025).

Data were collected through triangulation techniques consisting of observation, interviews, and documentation (Nurfajriani et al., 2024). The study was conducted at Sekolah Khusus Bina Insan Mandiri Tenggarong, Kutai Kartanegara Regency, East Kalimantan Province, with the research subjects being eighth-grade junior secondary students with multiple disabilities. The informants in this study were teachers who were directly involved in Islamic Religious Education learning, particularly in teaching ablution and prayer materials. Informants were selected purposively by considering their involvement and experience in the learning process (Husna et al., 2025). Observations were conducted directly during classroom activities to examine how teachers delivered the material, how students responded, and how interactions occurred in the classroom. Interviews were conducted with teachers to obtain more in-depth information regarding the learning strategies applied, the challenges encountered, and the efforts made to address those challenges. Meanwhile, documentation was used as supporting data in the form of activity photographs, learning notes, and records of students' activities.

The data collection process was carried out gradually, beginning with preliminary observations, followed by observations during the learning process, interviews with informants, and the collection of supporting documents (Rahayu & Aniswita, 2023). The collected data were then analyzed through stages of data reduction, systematic data organization, and conclusion drawing based on the findings obtained in the field (Hidayat et al., 2025). To ensure data validity, cross-checking was conducted by comparing findings from different sources and techniques so that the data obtained were more consistent and trustworthy. In addition, this study also considered ethical aspects by maintaining participants' confidentiality, obtaining permission from relevant parties, and ensuring that the entire research process was conducted solely for academic purposes.

Results and Discussion

This study aimed to examine and describe the strategies used by teachers in teaching ablution and prayer to students with multiple disabilities, particularly those with hearing, speech, and intellectual impairments. The findings were compiled based on data obtained through observations, interviews, and documentation during the learning process. In practice, the learning activities were predominantly conducted through direct practice. Teachers demonstrated each step of the ablution and prayer movements gradually, after which students were asked to imitate the demonstrated movements. These activities were not conducted only once, but were repeated regularly in every meeting. Observation results showed that students attempted to follow the instructions by imitating the demonstrated movements. Some students

were able to complete the sequence of movements with assistance, while others still required guidance at certain stages. Continuous repetition helped students remember the sequence of worship movements.

In addition, the use of visual media also became part of the learning strategy. Teachers utilized videos containing examples of ablution and prayer movements as supporting learning media. This media enabled students to repeatedly observe the demonstrated movements. During the process, students appeared more attentive and showed increased focus. They then attempted to adjust their movements according to what was displayed in the video. Documentation data indicated that visual media played a role in clarifying the stages of worship movements being learned. On the other hand, communication barriers between teachers and students were also identified. These obstacles emerged due to differences in the use of sign language between the home and school environments. Such differences caused some students to experience difficulties in understanding the instructions given. Furthermore, limitations in language abilities also affected the process of receiving information. Students tended to require a longer time to understand instructions, leading teachers to repeat



Figure 1. Interview process



Figure 2. Learning using sign language

explanations several times. In practice, students' responses to the same instructions also varied.

The findings also revealed that the students demonstrated fairly good social interaction skills. They were able to communicate with teachers using simple sign language and follow instructions during the learning process, although in certain situations they still required assistance. During practical activities, some students appeared to gradually perform several stages independently. They were also actively involved in classroom activities without showing significant resistance. In addition to nonverbal communication, the students also demonstrated written communication skills, although still in a simple form. Some students were able to write short words or sentences as a way of conveying information. This ability was utilized as an alternative form of communication during the learning process. The documentation obtained indicated that students' written responses were used as one form of response to classroom activities.



Figure 3. Student training and mentoring process

The findings indicate that the strategies used by teachers in teaching ablution and prayer to students with multiple disabilities place greater emphasis on direct practice activities, repetition, and the support of visual media. This suggests that concrete approaches are more easily understood by students who experience limitations in communication and cognitive aspects (Jufri et al., 2023). Through direct experience, students are able to learn the sequence of worship movements gradually, so that learning does not only remain at the level of understanding but also develops into practical skills (Muslim et al., 2025). When associated with previous studies, these findings demonstrate a similar tendency, namely that students with special needs are more capable of understanding learning materials through activities that can be directly observed. Practice-based learning is considered more effective because it involves physical movements and repeated habituation (Khoiruddin, 2025). The use of visual media such as videos also contributes to strengthening students' understanding, as they are able to observe examples consistently and repeat them according to their needs (Malau et al., 2025). Therefore, the combination of direct demonstration and visual media can serve as complementary approaches in the learning process.

In addition, this study also identified communication barriers between teachers and students. These barriers were mainly caused by differences in the use of sign language between the home and school environments. This condition affected students' understanding of the instructions given, causing them to require more time to respond (Rachmawati, 2025). This situation indicates that the success of the learning process is not only determined by the methods applied, but also by the suitability of the communication system used (Yusuf et al., 2024). Therefore, teachers' ability to adapt forms of communication becomes an important aspect in supporting the effectiveness of the learning process. Another factor that also influenced learning was students' social interaction skills and level of independence. Students who were able to interact with teachers, even by using simple sign language, tended to follow instructions more easily and participate actively in learning activities (Damayanti et al., 2025).

This demonstrates that non-academic factors, such as social interaction and independence, play a significant role in supporting the learning process, particularly for students with special needs.

Students' written communication skills also became one of the important findings of this study. Although still in a simple form, this ability reflected students' efforts to convey information despite their limitations in verbal communication (Aswaruddin et al., 2025). This finding illustrates that students with multiple disabilities are capable of utilizing various forms of communication as an adaptation to the conditions they experience. Conceptually, the results of this study reaffirm that learning for students with special needs should be adjusted to individual characteristics, both in terms of methods, media, and communication approaches (Yusuf, 2024). From a practical perspective, these findings indicate that teachers need to combine various learning strategies to ensure that the learning process can take place optimally (Dacholfany et al., 2023). In addition, family involvement also becomes an important factor in supporting the consistency of communication used by students.

This study has several limitations, including the relatively small number of participants and the limited research scope, which was conducted in only one location. In addition, the focus of the study solely on ablution and prayer materials means that the findings do not yet represent the overall scope of Islamic Religious Education learning. Based on these limitations, future studies are recommended to involve broader and more diverse participants, as well as to examine other learning materials. Furthermore, the development of more specific learning models or strategies is also necessary to improve the effectiveness of the learning process, particularly in overcoming communication barriers and encouraging students' independence.

Conclusion

The findings of this study indicate that teaching ablution and prayer to students with multiple disabilities, particularly those with hearing, speech, and intellectual impairments, tends to be more effective when conducted through direct practice that is gradual and repetitive, supported by the use of visual media. This approach assists students in understanding and practicing the sequence of worship movements according to their individual abilities. On the other hand, the learning process is also influenced by communication barriers arising from differences in the use of sign language, as well as by students' levels of social interaction and independence. Academically, this study strengthens the discourse on inclusive education, particularly in the context of Islamic Religious Education for students with multiple disabilities. The findings emphasize that concrete, visual, and adaptive approaches play an important role in helping students overcome limitations in communication and cognitive aspects.

From a practical perspective, the findings suggest that teachers need to implement more flexible learning strategies by integrating direct practice, visual media, and adjustments in communication methods. In addition, the role of families is also important in supporting the consistency of communication patterns so that the learning process can take place more effectively. For future studies, it is recommended to involve more diverse participants and to examine other learning materials, both in Islamic Religious Education and other fields. Furthermore, the development of more specific learning models is also needed to improve the effectiveness of learning and to encourage the independence of students with multiple disabilities.

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