

The Practice of Uslub Al-Da'wah in the Religion Learning Process towards Blind Disability Persons

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Abstract: *Proper missionary strategies will have a good effect on your target person. Thus, the preacher must strive to improve the quality of the uslub al-da'wah that is effective in the context of continuous learning to the visually impaired. Learning to be applied in a humane manner is important in order to enhance the level of psychology, knowledge and self-confidence. This study will explore the practice of the uslub al-da'wah in the process of religious learning for the visually impaired. Interviews were used as the main instrument in this study. Two informants were interviewed as experts. Nvivo version 12.0 was used in analysis the study data. The study found three phases of learning implemented by uslub al-da'wah to the visually impaired namely pre-learning, during-learning and post-learning. Pre-learning contains two main themes: module suitability and identifying target groups. The learning process consists of six themes that are always informative, stimulate the soul through religious motivation, use appropriate language adjustments, use storytelling techniques, conduct question and answer activities and practice. Whereas post-learning contains three themes, the preacher make a soft relationships, maintains relationships and provides service to them. Therefore, the results of this study are expected to serve as a guide for preachers who are directly involved in the teaching and learning process for the visually impaired.*

Index Terms: *Uslub, al-da'wah, religion, learning process, blind disability*

I. INTRODUCTION

The visually impaired are highly dependent on other senses such as sense of hearing and hearing to understand the environment and life. According to Ahmad Yunus Mohd and Tengku Intan Zarina (2014) their learning is largely focused on hearing. According to Mohd Shahril (2018) People with visual impairments have difficulty feeling, they will find it difficult to communicate when dealing with normal people and feel inferior and unsure of

communication (Adib, 2018). However, they are different when they are in their own group and they do not have problems communicating with each other. However, according to Toran, Muhamad, Yasin, Tahar and Hamzah (2010) that there are still negative attitudes towards the disabled that have been identified as a psychosocial obstacle for them to participate fully in society. Hasani (2014) on lecture communication among lecturers at a college showed that communication skills are very important for a lecturer in delivering knowledge to students. While according to McLinden, Douglas, Cobb, Hewett and Ravenscroft (2016) each trainer for the disabled needs to undergo specific exercises designed and developed for the trainer using techniques and methods appropriate to the visually impaired such as Understanding the various obstacles faced by those with disabilities visually impaired access to the curriculum, strategies for enabling access and support in different contexts. Ability to identify, design, adapt and evaluate materials and environmental conditions to meet the needs of various children and young people with visual impairment.

II. REVIEW THE LEARNING PROCESS WITH PSYCHOLOGY FACTOR OF BLIND DISABILITY PERSON

Psychology is often associated with the internal aspects of an individual in dealing with a group or individual. According to Md. Sham et al. (2006) all human behavior derives from one's soul and heart. This element can be influenced by studying and recognizing the element. Sri Nurul and Agus (2013) stated that individuals who are irrational in their behavior face various events with emotional turmoil, such as anxiety, perceived danger as threatening and ultimately unrealistic. He explains that the motive in the human being is the impulse, desire, desire, and energy that arises from within himself, to do something. According to Rohana, Norhasni, Azimi and Fathiyah (2013) the support of the community and family is very important as it can influence the religious upbringing of individuals especially those with disabilities. The effects of a good psychological level will also have a positive effect on the disabled to regain their independence and achieve a more meaningful life (Tarsidi, 2012). Many studies show that the visually impaired face psychological problems as reported by Moschos (2014). In addition, the study of Tarsidi (2012); Peter and Ferlis (2014); Zuhda (2014); Rosli et al. (2015) also support the study that the visually impaired often face psychological problems such as low self-esteem, fear and shame in dealing with society.

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Emotional stress in people with visual impairments can occur when they have difficulty learning something new such as identifying a shape, surface, symbol and determining a place whether it involves touch or movement (Graven, 2018). In fact, according to Tarsidi (2012) the emotional stress in the visually impaired increases when it occurs to people who are blinded by accidents in adulthood. In order to overcome the problems that occur in the visually impaired, psychological methods need to be applied in order for their souls and thoughts to be affected.

A study conducted by Safaa, Marzoka, and Salwa (2011) shows that more and more children with visual impairments have low quality of life scores on emotional, social, and personal status. However, religious appreciation has a high quality of life. This shows that spiritual or religious factors provide a good impetus for individuals to always value life. A study conducted by Nurul Asmak Liana et al. (2017) found that among the factors that led to poor religious appreciation among the visually impaired in PERTIS Terengganu was lack of support from families and communities. Therefore, Sri Nurul and Agus (2013) see that the emphasis in the field of religious education should be given special attention by suggesting that every educator should understand the issues that are affecting his people to worship Allah SWT. Through a deep appreciation of one's religion, behavior and character can change to do good (Al-Farisi, 2005; Arifin, 1991; Faizah and Lalu Muchsin EWfendi, 2009; Md. Sham et al., 2006).

III. METHODOLOGY OF RESEARCH

This study uses qualitative approach in case study. Interview instruments have been used to collect data. Konting (1998) described interview methods used to obtain information such as facts, beliefs, feelings and desires needed to achieve research objectives.

A. Pilot of the Study

Preliminary pilot studies were performed on informants who had similar characteristics to the primary informant. His involvement with the blind has been for more than 10 years in organizing religious activities. Once the pilot study was conducted, the researcher evaluated and corrected each question that was considered inappropriate based on the comments and opinions of the informants so that the questions asked could answer each research question.

B. Reliability and Validity Test

The reliability and validity test used by researchers in this qualitative study involves several steps as suggested by Bogdan and Biklen (2003), namely, validation of interview protocols by supervisors, other researchers in the same fields and specialist's field, pilot studies, data triangulation, transcript validation expert interviews and validations (internal and external validity) on the themes built as well as the length of the study.

IV. DISCUSSION OF FINDINGS

A. Study of Informant Details

Table 1 shows the demography of informant. There are 2 informant was selective in this research. Their role as program organizer and religious program leader for over 2

years. They are also a category of visually impaired, and they certainly know more about their own group.

Table 1: Demography of informant

Informant	Age	Certi.	Engage	Notes
Organiser 1	64	Dip	2 years	Chairman of club
Organiser 2	43	Dip	2 years	PERTIS's Exco

A. Religion learning process towards blind disability person

Figure 1 shows the process of religion learning process towards blind disability person. There are three phase of learning process which is pre-learning, during-learning and post-learning.

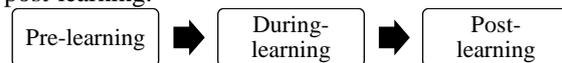


Figure 1: Religion learning process

1. The pre-learning process identified two main themes, namely the suitability of the module and recognizing the participants background.

a. Suitability of the module

Each program conducted within the visually impaired should have a primary focus on their interest in religious education. Organiser 1 says that the use of the book of *muniatul musolli* helps participants to learn how and to pray properly. In addition, organiser 1 says the topics to be taught also need to be restricted so that learning is more focused and does not create a burden on the visually impaired participants. Using the scriptures is one way to teach them from one section to another section is a better way.

b. Recognizing participant's background

A preacher needs to know the culture of the target person, the life and the background and the needs of the community in order to make the preaching process more effective and effective. Organiser 1 and says that preachers needs to know the participant's background before they are start learning to make a good relationship. Knowledge of the community is not only about the socio-cultural condition of the people, but also matters relating to their customs, way of life and morals. Preachers need to know how to communicate so that what they are trying to convey is easily understood and understood without misunderstanding and confusion (Yusmini and Tengku Sarina Aini, 2013).

2. In during process of learning, the researcher found six sub-themes that assisted the learning process, namely informing, stimulating the soul through religious motivation, using simple language adjustments, using storytelling techniques, conducting question and answer activities, practicing practical activities.

a. Always give the information

Based on the interviews and observations we have found in the learning process, the chair of the class will provide a variety of information that cannot be seen through the eyes or readings. According to organiser 1, they need to be constantly informed, not just silent because they do not know what is going on around them. Because of that, for the visually impaired people around them should play an important role in helping them with information needs.

b. Stimulates the soul through religious motivation

The religious motivation by the preacher in matters that further strengthen the belief in the faith can further strengthen the belief in Allah's destiny. It is through the strength of the soul that we are able to meet the challenges of life in the future, whether financially, family, community or religion. Organiser 1 often gives stimulating words before the class begins to give participants awareness. The motivations inherent in the preacher need to be shared by the blind person through the form of conversation and approach in order to appeal to the desire to learn religion (Nik Siti Khadijah, 2015).

c. Use simple and appropriate language adjustments

Organizer 1 believes that simple and appropriate language and style are very important when preaching to the blind. The use of the right language style enhances the visually impaired understanding of what the preacher teaches in the classroom. Ab. Aziz (2009) explained that the concept that needs to be used for the disabled is to provide simple and non-burdensome messages.

d. Use storytelling techniques

Blindness depends only on the hearing and the touch in receiving the information. The presentations are not just meant to convey something but they need to be informed so that they know what the purpose is. The narration in a sermon presentation can entice the listener to hear it in the form of a story. Organizer 1 says that if you want to convey something to the visually impaired, it should be in an easy-to-understand form. Storytelling through the stories of the companions who are constantly undergoing trials in the direction of the SWT gods and have received great opposition from the unbelievers (Turkey, 2010).

e. Conducts question and answer activities

The method of preaching through question-and-answer activities, which is a good discussion or discussion, is a method of propagation that can be applied to those who have a problem with understanding (Noor Hafizah et al., 2016). Organiser 1 says participating in a question and answer activity helps them understand the topic better. The questions asked are usually more specific in relation to the topic being taught at that time. Dayang Ummi Faizah et al. (2016) explain that this method of discussion is an appropriate missionary to blind person as it provides questioning and extending of ideas.

f. Carry out practical activities

In addition to theoretical learning in the classroom,

preachers are also encouraged to engage in physical activity to the visually impaired so that religious understanding can be further strengthened. Although practical learning in the classroom is possible, organizer 2 reminds us that what is taught needs to be clearly stated and explained one at a time. Because some participants are unfamiliar with the use of terms they have never heard. Practical guidance can be done in groups. It is a form of service that provides a service focused on providing information and experience through planned and organized group activities (L. Gibson and H. Mitchell, 2010; Umi, 2014).

3. In order to continue the preaching of blindness to the blind, the preacher is encouraged to conduct post-learning with the blind. In the post-learning theme, the researcher finds three sub-themes that support post-learning, namely, preoccupation with softening relationships, maintaining socialization and service.

a. Brings humanity relationship

In dealing with the visually impaired by the method of *Qudwah Hasanah*, they need the attention and service of others. Although most of them want to be independent and take care of their own things, there are still many who need the attention and treatment of the community. They are humbled to ask for help but deep in their heart they need attention and service.

b. Keep a social communication

Psychosocial can be defined as a condition of the disabled with psychological and relationship disorders such as stress, depression, emotional disturbance, acceptance, adaptation, socialization and contact with the normal environment (Zuhda, 2014). According to organiser 1, when dealing with the visually impaired, we need to know the appropriate boundaries of society by overcoming their weaknesses. To mitigate this situation, the way you interact should be emphasized when interacting with them. They expect others to understand their circumstances and feelings without being told. According to Turkey (2010) calm association is the most important aspect when communicating with the disabled. Maintaining good manners and rules produces good results in maintaining the relationship between the preacher and the disabled.

c. Give a serving

Organizer 2 states that the method of controlling the blind is to help with movement and to tell what is right and wrong so that they can understand the surroundings. Examples of good parenting shown by great scholars can touch the eyes of the blind when they are able to lead and guide them. Among the examples that the organizer 2 in his interview was that of a great man with a sincere willingness to help the blind, so that they can feel the beauty of the scholar's morals in themselves.

V. CONCLUSION

Based on the research, the findings show that the implementation of teaching on the blind has not yet reached the *al-da'wah* standard which meets the criteria of good teaching methodology. Preachers still pay less attention from the post-learning angle because of constraints such as distance and not enough time. Involvement of preachers occurs only when the organization of religious programs is organized at their center. However, There are some suggestions for improvement in some aspects such as preachers need to maintain good relationships with the participants and be good examples to them. Therefore, it is hoped that this study will do a lot to help improve the quality of the teaching process applied to the visually impaired. Collaboration from all parties involved with management, faculty and participants is essential to make a better impact on the teaching process. In addition, this study is also expected to assist in further research on the aspects of teaching the visually impaired that include appropriate methods, techniques and strategies for use in teaching implementation.

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