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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/20306
DOI URL: <http://dx.doi.org/10.21474/IJAR01/20306>



RESEARCH ARTICLE

BEHAVIOR MANAGEMENT FOR SPECIAL NEEDS STUDENTS USING INTEGRATED PLAY GROUP METHODS AND AL-QUR'AN VERSE THERAPY

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Manuscript Info

Manuscript History

Received: 25 November 2024

Final Accepted: 28 December 2024

Published: January 2025

Key words:-

Integrated Learning Module, Behavior Management; Psychotherapy, Zikr, Music

Abstract

The average number of special children around the world who are born with disabilities is increasing. Parents and teachers use various Western psychotherapy approaches to facilitate their daily handling of special children, particularly in emotional and behavioral management. However, these methods and therapies often lack the spiritual dimension, which is a fundamental aspect of human existence. To bridge this gap, we will build and apply a module that integrates existing behavioral therapy with psychospiritual therapy for students with special needs in the Integrated Special Education Program (PPKI) at Sekolah Rendah Bandar Baharu, Kuala Selangor. The development of this module consists of four phases. The first phase identifies the problems and constraints faced by teachers in managing the emotions and behavior of special students. The second phase involves building modules based on identified problems and expert views. The third phase is the construction, evaluation, and improvement of the module, considering experts' views. This module will prioritize two methods of behavior control: integrating parents in children's activities through integrated learning group techniques and combining al-Quran therapy, which involves listening to al-Quran verses to regulate unstable children's emotions. This module will aid parents and teachers in educating special needs students (SENS) to the best of their abilities, thereby promoting the emotional and spiritual growth of special children nationwide.

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Introduction:-

Implementing behavior management requires the implementer to undertake several crucial tasks both before and during the process. Zirpoli and Melloy (1993) outline four key tasks for the implementer: observing, measuring, and evaluating the current behavior pattern; identifying environmental antecedents and consequences; determining new behavioral objectives; and forming new behavioral learning or improving current behavior by manipulating identified antecedents and consequences (Zirpoli, 1993). The fundamental idea of behavior management encompasses the following aspects: careful planning, identifying individuals or groups struggling with behavioral issues, choosing efficient intervention methods, and conducting an objective assessment after putting these strategies into action.

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From an Islamic perspective, there exist a variety of methods and methodologies for addressing any issue, whether it pertains to physical, emotional, spiritual, or other aspects. 'Ali Ibn Sahl al Tabari, who was among the first to apply psychotherapy, or al-'ilaj al-nafs, as a method in Islamic psychology to treat the human soul, wrote Firdaws al-Hikmah, a book that highlights the concept of worship therapy (Khalili et al., 2002). This behavior management issue is the main concern in this study. When special needs student have negative behaviors and disruptions in the learning process often plague students (SEN), hindering the achievement of teaching objectives. Additionally, managing special children, particularly those with disabilities, can be challenging for parents and guardians due to the impact on the nervous system and mind, which in turn affects the brain's ability to process information effectively. This situation often leads to students with special needs (SEN) becoming aggressive, lacking empathy towards others, ignoring others, and having problems socializing. Today's therapy aims to alleviate anxiety, depression, and stress levels. It is temporary and does not guarantee stress relief from therapy. The problem faced by the patient. This is because the focus of therapy is only on academics, cognitive problems, reading, and counting and does not touch on spiritual aspects. In response to this situation, we developed this module to address the issue of managing the behavior of students with special needs (MBK) through the Integrated Play Group (IPG). Wolfberg, Bottema-Beutel, & DeWit (2012) conducted a previous study on IPG among children with autism and found that it can improve social skills (Bottema, 2012).

Various psychological approaches and Western-style psychotherapy have been applied to special children. However, so far there is still a lack of research or documentation involving psychotherapy that combines behavioral therapy with spiritual elements as an intervention for special children. Recent research primarily focuses on reviewing previous studies that examine the impact of Islamic psycho-spiritual therapy on spiritual health, but this is only a conceptual study (Zahra and Amin, 2020). Furthermore, most education and care centers for special children emphasize and focus on reading, counting, and psychomotor skills in their techniques. Despite the challenging nature of research on individuals with disabilities or special groups, we cannot overlook their entitlement to a normal life. Based on the success of the previous study, we will enhance the current module by implementing the Integrated Play Group (IPG) method. We will also integrate it with psychotherapy, which involves listening to the recitation of al-Quran verses to promote positive social development in children. This will enable students who require Khas (MBK) to establish positive relationships with those around them. In addition to reciting verses from the Qur'an through games, drama, and art activities, teachers can also implement the IPG model. Second, build an integrated behavior management module to help teachers overcome behavior management problems during the teaching and learning period.

Literature Review:-

The approach in managing the behavior of students with special needs (MBK) is a process of channeling services, education, and support to the community that manages special children. Early intervention programs and services cater to the developmental needs of children and families with special needs, particularly in the areas of physical, cognitive, communication, social, emotional, and adaptation development. Various therapies and services, such as occupational therapy, physiotherapy, speech therapy, and support services for families, accomplish this. Researchers have conducted studies on appropriate intervention practices for children. We used the following approach to build this module:

Integrated Learning (IPG)

The behavior management module for special needs students (MBK) will apply various intervention methods, one of which is the integrated playgroup model. This model approaches behavior management by providing services, education, and support to the community responsible for managing special children. Early intervention programs and services cater to the developmental needs of children and families with special needs, particularly in the domains of physical, cognitive, communication, social, emotional, and adaptation development. Various therapies or services, such as occupational therapy, physiotherapy, speech therapy, and support services for families, meet these needs (Wolfberg, 1999). Recent studies have explored appropriate intervention practices for special children, including Applied Behavior Analysis (ABA), Discrete Trial Training, and Picture Exchange Communication System (PECS) (Wolfberg, P. J., 1999).

Psychospiritual Therapy (Emotional and Spiritual)

Psychospiritual therapy is a treatment method that targets mental, spiritual, emotional, or moral behavior. This therapy can be implemented through sounds such as music and zikr capable of effecting restoring the memory of an Alzheimer's person and forming a permanent memory if repeated several times. In addition, music can serve as

emotional therapy. According to Sharifah Basirah & Che Zarrina (2015), there are two types of psychotherapy: worldly, which involves psychospiritual treatment techniques based on real-life psychopathology, and ukhrawi, which involves guidance on moral, spiritual, and religious values.

This therapy can also help to make the soul calmer and thus eliminate emotional stress. Listening to the recitation of the Quran is one of the ways to generate EEG waves and thus produce a high level of calmness compared to the activity of listening to music. Therefore, we can conclude that special children can benefit from listening to the Al-Quran as a therapy for memory and speech. Not only that, the Quran also plays a role as an intervention in dealing with sleep disorders in autistic children. We expect a good quality of sleep to help restore the physical, cognitive, and emotional health of autistic children and further reduce their negative symptoms. We shouldn't limit our reading of the Qur'an to just sitting and reading; we can also combine it with other medical methods like massage, electric current, reflexology, cupping, acupuncture, herbal ingredients, exercise, breathing treatment, and others to create a more blessed effort that evokes religious effects (Sharifah Basirah & Che Zarrina 2015).

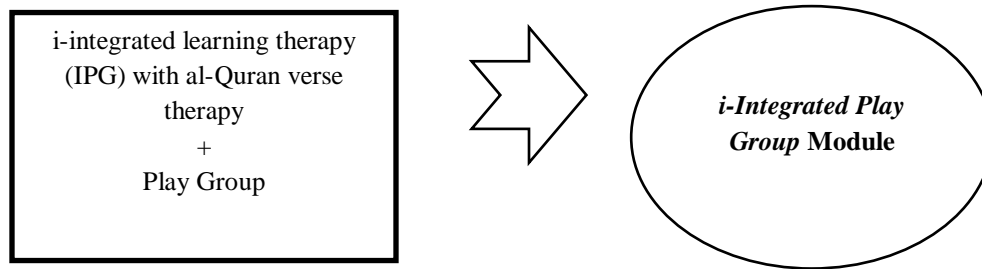
Listening to the verses of the Qur'an perfectly, continuously, and with full sincerity can be an effective cure for all spiritual and physical ailments. Listening to the holy melody of the Qur'an is a psychiatric therapy, which is higher than ordinary psychotherapy. This is because the melody of the Qur'an contains spiritual and religious elements that can generate hope and self-confidence in a sick person, which in turn can increase immunity, thus speeding up the healing process. Afrinaldi, Ruslin, and M. Arif (2015) assert that studies conducted in Morocco, the United States, and the United Kingdom demonstrate the positive impact of Islamic psychotherapy on emotional and mental health and depression. This practice also serves as a complementary therapy in the healing of human psychology, ultimately fostering a peaceful, comfortable, and problem-free society (Afrinaldi et al., 2015). The Prophet, peace be upon him, proved this by saying: "The difference between those who remember God and those who do not is like a living person and a dead person" (Al-Bukhari 2002). Furthermore, we can compare the relationship between remembrance and the heart to a fish's need for water. This means that the heart as a king needs dhikr to continue to drive itself in the best personal direction. Scientists and technology have supported studies on the relationship between listening to the verses of the Qur'an and healing, between reading the verses and mental therapy, and between the melody of the verses of the Holy Qur'an and peace of mind. However, the results of the study prove that the study shows superiority. The melody of the Qur'anic verse affects brain waves and heart vibrations, activates the nerves of the child in the womb, and affects the plants. Reciting Qur'an verses also generates physiologically beneficial electromagnetic waves.

The study also discovered that the Qur'anic melody reduces the Very Low Frequency (VLF) spectrum, which is associated with stress, frustration, anger, and restlessness. It then raises the low-frequency (LF) spectrum that is linked to tension, spaciousness, happiness, and appreciation. This means that a negative heart will turn positive after chanting. The picture below shows the integrated play group module for students with learning disabilities that has been combined with psychospiritual therapy (emotional and spiritual) to form a new model that is more effective in dealing with the behavior management problems of students with learning disabilities. Regardless of the chosen approach, it is crucial to carefully consider several factors about special students before implementing behavior management interventions, as each student is unique. Second, there is no one effective method in all situations for all students. Lastly, we should limit the intervention process unless it aligns with the students' needs and desires. This is due to the interrelatedness of students' cognitive, affective, and psychomotor aspects.

Result and Finding:-

Formation of MBK Behavior Management Module

We will develop the behavior management module for special needs students (SNS) by combining integrated learning therapy (IPG) with al-Quran verse therapy. With these two things together, the suggested intervention method will work for the needs and issues that teachers have when they have to deal with SES students' behavior during class (see diagram 1.0). Teachers who act as agents of change must always equip themselves with knowledge and skills, have a positive attitude, and have high motivation to help special needs students (SNS) through the process of effective behavior modification. So, this module teaches teachers how to use behavior management techniques to help managers and students, as well as how to value each person's unique qualities in the workplace, using the right philosophy and theory of behavior.

Diagram 1.0:- i-Integrated Play Group Module for Students with Learning Disabilities.

Sources: Author and Wolfberg (1999)

This study gives us useful information about how to handle behavior problems in students with special needs (SNS) by using an integrated play group (IPG) framework along with spiritual and mental health treatment. Preliminary observations indicated recurrent hyperactive behaviors, including ascending on chairs, disrupting classmates, and struggling to concentrate on activities. These habits persisted in the absence of systematic therapy. Using the IPG paradigm along with Al-Qur'an melody treatment made a big difference in lowering these behaviors. Before the intervention, from June 24 to 28, 2024, we documented 15 to 20 hyperactive occurrences daily. During the intervention period from July 1 to 5, 2024, this figure diminished to 9 to 13 occurrences per day, signifying evident progress. The Al-Qur'an melody treatment significantly contributed to soothing the pupils, improving their engagement, and diminishing hyperactivity. Listening to and reciting Al-Qur'an verses before activities has a calming impact, enhancing pupils' concentration and encouraging more active participation. We customized the IPG activities to align with the students' capabilities and interests, which enhanced their engagement and fostered constructive social connections. Furthermore, the implementation of motivating strategies, including positive reinforcement and commendation, fostered a supportive atmosphere that enhanced students' sense of worth, thereby elevating their drive to exhibit right behavior. This study also found that adding the IPG model to psychospiritual treatment makes a big difference in reducing hyperactive behaviors in SNS. This method effectively addresses the students' needs and abilities by incorporating emotional, motivational, and spiritual aspects. These results align with other studies, notably those by Afrinaldi, Ruslin, and Arif (2015), who highlighted the advantageous benefits of Islamic psychotherapy on emotional and mental well-being, and Swanwick and Daffern (2015), who noted the beneficial influence of music on ADHD behaviors. Furthermore, Wolfberg's (1999) study corroborates the efficacy of integrated play in improving social skills in children with autism.

Conclusion:-

The model effectively reduces the hyperactive behavior of students. We measure the effectiveness of this model by observing a reduction in negative behavior. The decreasing frequency of hyperactive behavior among students demonstrates the effectiveness of the IPG model in controlling student behavior. Secondly, the model employs remembrance and motivation. The practice of listening and chanting dhikr before group activities, along with providing praise, aids in calming the students and providing them with positive encouragement. Initially, the teacher may need to provide frequent reminders, but after a few days, the students no longer require such reminders. Other factors, like tailoring all activities to the student's abilities, successfully engaging their interest in participation, and reducing negative attitudes such as casual work, also contribute to this module's effectiveness. Furthermore, we use persuasion and praise techniques to provide a positive motivational boost, and the appreciation we give makes students feel proud, increasing their enthusiasm to behave politely and focus on activities. In conclusion, this IPG model is effective in reducing students' hyperactive behavior and increasing positive behavior through a comprehensive approach involving emotional aspects, motivation, and appreciation.

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