

PARENTS' EXPECTATIONS OF THE TEACHING AND LEARNING ISLAMIC EDUCATION

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ABSTRACT

The focuses of this research is on parents' expectation of the teaching and learning Islamic Education among students of SDLB N Ungaran. The subject is Islamic Education teachers and the parents of students in SDLB N Ungaran. The methods of data collections are observation, interview and documentation. The technique of data analysis is inductive analysis. The result shows that the teaching and learning Islamic Education among students of SDLB N Ungaran is generally almost the same with the teaching and learning Islamic Education among students of general school. The difference is only in the psychological aspect. The majority of parents' expectation of the teaching and learning Islamic Education is the same: in order the students can understand and apply the subject of Islamic Education in their everyday life so that they can become the righteous children. The factors that support the teaching and learning Islamic Education among students of SDLB N Ungaran are the Islamic Education teachers' patients and meticulous, cooperation between parents, teachers and the school, the extracurricular subjects which are suitable with the students' talent and ability, and teachers' creativity in teaching and learning. The factors that hinder the teaching and learning Islamic Education are inefficient and ineffective time (not suitable with the students with physical disabilities), using the same curriculum with the curriculum in the general school, the low quality teachers, and the lack of teaching and learning facilities.

Keywords: Parents' Expectation, Islamic Education, SDLB.

ABSTRAK

Penelitian ini fokus pada ekspektasi orang tua terhadap pembelajaran PAI pada siswa SDLB N Ungaran. Subyek penelitiannya adalah guru PAI dan orang tua siswa SDLB N Ungaran. Metode pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi, dengan teknik analisis adalah teknik analisis induktif. Hasil temuan penelitian menunjukkan bahwa pembelajaran PAI di SDLB N Ungaran pada umumnya hampir sama dengan pembelajaran PAI di sekolah umum yang membedakan adalah aspek psikhis. Ekspektasi orang tua terhadap pembelajaran PAI mayoritas sama dengan ekspektasi orang tua di SD umum, yaitu siswa dapat mengerti, memahami dan mengaplikasikan materi pendidikan PAI dalam kehidupan sehari-hari, sehingga kedepannya menjadi anak sholih dan sholihah. Faktor pendukung pembelajaran PAI di SDLB adalah sikap sabar dan teliti guru PAI, adanya kerjasama orang tua siswa dengan guru dan pihak sekolah, mata pelajaran ekstrakurikuler menyesuaikan bakat dan kemampuan anak, dan kreativitas guru dalam pembelajaran. Sementara faktor penghambat pembelajaran PAI di SDLB adalah waktu yang kurang efektif dan efisien yang tidak sesuai

dengan kemampuan siswa anak tunadaksa, kurikulum yang sama dengan sekolah umum, kemampuan guru sebagai sumber daya manusia yang masih rendah dan fasilitas pembelajaran yang masih terbatas.

Kata Kunci : Ekspektasi Orang Tua, Pendidikan Agama Islam, SDLB.

INTRODUCTION

Law No. 20 Year 2003 on National Education System, Article 1 states that education is an effort being done with full of awareness and planning to create teaching and learning environment and process in order students can actively develop their potential to have spiritual religious ability, self-control, personality, intelligence, good character, and the skill needed by the society, nation and the state (UU Sisdiknas, 2003, p. 34). This implies that Islamic Education (*Pendidikan Agama Islam/PAI*) in Law No. 20 Year 2003 on National Education System is understood as the process of teaching and learning with the specific materials structured in the school curriculum. One of them is the curriculum for the Schools of Students with Disabilities (*Sekolah Luar Biasa/SLB*), because Islamic Education is very important in cultivating the children's mental.

Each child has the right for education, especially Islamic Education to develop their potential. This includes the children with physical, emotional, mental and social disabilities. This is stated in Law No. 20 Year 2003 Chapter V Section 11 on special education and special service education. Article 32 No. 1 states that: special education is education for students with difficulties in participating in the process of teaching and learning because of their physical, emotional, mental and social disabilities, and because of their special potential and talent.

Children with disabilities or with special capabilities are children with special characteristics which are different from the general children without necessarily showing their mental, emotional and physical disabilities. The children with special needs are the children who cannot see, hear, have mental retardation, physical disabilities, have difficulties in controlling their emotion and have health problems. These children need special educational services which are suitable with their abilities and condition. For example, the children who cannot see need to read Braille, while the children who cannot hear need to communicate by using signal language. Among those categories, this research focuses on children with physical disabilities since their birth or because of accident. The children with physical disabilities are those who have difficulties in their movement due to their neuro-muscular problems and bone structure since they were born or because of their illness or because of accident, including cerebral palsy, amputation, polio, and paralyzed. The

degree of disabilities among these children are categorized as (1) low, if their limitation is only in their undertaking physical activities which can be cured by using therapy, (2) fair, if their disabilities are in sensor coordination, (3) high, if their disabilities are total both in undertaking physical activities and in controlling their physical movement.

To have successful education on children with physical disabilities needs cooperation among various parties: parents, teachers, administrator, school counselor, civil society and government institutions. This cooperation can be in drafting the objectives and the process of teaching and learning as well as other activities which support the teaching and learning. In addition, teaching and learning need professional teachers who know the subjects, methods and media which are suitable with the condition and characteristics of students at SDLB (*Sekolah Dasar Luar Biasa*/Elementary Schools of Students with Disabilities), in order to achieve the objectives of teaching and learning. These are what the teachers expect as educators who have tried hard in helping students to learn by supervising them, giving attention and love to these children with disabilities. These are also what the parents expect because they have taken care and educated these children since they were born. This is the same with the expectations of other parents who send their children to study in Islamic Primary School, in order their children can read the Qur'an and can pray. Similarly, parents who send their children to SDLB have expectation in order their children can be better educated.

Based on the above background, I am interested in undertaking research of parents' expectations of the teaching and learning Islamic Education among SDLB N (Public Elementary Schools of Students with Disabilities) students in Ungaran, Semarang Regency. The questions in this research are: (1) How is the process of teaching and learning Islamic Education among SDLB N students in Ungaran?; (2) What are the parents' expectations of the teaching and learning Islamic Education among SDLB N students in Ungaran?; (3) What are the factors that support and hinder the teaching and learning Islamic Education among SDLB N students in Ungaran?

The research method is qualitative with descriptive approach because the data collected in this research is in the form of words or description from the result of interview, field notes and individual document (Moleong, 2002, p. 11). This type of research can grasp various qualitative information descriptively which is better than numbers, frequency in the form of number (Sutopo, 2006, p. 12). The research strategy is one case study because this research has one variable to be focused on.

This research takes place in SDLB N Ungaran for 6 months with the following steps: doing observation, determining the key person and

informant by using snowballing. The central agenda of this research is to uncover various problems related with parents' expectation toward teaching and learning Islamic Education in SDLB N Ungaran. Therefore the subjects of this research are school headmaster, Islamic Education teacher and parents of SDLB N Ungaran students. The local society public figures become the secondary informant for the issues related with teaching and learning Islamic Education in SDLB N Ungaran.

Based on the qualitative approach and data sources, the techniques of data collection are interview, focus group discussion, observation, and documentation. Interview techniques aims at collecting data or information from respondent (key informant) teaching and learning Islamic Education in SDLB N and parents' expectation toward teaching and learning Islamic Education on students' teaching and learning Islamic Education in SDLB N. This research also uses Focus Group Discussion (FGD) to complement the data about the school condition and students' parents' expectation. The subject of this FGD is SDLB teacher and students' parents because they are directly involved with students. This FGD aims at collecting data from the result of the sharing experiences of the informants. The third techniques of collecting data was observation techniques. Observation techniques is done directly and indirectly on the object being researched (Arikunto, 1993, p. 1). Direct observation is being done by reseacher to collect data on real and detail description of teaching and learning Islamic Education in SDLB, the condition of the teachers and teaching and learning process in the class. Direct observation is being done to collect data on the perception of school headmaster, Islamic Education teacher, parents and local society figures toward the students' problems arise in teaching and learning Islamic Education in SDLB N Ungaran. The fourth techniques was documentation techniques is used to collect data which are in the form of notes, writing, archive or document (Nazir, 1999, p. 56). Notes and writing can be in the forms of Law on National Education System, government regulation, journal, school headmaster evaluation notes, teacher evaluation, students' achievement and the students' profile of SDLB N Ungaran. These documents can be supportive for this research.

To check the validity of the data collected from the informants, data reliability, transferability of the data from one source to another source, data dependability and confirmability are used (Moleong, 2002, p. 173). To evaluate the validity of the data, researcher uses triangulation. Triangulation is a technique to evaluate the validity of the data by using other factors outside the data to check or to compare the data. This process involves checking other sources as stated by Moleong (2002, p. 178). Triangulation of sources is to compare and to re-check the reliability of information by using different

methods: (1) to compare the data on the results of observation of various actors who are involved in teaching and learning Islamic Education at SLDB N Ungaran with the result of interview and also to compare between what is stated by the key informant or other secondary informants in front of the public and in private; (2) To compare the result of the interview with the content of the documents on the implementation of teaching and learning Islamic Education at SLDB N Ungaran.

The technique of data analysis in this research is descriptive-explorative-analysis: to describe and analyse the opinion of school headmaster, teachers and the parents of the students on their expectation of the teaching and learning Islamic Education. The steps to interpret the data in this research are following the theory of Miles and Huberman (1992, p. 16), namely data reduction, data presentation and verification. (1) Data reduction is the process of choosing, formulating, simplifying or writing data in detail and systematic way, focusing on the important points in order to be easily controlled. Data reduction is a form of analysis which sharpens the analysis, categorizes and omits unnecessary data, which can give better picture of the results of observation and make the researcher easily find the necessary data. (2) Data display is an effort to present data to see the whole picture of the data or certain parts of the research. Not all the collected data can be valid and reliable, therefore, data reduction is needed in order the data that will be analysed have high validity and reliability. (3) Data presentation is a series of organizing information to make conclusion of the research (Sumardjoko, 2002, p. 30). Data presentation is needed by researchers to understand various events and to analyze them based on their understanding. Data presentation can be in the forms of matriks, pictures, schemes and networks related with the activities and table.

Since the data collection stage, researchers should understand what they found by writing regulations, patterns, statements, possible configurations, possible causes and effect and various propositions. Making conclusion and verification is an effort to find the meaning of the collected data to find patterns, themes, relations, similarities and other factors that often arise.

Making conclusion and verification is done step by step. First, temporary conclusion is formulated. However, when the collected data increase, there is a need to re-learn about the collected data, either the reduced data or the presented data. Similarly, verification is done by asking consideration from various competent people such as school headmaster, Islamic Education teacher, and the parents of the students. The technique used to make conclusion in this research is inductive analysis based on the collected data which are then categorized based on their relationship

(Moleong, 2002, p. 6). Data reduction, data presentation and making conclusion or verification are equally interrelated process before, during and after data collection which lead into the process of analysis.

DISCUSSION

Definition of Parents' Expectations

According to *Kamus Besar Bahasa Indonesia* (KBBI), expectation is a strong hope, that is strong hope which is given to something that can give good impact or better impact. Thus parents' expectation is the parents' hope of something that has been done. In this research, the parents' expectation is the parents' hope of the result of the teaching and learning Islamic Education after their children participate in the process of teaching and learning Islamic Education in SDLB.

According to Rochanah (2009, p. 3), parents' expectations of the teaching and learning Islamic Education for students in SDLB are as follows:

1. Students can have optimistic attitudes in their life.
2. Students can develop themselves based on their limited abilities.
3. Students can be submissive and be grateful for what Allah SWT has given and accept themselves with all their limitations.
4. Students can obey Allah SWT by doing what is instructed and not doing what is prohibited.

The Role of Parents in Family Education

Family is the place of the early process of children character building through the internalization of values reflected in their parents' emotion, interest, attitudes and practice. This is as stated in the Qur'an Luqman verse 13-19 that the role of the family in educating their children is: a) to cultivate the belief in one God (*tawhîd*), b) to cultivate the attitudes of respect to parents, c) to cultivate the spirit of work with honesty, d) to support children to continually worship God, e) to cultivate love to truth and prevent themselves from doing wrong, f) to cultivate patience in facing unexpected circumstances, g) to cultivate humbleness and not being arrogant in their daily life with others, h) to cultivate the attitude of moderate life.

According to Darajat (1992, p. 23), the responsibilities of parents in educating their parents are as follows:

1. To take care and look after the children are the simplest responsibility of each parents and the basic need of humans in their life is education.
2. To protect and ensure physical and psychological safety from various diseases and things that contradict the shari'a and the life objectives.
3. To give teach children in order they can have knowledge and skills as much as they want to achieve.

4. To make children happy in here and here-after as *muslim*.

The Teaching and Learning Islamic Education

Teaching and learning Islamic education is educational interaction between teacher and students and vice versa which is undertaken on purpose and with careful planning to prepare students to believe, understand, reflect and practice Islamic teaching with guidance, teaching and practice.

The basis of Islamic Education is: *Al-Qur'ân*, *As-sunnah* and *ijtibâd* (ulama's thought). According to Darajat (2009, p. 30), in her book *Ilmu Pendidikan Islam*, the aims of education are:

1. General Objective; The objectives include all human aspects of: attitudes, behavior, habit, performance and view.
2. Final Objective; Final objective of Islamic education is to be a believing and pious person.
3. Temporary Objective; Temporary objective is the objective that will be achieved by the students after being given certain experiences being planned in the formal education curriculum.
4. Operational Objective; Operational objective is the practical objective that will be achieved through a number of certain activities.

The function of Islamic education in the Curriculum 2006 Competency Standard of Junior Secondary School (SMP) and Islamic Junior Secondary School (MTs) (*Depdiknas*, 2006: 2) is as follows:

1. To cultivate the values of Islamic teaching to become the guide to achieve the life happiness in here and the here after.
2. To develop the belief and the fear of Allah SWT and the students' noble character optimally, which has been cultivated earlier in the family.
3. To adjust students' mentality with the physical and social environment through Islamic Education.
4. To correct the students' mistakes and weaknesses in their belief and implementation of Islamic teaching in their daily life.
5. To prevent students from the negative influence of foreign culture that they face in their daily life.
6. To support students in continuing their studies of religious education in higher educational institutions.

The Scope of Teaching and Learning Islamic Education

To achieve the objective of Islamic Education, the scope of the subject of Islamic Education in the Curriculum 1994 include seven main subjects: *Al-Qur'ân/ hadîst*, belief, shari'a, worship (*'ibâdah*), human relations (*mu'âmalah*), character (*akhlâq*), and history (*târikh*). This was packed into five

subjects in 1999: *Al-Qur'ân*, belief, Islamic law (*fiqh*), worship guidance and history (*târikh*).

Components of Teaching and Learning Islamic Education

According to Djamarah and Zain (2002, p. 48), the components of teaching and learning Islamic Education are the objectives, subjects, teaching and learning methods, learning environment, facilities and teaching and learning evaluation. The principles of teaching and learning Islamic Education are:

1. To simplify the subjects which are difficult to be understood by students.
2. To prevent Islamic Education subjects become abstract, theoretical and verbal.
3. To deliver Islamic Education subjects contextually, practically, sustainably, repeatedly and step by step in order to be accepted easily by students.
4. To optimalize students' affective and psychomotoric potential, rather than that of their cognitive.
5. To use media and methods suitable with the students (Depdiknas, 2009, p. 2-6).

Teaching and Learning Islamic Education for Students with Physical Disabilities (*Tunadaksa*)

Tunadaksa is a form of disability in the muscular system, bone, joint and nerve system caused by disease, virus and accident either before, during or after the birth. This disorder affects the disorder of coordination, communication, adaptation, mobilisation and personal development (Purwanto, 1998, p. 15). The characteristics of children with physical disabilities are:

1. The academic characteristics of children with physical disabilities include certain intelligence characteristic, cognitive ability, perception and symbolisation disorder because of the cerebral system disturbance so the students have difficulties in learning and looking after themselves. Students with muscles and frames disorder have no problem with learning, just like other normal students.
2. The social/emotional characteristics of *tunadaksa* students show that the self concept, response and the negative society attitudes towards *tunadaksa* students cause these students to feel that they are incapable, useless and have low self esteem. Consequently, they lost their self confidence and therefore are unable to adjust with their social environment. They also show that they are easily irritated, angry,

desperate, low self confidence, not easy to make friend, shy, like to be alone and very frustrated.

3. The physical/health characteristics of *tunadaksa* students other than having physical disabilities, they also have other physical disorder such as toothache, they are less able to hear, see, speak and move.

The main objective of teaching and learning Islamic Education for *tunadaksa* students is in order the students can be independent and have personal integrity. To achieve this objective, there are at least seven aspects which need to be developed through education for *tunadaksa* students: (1). Intellectual and academic development; (2). Physical development; (3) Emotional development and self acceptance; (4). Moral and spiritual maturity; (5). Increasing self expression; (6). Preparing the students' future.

In educating *tunadaksa* students, there are 2 main principles: multisensory and individualisation principles ([www/fedilisrudhi.blogspot.com](http://www.fedilisrudhi.blogspot.com) /accessed 29 Agustus 2015).

Factors Affecting the Teaching and Learning Islamic Education

In general the factors that affect teaching and learning can be categorized into two: internal and external factors.

1. Internal factor.

Internal factor is the factors inside the individual which can affect the result of the individual learning outcomes, which include:

- a. Physiological factor.

Physiological factor is the factor related with the individual physical condition, which include physical/physiological condition and function.

- b. Psychological factor.

Psychological factor is the individual psychological condition which can affect the teaching and learning, which includes students' intelligence, motivation, interest, attitudes and talent.

2. External factors.

External factor can be divided into social environmental factor and non-social environmental factor.

- a. Social environment includes family, school and society.

- b. Non social environment includes natural environment, instrumental factor and the teaching and learning materials.

Teaching and Learning Islamic Education in SDLB N Ungaran

Based on the result of the research on teaching and learning Islamic Education in SDLB N Ungaran it is found that teaching and learning Islamic Education is running well as other teaching and learning Islamic Education in general primary school or other normal schools. The method of teaching

and learning used at SLDB is the same with the methods used at the general schools: explanatory method, question and answer and practice of habituation together with various other methods such as sociodrama and practice. The media of teaching and learning being used are audio (tape recorder MP3, visual (picture), and audio visual (TV) directly or indirectly. The evaluation is conducted by using test and non-test technique.

What is different is only in their physical aspect. This is based on the data collected from the respondents that the teaching and learning is in accordance with the components and principles teaching and learning in general which includes: the aims, methods, material, facilities, media and evaluation of teaching and learning. This is in accordance with Djamarah and Zain's theory that teaching and learning can be regarded as successful if they have several components and principles of teaching and learning which include the aims, material, methods, media, facilities, environment and evaluation. The principles of teaching and learning that are used include: love, individual principle and demonstration principle. This can be analyzed because the use of each component of teaching and learning is adjusted with the students' condition in physically and psychologically (Djamarah and Zain, 2002). For example, the material should be in accordance with the *tunadaksa* students' ability. The ability of non-original *tunadaksa* students (those who have disabilities due to high fever, fall and accident) is different from original *tunadaksa* students because non-original *tunadaksa* students are psychologically distracted in their development. The facilities such as classrooms are arranged to make the teaching and learning interesting and fun. Similarly, the principles of teaching and learning such as individual principle in which students need special need and attention based on their ability, need special teacher who accompany these students. Other than that, based on the multi sensoric principles, in which *tunadaksa* children who have sensoric disorder can be trained and be accustomed to use their senses which then could help their understanding in their learning process.

Parents' Expectations of the Teaching and Learning Islamic Education among SDLB N Students in Ungaran

Based on this research, the parents' expectation of the teaching and learning Islamic Education at SDLB N Ungaran is in order the students can be pious and have the following potential:

1. The children can socialize with their friends where they live without low self-esteem and fear.
2. The children can read the Qur'an and short chapters in the 'Amma section.

3. The children can undertake obligatory pray five times a day independently.
4. The children can recite the prayer in their daily activities which include the prayer before and after eating, before and after they sleep, before they study, go out and before they wear their clothes.
5. The children can put on and off their clothes, eat and drink and go to toilet independently.
6. The children can have ethic and politeness to others which include respecting their parents and shaking hand when they meet others.

This has been in accordance with Rochanah's theory that parents' expectation of the teaching and learning Islamic Education is as follows:

1. The students can be optimistic in their life.
2. The students can develop their behavior with the ability they have.
3. The students can develop submissive attitudes, be thankful to the gift of Allah and can accept who they are with all their limitation.
4. The students can obey Allah SWT by doing what is instructed and preventing themselves from doing what is prohibited (Rochanah, 2009).

Based on the result of this research, it can be analyzed that the parents expect their children to be able to socialize or to make friend with others because *tunadaksa* children have physical disabilities such as the disabilities in their feet, hand so that the children may be ashamed or have low self-esteem in making friend with others. Through teaching and learning Islamic Education in SDLB which uses methods, media and the principles of teaching and learning used in the special teaching and learning for *tunadaksa* children, the children can develop their self-confidence based on their limited ability. This is better than when these children are only stay at home without friends for them to socialize or to play together, even worse if both of their parents work so that they may feel lonely and bored. They need friends to talk and play to help them to better develop their psychology.

The second expectation of the parents is in order the children can read the Qur'an and the short chapters such as *Al-Fâtihah*, *An-Nâs* etc. This means that parents at home are unable to teach their children how to read the Qur'an and that the children may resist to be taught to read the Qur'an at home. This may be because the parents are not patient and rigorous in teaching children how to read the Qur'an at home, even worse if the parents are unable to read the Qur'an. This is different from the situation of the school where the teachers can better understand the condition of their students, use appropriate teaching method of how to read the Qur'an for *tunadaksa* children and be patient and rigorous so that the children are being motivated to learn how to read the Qur'an.

The third expectation of the parents is in order the children can undertake obligatory pray five times a day independently. This means that learning how to pray can be fun and be more focused at school because the school has provided complete prayer facilities, the methods used by the teacher are practice method so the children can easily follow the movement and prayer based on their limited ability. In addition, teachers can be more patient and be more rigorous in training children one by one to practice prayer so the children can be more motivated to learn how to pray. This is different from learning how to pray at home where parents may be less patient and less rigorous so the children tend to be lazy and desperate in learning how to pray.

The fourth expectation of the parents is that the children can recite the prayer in their daily activities such as the prayer before and after eating, before and after they sleep, before they study, go out and before they wear their clothes. This means that by being able to recite those prayers, the students can accustom themselves to pray before and after doing their activities so that they can have good ethics in undertaking their daily activities.

The fifth expectation of the parents is that children can put on and off their clothes, eat and drink and go to toilet independently. This means that the majority of *tunadaksa* children have physical disabilities such as disabilities in their hands/feet and senses that limit their movements and activities. For example, some of them only have one hand, so they find it difficult to put on their clothes, take their own drink etc so that they need help to make they get used to their limited parts of the body and senses. This can be their ethic of how to eat and drink, and how to dress in their daily life at home so that their motoric ability can develop and the children are not spoiled and dependent on their parents or others.

The sixth expectation of the parents is that children can have ethic and politeness to others which include respecting their parents and shaking hand when they meet others. This means that the physical limitation *tunadaksa* children make the children are ashamed to express themselves in speaking, shaking hand etc, so that they tend to be silent and passive at home. In teaching and learning Islamic Education at *tunadaksa* children SDLB, students learn how to greet, shake hand, talk with their teachers and friends based on their abilities. At school, before they enter the class, the children are trained and be accustomed to shake their hand and greet their teacher, and obey to what is instructed and prohibited by their teacher. Therefore, when children are at home, they can respect their parents, other family members as they do at school to their teacher and friends. All of these aspects are being

taught at SDLBN as expected by the parents who send their children to this school so that their children can be pious person as they expect.

Supportive and Inhibitive Factors in Teaching and Learning Islamic Education among SDLBN Students in Ungaran

Based on this research, it is found that the supportive and the inhibitive factors of teaching and learning Islamic Education at SDLBN is in accordance with teori Muhibbin Syah's theory. The supportive factors of teaching and learning Islamic Education at SDLBN Ungaran are as follows:

1. The teachers' patient and rigorous in educating and teaching students based on their abilities. As teachers, they ideally have personal competence which include patient, wise, democratic, flexible, generous, just, friendly, authoritative, etc.
2. Good cooperation between parents and Islamic Education teachers at SDLBN Ungaran. This cooperation can help school in solving the problems faced by students during the teaching and learning.
3. Teachers' adaptation with the students' talents and abilities in giving extracurricular subjects. This means that extracurricular activities SDLB is suitable with the students' physical and psychological condition so that the extracurricular subjects in general/normal school are different from those of at SDLB.
4. Teachers' creativity during the teaching and learning such as adapting with students' ability in using method and strategy. This is done because these students are different from the normal students, even more if the students are physically disable such as not having hand so that their movement has to be slow.

The inhibitive factors of teaching and learning Islamic Education at SDLBN Ungaran are as follows:

1. The duration of study time is the same with that of in general school, 35 minutes for each study time. This means that the time allocation in SDLB curriculum is the same with that of in the curriculum in general school. This leads into less effective and efficient teaching and learning in SDLB.
2. The curriculum used at SDLBN Ungaran is also the same with the curriculum in the general school in which the Islamic Education includes: the Qur'an, Theology, Character and *Fiqh* (Islamic Law). The Islamic Education teachers at SDLBN Ungaran are honorary teachers who do not have experience on how to develop Islamic Education curriculum for SDLB students so the Islamic Education curriculum used at SDLB refers to the curriculum at general schools.

3. The lack of human resources: the existing teacher has no background in Islamic Education and only one teacher works there.
4. Various students' characteristics and abilities: the disabilities that the students have vary. Their disabilities lead into the lack of their ability and motoric skill.
5. The limited facilities of teaching and learning in compare to the large number of students. SDLBN Ungaran is the combined schools which consist of TKLB, SDLB, SMPLB, dan SMALB (special schools for students with disabilities from early childhood education, primary school, junior and senior high school level), where the management of the facilities comprehensively undertaken for all levels which are insufficient for the large number of the students when a management comprehensive learning facility for all levels of school so that the number do not match with students needed.

CONCLUSION

Based on the research on the parents' expectation of the teaching and learning Islamic Education among students at SDLBN Ungaran, the researcher has the following conclusions:

1. The teaching and learning Islamic Education among students at SDLBN Ungaran is almost the same with that of at the general or normal schools. The different is only in their psychological factors. The teaching and learning Islamic Education at both schools aim at building the character of students in order they become the believer of One God, pious and have good character as stated in Law No. 20 Year 2003 on National Education System. The materials of teaching and learning delivered at SLDB are the same with what is written at SLDB curriculum, by adapting with the *tunadaksa* students' ability. The method of teaching and learning used at SLDB is the same with the methods used at the general schools: explanatory method, question and answer and practice of habituation together with various other methods such as sociodrama and practice. The media of teaching and learning being used are audio (tape recorder MP3, visual (picture), and audio visual (TV) directly or indirectly. The evaluation is conducted by using test and non-test technique.
2. Parents' expectation of the teaching and learning Islamic Education among students at SDLBN Ungaran is that the students can have social attitudes toward their surrounding, can be confident and optimistic, can practice Islamic teaching such as praying, fasting, reading short chapters of the Qur'an, can have good character to themselves, their parents and others.

3. The supportive and inhibitive factors of teaching and learning Islamic Education at SDLBN Ungaran are as follows: the supportive factors of teaching and learning Islamic Education are the Islamic Education teacher's patience and rigor in teaching and learning, the cooperation between parents, teacher and the school, the suitability of extra curricular subjects with the students talents and ability and the teacher's creativity in undertaking teaching and learning.
4. The inhibitive factors of teaching and learning Islamic Education at SDLBN Ungaran are the less effective and efficient time (more time is needed to teach *tunadaksa* students than normal students), employing the same curriculum with the curriculum for general school, low quality if teacher, various characteristics and potential of the students and the limited facilities of teaching and learning.

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