

Teacher's Actions in the Development of Religious Deaf Students at SLBKuncup Mas Banyumas



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ABSTRACT: This research aims to describe and analyze the actions of teachers in the development of the religiousness of visually impaired students in SLB Kuncup Mas Banyumas. This type of research is field research with a qualitative approach. The subjects of the study were blind classroom teachers, principals, parents or guardians of students, and blind students. The analysis techniques used are qualitative descriptive with stages of data reduction, data display, and conclusions. Data collection uses interview observation techniques and documentation. The results showed that teacher learning actions that support the development of student religiousness can be categorized into four important parts, namely teacher structuring, teacher soliciting, student responding, and teacher reacting. Teacher structuring is manifested by the behavior of praying and praising the greatness of Allah SWT. Teacher soliciting is manifested with teachers appearing very friendly and humanist. Student response is indicated by some students who carry out tasks given by teachers and some others delay assignments. And teacher reacting is shown by providing punishment that educates by communicating with parents or siblings, and putting forward praise for a conducive learning process.

KEYWORDS: Teacher action, religious development, blind students

INTRODUCTION

Religion is part of human rights. The books of ushul fiqh outline five basic principles in religion that must always be maintained, including maintaining religion. (Azizy, 2003), This includes maintaining the religion of children with special needs. Law No. 20 of 2003 on the national education system provides full guarantee to children with special needs to get quality education services. (Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003).

Most education experts agree that educational activities should be able to develop learners in three main areas, such as cognitive, affective, and psychomotor realms or often referred to as knowledge, attitudes, and skills. This means that after completing a certain educational program, learners should become knowledgeable individuals, praiseworthy, and professional in their fields. Reality shows that learning has been limited to teaching only, not to those aimed at improvement, enrichment activities, increased learning motivation, and the development of effective learning attitudes and habits. This kind of condition needs to be revamped and the role of educators is needed, especially in the problem of behavior change. Handarini said that the educational context today prioritizes intellectual development. This condition requires the teacher to complete the teaching material and achieve the target of teaching. (Handarini, 2000).

In the process of education the three fields should get balanced attention so as to produce qualified graduates. But if we observe the phenomenon in the field, many national education activities are less serious in working on the affective realm, even though this realm is very important in the formation of the character of the nation. So it is with the religiousness of students with special needs. The religiousness of students with needs is less well-observed, tends to be worked on carelessly and walk flowing as is. (Sudjak, 2018).

The religiousness of special-needs students in Indonesia is currently described as very what it is, ranging from perfunctory ways of worship and even the religious concern of parents is still very concerning. Many people are of the view that such conditions are thought to stem from what is produced by the world of education. It is education that should contribute the most to this situation. In the field of school education, the occurrence of religious origin, especially children with special needs, is given many responsibilities of religious education. (Arsyad, 2014; SARASWATI, 2020).

Religious education becomes one of the important things that must be owned by every human being including children with special needs. Children with special needs can be entitled to be taught various religious activities like normal humans in general, because children with special needs also do not rule out the possibility to continue learning to read the Qur'an, become imams of

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prayer, and the cultivation of religious beliefs. The main purpose of planting and teaching diversity is to instill noble morals, foster faith, instill optimism and motivation in themselves, instill confidence and increase religious awareness of children with special needs. (Jenah, 2019; Muarip, 2016; Nisa, 2016; NUGRAHA, 2020).

SLB Kuncup Mas Banyumas is an SLB that is quite old in Banyumas regency and is very concerned about religious education. The researcher's interest in SLB was strengthened during an interview with one of the teachers and head of the school. And it turned out to find some data trends that led to this study. For example, teachers at SLB are always trying to instill religiousness through subjects that are mastered by each subject teacher. In addition, there are teachers who experience special needs (blind).

RESEARCH METHOD

The approach used in this research is a qualitative approach. This is done by researchers to be able to describe clearly, in detail, and able to get in-depth and accurate data. Qualitative approach is a study that produces comprehensive descriptive-natural data on oral and written words and behavior in a real-life setting assuming that human behavior can only be understood in depth by knowing where it occurs through observation. (Creswell, 2013). A substantial picture of this study is in accordance with the object of this study, namely in the form of learning events conducted by teachers that allegedly have an impact on the religiousness of students with special needs at SLB Kuncup Mas Banyumas. The data in this study is grouped into two types, namely, main data and supporting data. (Moleong, 2016). Determination of data sources is done by purposive sampling technique, which is a data source sampling technique with certain considerations, because it is considered as the person who knows and mastered the topic studied. (Sugiyono, 2009). Data analysis activities in this study are carried out inductively. Inductive data analysis is done to find the final inference/ conclusion to the data collected piecemeal from the research site. In analyzing the study's data, researchers used a data analysis framework adapted from an interactive model developed by Miles and Huberman, consisting of four stages: (1) the stage of data collection, (2) data reduction, (3) data presentation, and (4) data verification and final conclusion withdrawal. (Miles, 2005).

DISCUSS

The development of the religiousness of special needs students at SLB Kuncup Mas Banyumas is the responsibility of all teachers. The development of children's religiousness is widely done through learning and certain programs in this SLB. Educational actions that educate and respond to students during the learning process, can be categorized into four categories of pedagogical moves as stated by Bellack, et al, namely; 1) teacher structuring, which is a teacher learning act intended to prepare and focus students' attention on the topic to be taught, 2) teacher soliciting, which is a teacher learning action intended to encourage student response, both verbal and non-verbal through questions and tasks given by the teacher, 3) student responding, namely the action of student responses to questions and tasks given by the teacher, and 4) teacher reacting, which is the teacher's learning action with regard to reactions or direct actions. (Bellack, A. Arno, Kliebert, M. Herbert, Hyman, T. Ronald, dan Smith, 1973).

In general, the learning actions of SLB teacher Kuncup Mas Banyumas support the development of student religiousness. The study findings that teacher-based learning actions that contribute to the development of student religiousness corroborate Piaget's opinion, stating that the nature of development is influenced by two factors, namely internal and external factors. Both of these factors influence changes in cognitive structure. Internal factors are affected by changes in cognitive structure that occur gradually. External factors can be the influence of teachers, parents, and peer groups, while internal factors are determined by the level of intellectual development. (John W. Santrock, Woloshyn, Vera E., Gallagher, Tiffany L., Di Petta, Toni, Marini, 2007). Environmental influence, teachers are very thick seen in the development of religiousness in SLB Banyumas. This condition is in accordance with Suparno's opinion which states that without the presence of teachers learning activities in elementary schools, especially in the low class can not be done. (Suparno, Paul, 2002). Some of the reasons underlying the statement, among others: 1) elementary school students still urgently need guidance, 2) learning facilities and infrastructure in elementary schools in Indonesia are relatively inadequate, 3) parental care as guardians of students is still lacking, and 4) learning in elementary school is the basis of learning at a higher level, thus the presence of teachers in learning activities is absolutely necessary. (Widiyanto, 2001a).

Data shows that the development of the religiousness of students with special needs in SLB is the responsibility of all teachers. In the process it has been done systematically and planned. Reigeluth said, good learning must provide clear information, thinking training (thoughtful practices), responses to information (information feedback), and strong internal and external motivation from students (strong intrinsic and extrinsic motivation). (Widiyanto, 2001b).

In religion, the religious behavior of individuals with disabilities does not come by itself, but needs continuous conditioning by all academic community SLB Kuncup Mas. The same opinion was conveyed by other classroom teachers that the development of religiousness is carried out by all residents in schools supported by the involvement of parents of student guardians. According to one of the teachers involving parents or siblings of learners who are done incidentally.

The religious development of children with special needs in SLB is done through regular classes and strengthened by extra and co-curricular programs. The development of the religiousness of blind children in SLB Kuncup Mas is generally done through the

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learning of subjects and more specifically the subjects of Islamic Religious Education and certain programs, such as the commemoration of religious holidays in Islam.

According to the principal, Islamic education is carried out and is the responsibility of all classroom teachers. This is done because of the absence of teachers of Islamic Religious Education subjects in SLB Kuncup Mas, although it has been a long time to submit Islamic educators to the relevant office and informally invite PAI students to join this SLB, but until now there is still a vacancy of Islamic Religious Education teachers. To support this program, the foundation and academic community of SLB Kuncup Mas strive to create a situation that supports the achievement of instructional learning goals and the impact of their accompaniment. Encourage students to worship diligently. Comfortable and attractive class arrangement, installation of posters of evocative slogans. The act of teacher learning that supports the development of religious students of SLB Kuncup Mas which includes ideological, ritualistic, intellectual, experiential, and consequential dimensions carried out through integration with special subjects and subjects of Islamic Religious Education can be categorized into four categories, namely:

a. Teacher structuring

Teacher learning actions are intended to prepare and focus students' attention on the topic to be taught. In this stage the teacher always makes RPP in accordance with the subjects he has. This condition is reinforced by the statement of some teachers who state that teachers at SLB Kuncup Mas always make RPP, at the beginning of learning teachers convey learning goals. In preparing for learning, sometimes the teacher is assisted by his wife or son. Help provided by his wife and child in the form of chats containing instructions for learning by teachers to students. This condition occurs because the teacher in question has a vision disability with a total blind classification (interview with the teacher, Mr. Ahmadi). This statement was corroborated by another teacher, that the teacher often helped her husband in preparing for learning. Preparation of learning by teachers assisted by his wife or pretend is done 1 day before learning or the night before the next morning learning is carried out. Help from loved ones around him is only done if the situation is urgent. Mr. Ahmadi more often uses special software tools that have been installed on his mobile phone.

b. Teacher soliciting

Teacher soliciting is a teacher's learning action that is intended to encourage student response, both verbal and non-verbal through questions and tasks given by the teacher. In the process, teachers give Islamic religious learning treatment to blind children online. At this stage the teacher provokes the activeness of students by asking questions through chat (perception, with past subjects), using non-verbal language: cues such as provoking student liveliness, appearing very friendly, adjusting to the child's level of language understanding. In this category the ideological and ritualistic development of student religiousness is very thick. For example, by convincing the power of Allah SWT over the diversity of His creation. The phenomenon of children with special needs is strongly emphasized by the secret teacher of His creation which is never in vain. In addition, teachers encourage students to perform daily prayers such as mandatory prayers, sunah fasting, the importance of other prayers such as sacrifice. The same story was conveyed by Ahmadi's father who always associated natural phenomena with the power of God to strengthen the aqidah of blind children. The teacher emphasizes the limitations of man.

At this stage, teachers use many voice note services on whatsapp to provide learning tasks. To foster the religiousness of students with special needs, especially the blind teachers in SLB, encourage students to have religious experiences, such as sacrifice. This condition is in line with Dale's statement which underlines the importance of students' direct experience (learning by doing) in learning something in order to obtain optimal results. (Schunk, 2012). Through direct involvement students are actively involved with the physical world and their environment, such as seeing, hearing, feeling, experiencing directly, both individually and collectively will achieve better learning outcomes.

c. Student responding

Student responding is the student's response to questions and tasks given by the teacher. In response to questions and tasks from teachers in general students carry out tasks from the teacher. The teacher assigned the students to perform prayers by asking for photographic evidence. Most students respond well to teacher assignments, although there are usually one or two children who do not respond to the teacher's wishes. For example, ask for a delay in the time of collecting tasks. In the context of religiousness it is not uncommon for blind students who still question God's justice by linking the condition of him who has a vision disability. There are some students who tend to be proactive and disciplined in task collection. There are even students under the guidance of their parents proactively self-study by joining certain foundations for self-study. For parents these students rely on schools in the midst of pandemic situations are very unlikely. In response to school assignments given by teachers, students with visual impairment rely a lot on the support of guardian parents by guiding the reading of the assignment given by the teacher.

In the context of the implementation of religious rituals such as prayer and fasting some students already have a responsibility to carry out the worship. Unlike Dhodo, other blind students still need efforts to remind their parents. It's just that students still do not have the ability to read the Qur'an well, students are still directed to memorize short letters. This

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statement was corroborated by zakira's parents/guardians who stated that her daughter did not have the ability to read the Qur'an, right, but had the ability to memorize short letters. According to his narration that Zakira already had the memorization of juz 30 as a result of his participation in the tahfidzulqur'an program at Langgong Sari Cilongok Banyumas boarding school before the pandemic. This statement is corroborated by the statement of the teacher (Mr. Ahmadi) who stated that low-grade students are still limited to being taught to know the hijaiyyah and have not yet reached the efforts to read the Qur'an. According to him, it is very difficult to teach the Qur'an braille to blind students, when the student has not understood and mastered the Latin braille. While in visually impaired children are encouraged to have the ability to write and read Latin braille letters.

Teachers at SLB Kuncup Mas Banyumas prepare and focus students' attention on the topic to be taught. Learning goals developed are not only fixated on instructional goals but also developed the achievement of nurturant impact. This condition is in line with the opinion of Joyce & Weil, who stated that the ability to organize educational learning, which includes four activities, including designing a learning program that facilitates the development of soft skills in addition to the formation of hard skills both formed directly from the instructional effect and as an indirect impact of the accumulation of learning experiences lived by students throughout the range of the process. learning or nurturant effect(Weil, 1996).

Although in general the teachers at SLB try to prepare well, but most of them also expressed inadcibility in organizing learning that seeks to facilitate the development of soft skills in addition to the formation of hard skills. This is in line with Paolitto and Reimer's statement that teachers need to plan and think carefully.(Harding, Carol Gibb dan Snyder, Kenneth, Tom, Huck, 1991). In addition, teachers must consider the specificity of the body of knowledge. Another important thing is that the teacher's empathy becomes the starting point in his interaction with students. Takwin writes that the basic element of empathy that one must have, first, is imagination that depends on the ability to imagine. Second, there is self-awareness (self-awareness or self-consciousness). Third, there is awareness of others; Knowledge and attention to others. Fourth, there are feelings, desires, ideas and representations or results of actions both in good people and in others as parties who are given empathy accompanied by openness to understand each other. Fifth, the availability of an aesthetic frame of mind. Sixth, the availability of a religious framework. The religiousness above by Glock and Stark was later developed into five parts: ideological dimension, ritualistic dimension, intellectual dimension, experiential dimension, and consequential dimension..

According to Glock and Stark teachers need to show a high individual example where in themselves mentally and emotionally can produce similar responses from their students. The impact they (teachers) provide models and awaken their religiousness in relationships with students and colleagues. This positive personal interaction can encourage the high quality of teaching and learning process and high-quality behavior in assessing and sharing relationships. This shows that a teacher plays an important role in improving the quality of learning, building healthy interactions with his students which in turn makes teaching and learning situations can take place healthily.

The student's response to questions and tasks given by the teacher can be said to be good and educational. Students pay attention to the learning provided by the teacher. According to Gagne & Berliner, the processing of information in learning will occur, if there is attention from the learner. Attention arises when the presenter / teacher is sympathetic and empathetic, positioning himself as a good model at the time of teaching, and the material delivered according to the needs of students.

d. Teacher reacting

Teacher reacting, which is the teacher's learning action with regard to the teacher's reaction or follow-up to the response shown by students. In giving a reaction the student response found a mixed reaction. According to the teacher, the usual reaction is to communicate with the student's family. According to the teacher, the family is very helpful when there is a reaction that is not conducive from students. Similar statements were conveyed by other teachers that communication was made by teachers to parents or relatives of students with special needs when the teacher found a slow response of students in the fulfillment of tasks. A slightly different attitude was shown by Mr. Ahmadi who remained patient and waited for a response from students by occasionally charging for assignments and encouraging students to work through voice notes. The expression of greeting is always put forward by the teacher when initially responding to students, expressions of gratitude, good always be fulfilled by the teacher. In the context of religiousness, teachers slowly and continuously encourage blind children to be able to accept their circumstances.

In giving a reaction the student response found a mixed reaction. Some teachers say the importance of closeness and diving into the world of children. This condition is in accordance with Key's opinion which states that teachers need to train and organize the process of social structure democratically in the classroom. Teachers should not be authoritarian.(Darch & Eaves, 1986). Teachers should have an integrative and democratic approach, uphold ideal democracy, and accept the rights of students as individuals.(Harding, Carol Gibb dan Snyder, Kenneth, Tom, Huck, 1991). The teacher's reaction to the student's response is also done by giving praise and stars to students. In this case Davies stated that students will learn better and more when every step he does immediately get a response and reinforcement from the teacher(Davies, 2011). This is corroborated by Broophy & Good stated, the most common teacher's turn is praise. Compliments can create a positive mood or class

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situation.(Boiliu & Polii, 2020). Students will feel comfortable and motivated if the teacher in learning gives appreciation for the results of the work done by students. If the teacher is able to provide a positive return from the results of student work performances, the learning situation will be more responsive, active, and participatory (Syahniar, 2006). In addition, there is a strategic role of teachers as models in this stage. Humanist interaction in educational situations will encourage students to do better. This is in accordance with Vigotsky's opinion which states the importance of others to build (religious) children for the better (John W. Santrock, Woloshyn, Vera E., Gallagher, Tiffany L., Di Petta, Toni, Marini, 2007). Another teacher's reaction is to communicate and coordinate with parents or siblings of blind students. This condition is very important for teachers to be able to ensure the continuity of the learning process.

CONCLUSIONS

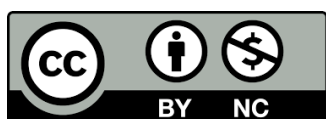
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