

PAI TEACHER'S EFFORTS IN IMPLEMENTING INDIVIDUALIZED PAI TEACHING STRATEGIES TO CHILDREN WITH SPECIAL NEEDS IN PURWOSARI STATE SLB DURING THE COVID-19 PANDEMIC

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Abstract

The most effective learning for teaching Children with Special Needs (Blind) at the Purwosari Kudus Special School, namely before the COVID-19 pandemic, namely face-to-face and direct interaction and where teachers can use many learning methods for the success of the learning process including the lecture method, ask questions. - Answer, discussion, demonstration, and drill. During the pandemic also used the same learning method before the pandemic but there were many factors related to this, which during the pandemic the Children with Special Needs (Blind) at the Purwosari Kudus Special School made more use of social media in the form of WA (Whats App). By utilizing social media, this requires cooperation between teachers and parents in fostering enthusiasm, creativity, and development in children with special needs (blind people) in the online learning process.

Keyword : Children with Special Needs (Blind), Special School, the COVID-19

Abstrak

Pembelajaran yang paling efektif untuk pembelajaran Anak Berkebutuhan Khusus (Tunanetra) di SLB Purwosari Kudus yaitu sebelum terjadinya pandemi COVID-19 yaitu interaksi tatap muka dan langsung serta dimana guru dapat menggunakan berbagai metode pembelajaran untuk mensukseskan pembelajaran. proses pembelajaran termasuk metode ceramah, bertanya. -Jawaban, diskusi, demonstrasi, dan latihan. Pada saat pandemi juga menggunakan metode pembelajaran yang sama sebelum pandemi namun banyak faktor yang berhubungan dengan hal tersebut, dimana pada saat pandemi Anak Berkebutuhan Khusus (Tunanetra) di SLB Purwosari Kudus lebih banyak menggunakan media sosial berupa WA (Ada apa). Dengan memanfaatkan media sosial, diperlukan kerjasama antara guru dan orang tua dalam menumbuhkan semangat, kreativitas, dan perkembangan pada anak berkebutuhan khusus (penyandang tunanetra) dalam proses pembelajaran online. .

Kata Kunci : pandemic, social media, teachers and parents

Introduction

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Individualized Pai Teaching Strategies To Children With Special Needs In
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According to Heward, Children with Special Needs are children who have different characteristics from children in general, both showing a mental, emotional or physical state. For Children with Special Needs (ABK) the teacher must pay attention to a well-structured strategy by always paying attention to the characteristics/specifics, abilities, competencies and the level of developmental growth possessed by Children with Special Needs (ABK). These specific characteristics are the ability to interact between teachers and other students, their creativity, and cognitive abilities.(Tantiani 2020a)

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During the Covid 19 pandemic, PAI teachers had to make changes in the learning process. Before the Covid outbreak hit, teachers could convey the material to be taught, especially Islamic Religious Education Teachers (SDLB) in teaching the blind at SBL (Special School, Purwosari Kudus) very easily because before the COVID-19 pandemic the learning process was carried out face-to-face. This advance is what makes learning strategies and indicators in the learning process achieved and there are various learning methods and classroom facilities that are very helpful in the learning process of Children with Special Needs (ABK). (Terayanti 2020)

Article 31 paragraph (1) of the 1945 Constitution explains that "every Indonesian citizen has the right to receive teaching". In this case the juridical basis of the article explains that the Indonesian people have the same rights to obtain proper education and teaching. This is the exception for children with special needs, where they are entitled to the same education rights as children in general. According to the National Education System Law Number 20 of 2003, (Terayanti 2020) "National education functions to build a dignified nation's civilization with the aim of educating the nation's life by developing humans into human beings who believe, fear God Almighty, have noble character, are independent, and become democratic and responsible citizens.

Education is a person's business with all activities that have been designed so that later they can realize the learning process with the aim that one day students can develop their potential so that they can benefit themselves and society (According to the National Education System Law No. 20 of 2003) Minister of Education and Culture The Republic of Indonesia on April 24 issued Circular Letter Number 4 of 2020 which contains the Implementation of Educational Policies in Emergencies of the Spread of Covid 19. With this circular, educational institutions have decided to carry out online / online learning from home.(Anwar and Zaenullah 2020)

During the Covid 19 pandemic, all educational institutions were closed and the learning process was carried out at home, this was quite burdensome for PAI teachers at the SDLB SLB Purwosari Kudus in carrying out the learning process by utilizing social media during learning. learning process. In the online learning process there are many negative things including the lack of special attention from parents to students when they are at home, causing them to be lazy to study. And teachers have not been fully able to maximally deliver the material to be taught and also not as optimal as care / time, teaching, and lack of motivation in the form of enthusiasm for Children with Special Needs (ABK).

It's different from before the Covid 19 pandemic, where teachers (SDLB) could take advantage of existing class facilities, and could apply increasingly varied learning methods so that children with special needs (ABK) could better understand and understand more easily.. Especially Children with Special Needs (ABK) Blind when studying Islamic Religious Education, teachers (SDLB) at SBL Purwosari Kudus are better able to apply learning methods by singing the pillars of faith, Islam, the names of the prophets so that children with special needs can understand and teach Islamic religious values.

The existence of religious education for Children with Special Needs to instill piety and morals and uphold the truth to form virtuous personalities and morals in accordance with Islamic teachings. For this reason, during the COVID-19 pandemic, Islamic Religious Education Teachers at the SDLB level implemented new strategies in the online learning process, but this was not easy because teachers and parents had to work together to create Children with Special Needs (ABK). more eager to instill students. the spirit of obedience to Allah SWT and instilling Islamic religious values in the community and the surrounding environment during a pandemic. What the PAI (SDLB) teacher does is create a WA (WhatsApp) group consisting of student guardians whose function is to convey information, PAI assignments, and interact with student guardians regarding student development at home (interview with Ms. Hasanah).

PAI learning in the covid 19 pandemic caused learning strategies and learning methods not to work well because in the covid 19 pandemic there was only one way, namely by using the learning process using online / online methods by utilizing wa groups, lack of learning facilities, poor use of internet resources . . The PAI teacher (SDBL) at SBL Purwosari Suci for Children with Special Needs for the Blind, it is enough to give assignments in the form of PAI learning videos in the form of prophetic stories to be listened to, motivated, listening to short audio surahs. Assignment results are asked to summarize / what photos have been observed. However, after listening, this cannot be done by blind children with special needs to do the tasks given by the teacher without the help of their parents or siblings. For this reason, the role of parents of children with special needs in a pandemic is very important.

The following will provide learning during the COVID-19 pandemic and before the COVID-19 pandemic for Children with Special Needs (SDBL) at SLB Purwosari and how online learning for Children with Special Needs (Blindness) is, the Effect of Learning for Children with Special Needs in a Pandemic Period and the Implications of Online Learning for Children Special Needs (Blind) at SLB Purwosari Kudus During the Covid 19 Pandemic.

A. Metode Penelitian

This study uses a qualitative type of research because this study looks for sources of information at SBL Purwosari Kudus and interviewed a blind PAI teacher named Mrs. Nur Khasanah at the Griya Watu Putih Housing location on April 3, 2021 at 09.00 to conduct direct interviews related to information on Islamic Education for Children with Needs . Special (ABK) during a pandemic. This study also uses quantitative research that seeks literature sources from various journals related to PAI learning in children with special needs who are blind during the pandemic and before the pandemic.

B. Theoretical Foundation

1. Children with Special Needs (Blind)

Children with Special Needs (Blind) are children who have limited vision. Therefore, in the learning process, children with special needs (blind) are emphasized on the sense of touch and the sense of hearing. Therefore, in the individual learning process that must be applied in learning, they must use tactual and sound media. Such as brille writing, embossed writing, model objects, real objects. With this media, it is hoped that children with special needs can carry out the learning process well so that it is easily understood by children with special needs (blind persons)..(Anwar and Zaenullah 2020)

Children with special needs are children with special needs (children with special needs) who have mental limitations, sensory abilities, communication, physical characteristics, social behavior, etc. For this reason, more optimal learning is needed. Organizing education for children with special needs, namely: (Mardhiyah, Dawiyah, and Jasminto 2013)

- a. model itself means that children with special needs are grouped according to their limitations. Like being placed in a special place
- b. The integrated model (inclusion) of children with special needs is grouped into educational units / educational institutions according to their conditions.

A. The following are characteristics of children with special needs who are blind:

1. Can't see

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2. Inability to see and cannot recognize a person within 6 meters
3. Damage to both eyeballs
4. Often gropes when walking and often stumbles
5. Difficulty picking up items
6. Eye color is black / dry / cloudy
7. Eyes often wobble

Face-to-face learning strategies in inclusive education or educational institutions are deductive and inductive:

1. Expository and heuristic-based learning strategies
2. With teacher or team teaching
3. Based on the number of students with classical and individual strategies
4. Face to face.

2. The Nature of Islamic Religious Education

Islamic education is education that aims to instill the souls of Islam and try to practice it in everyday life. In particular, Islamic Religious Education aims to:(Anwar and Zaenullah 2020)

- a. Develop morals and aqidah in children with special needs so that in their bodies they are devoted to Allah swt
- b. Realizing noble character, namely honesty, justice, discipline, tolerance between religions, ethnicities and cultures.

There are several ways so that Islamic Religious Education learning can run successfully, namely educators must always adhere to the principles of PAI learning, namely student-centered.(Anwar and Zaenullah 2020)

- a. Learning by doing, the meaning is that PAI learning is shown directly to students by practicing
- b. Can develop a social ability. In order to optimize students' individual abilities by honing their abilities.
- c. Develop curiosity, so that children with special needs, including the blind, can implement Islamic religious values in everyday life.
- d. Develop creativity in students. This means that the pie teacher has a role to provide opportunities for students to develop talents, learn by example. It is hoped that PAI teachers will be able to become role models for students to grow what the apostles have taught

3. Learning Methods for Children with Special Needs for the Blind (Before the Pandemic and after the Covid-19 Pandemic)

The learning method is the teacher's effort in implementing a learning activity in order to make the learning process run well so that the desired learning can be achieved and the achievement of the material being taught. Methods in teaching play an important role as a tool in order to create a learning process for teachers and students (Children with Special Needs) during the learning process. (Rofisian, Widya, and Klaten 2018)

- a. Lecture method (2016:23), The lecture method is a learning process carried out by the teacher in delivering material by way of oral narrative. The thing that must be considered by blind teachers (SDLB) in Special Schools is that the content of lectures in delivering material must be easily accepted and understood by Children with Special Needs (Blindness) in understanding the learning contained in the content of the lecture. During the learning process using the lecture method, the teacher (SDLB) at the Purwosari Special School can also use classroom facilities to facilitate the learning process that takes place in the classroom. Some examples of face-to-face learning at SBL Purwosari Kudus in carrying out the learning process before the pandemic. For this reason, children with special needs who are blind during the learning process must use sound media such as tape recorders, speakers or can be in braille writing, embossed images, tangible objects that can be touched. During the pandemic, one can only take advantage of social media and parental cooperation, namely the PAI teacher for Children with Special Needs (Blindness) at the Purwosari Kudus Special School by giving a learning video related to Islamic Religious Education learning and then sending it to the WA group (Whats App) by summarizing and taking photos of the results, providing an evaluation of learning with voice messages and also a motivation for Children with Special Needs (Blindness) to be heard and applied in daily life, asking about the condition of Children with Special Needs (ABK) via video call to ask questions. related to developments and conditions during online learning and evaluation (asking for the material that was delivered yesterday)
- b. Question and answer method (2016:24), The question and answer method is a learning that is carried out between teachers and students in carrying out a communication in the learning process that takes place in the classroom (teacher asks students to answer or students who ask teacher answers). The question and answer method aims to stimulate the thinking power of Children with Special Needs (ABK) by guiding them to achieve knowledge. With this, there is a reciprocal relationship between teachers and students in a social interaction of communication with each other. Before the pandemic, teachers could provide many varied learning methods that were taught, after the teacher explained a material and evaluated learning, the teacher could conduct a Q&A session so that Children with Special Needs could ask questions related to the learning taught by the teacher, and the teacher could find out the development of Children with Special Needs related to the material. that was

taught. During a pandemic like this, teachers can only provide material explanations through voice messages, learning videos, and video calls by utilizing social media in the form of WA (Whats App) and asking if there is something that is not understood in the WA group.

- c. Discussion Method (2016:25), The discussion method is a learning method by exchanging ideas regarding information and confronting students with a problem with the aim of solving an ongoing problem, answering a problem, answering a question, adding or understanding student knowledge in order to achieve something with satisfaction. In the teaching-learning process at the (SDLB) level at SBL Purwosari Kudus before the pandemic there were many blind students at the SBL at the (SDLB) level totaling 8 people and each teacher teaching at least 4 or 8 children with special needs and there was 1 teacher assisting in teaching and learning. the learning process takes place in the classroom. This is because the teaching of Children with Special Needs (ABK) in the learning process does not take place like teaching to children in general, where children are generally taught in one class of 30 people. like the word 1:4. Teaching 4 children with special needs is equivalent to teaching 1 child who does not have special needs. With the limitation of teaching on Children with Special Needs, it will be easier to conduct a discussion. For during the covid pandemic, teachers can open discussions with materials sent on social media in the form of WA (Whats App)
- d. Demonstration method (2016:25), The demonstration method is a method used in the learning process by demonstrating or practicing to students with special needs (blind) about certain processes, conditions, and situations so that later they can be applied in everyday life. This method cannot be separated from the presentation of the material from the verbal explanation made by the teacher. Before the pandemic the teacher could do an Islamic religious education teaching in the form of Islamic religious education material, namely the practice of prayer, the teacher explained the prayer movement and also taught the prayer movements one by one and explained the prayer readings. During the pandemic, teachers can only give assigned tasks and make videos, and this requires guidance or cooperation between parents.
- e. Drill method (practice)(2016:26) , the drill method is a method used when instilling certain habits. This drill is a way of teaching Children with Special Needs to develop attitudes and practice habits in order to be able to do something. Before the pandemic, children with special needs were taught art and culture in order to develop their attitudes and talents, during the pandemic, teachers could only teach via youtube, after that it was imitated by making videos..

1. Learning for Children with Special Needs (before the pandemic and After the Covid-19 Pandemic)

Some PAI lessons for Children with Special Needs (Blindness) at the Purwosari Kudus Special School before the pandemic included: (Khairun Nisa, Mambela, and Badiah 2018)

A. Before the Pandemic

Every day before entering class, all students read Asmaul Husna. This is done every day before starting the lesson. so at the office there are speakers that are made parallel and each class has a speaker to make it easier for children with special needs with visual impairment to make it easier to memorize the reading of Asmaul Husna. because they can not see and read the reading at least they can listen. By reading Asmaul Husna together, it is hoped that the Blind Children with Special Needs at the Purwosari Kudus Special School will be able to practice it in their daily lives. Before entering, children with special needs were also played a short murattal surah from a laptop. This is done by the PAI teacher to make it easier for children with visual impairments (SDLB) at SBL Purwosari to memorize short suras in the learning process.

1. The efforts of PAI teachers in creating enthusiasm. give the spirit of learning for Children with Special Needs for the Blind before covid 19, they will be given prizes if there are those who dare to lead the office for reading Asmaul Husna or the Koran together To be able to read blind people, there is no suitable application, but listening to them will make blind students able to memorize by themselves. For every learning meeting before the COVID-19 pandemic, there is a distribution of meeting materials for children with special needs. The first and second meetings read short suras such as al-fatiah, an-nas, al-falaq, al-ikhlas, etc. And on the sidelines of learning to listen to the Koran tartil / murottal in order to make it easier for Children with Special Needs to memorize short suras. The third and fourth meeting of the prayer and reading movements and a video about the stories of the prophets and their companions were shown, after which the pie teacher explained the stories of the prophets.
2. Based on the results of the interview with Mrs. Nur Hasanah, before the pandemic, to practice prayer movements, namely through lectures, touching and demonstrations. That is, first we explain the procedure for praying, the prayer movement is explained first as an example of the takbiratul ihram movement then both hands are raised and then the hands are held together, the right hand is above and the left hand is below, then the teacher approaches the students one by one in the practice of praying takbiratul ihram by touching and practice. To practice the prayer movement, it is carried out individually / held one by one between students and the PAI teacher and assistant teacher.
3. The material presented can include the meaning of prayer, prayer procedures, prayer movements, ablution, prayer readings, bowing and prayer conditions. To make it easier for them, the pie teacher can use visual writing and embossed writing (draining) in the form of a board. Above it is visual writing and below it is braille/embossed writing. If you still don't understand, you can ask questions. The board can be used to introduce hijaiyah letters to children with special needs.

A. After the Pandemic

During the covid 19 pandemic, PAI teachers for Children with Special Needs (Blindness) in Extraordinary Schools can only do a lesson by utilizing social media (WhatsApp) which has guardians. In the learning process, the teacher can only give PAI assignments to students, take photos of the results of their assignments and this must have parental cooperation, ask about the condition of students by making video calls and can communicate with students with the help of parents. And provide an evaluation of learning by utilizing social media, namely by conducting a question-and-answer, discussion with parents and children with special needs (ABK), after which the teacher explains the whole of what has been discussed.

D. Discussion

a. Online Learning In the Time of Covid

Online learning is something that is felt by all educational institutions that require online learning with predetermined limits, especially for Children with Special Needs where children with special needs are very concerned because they have physical and mental limitations unlike normal children in others who do not have special needs. For this reason, the Purwosari Kudus SBL teacher seeks / follows up related to online learning that is currently taking place, especially the role of the pie teacher not only in educating good morals but also having to strive for the learning process while educating children with special needs personally during the pandemic even though it is not optimal. (Tantiani 2020b)

Where online learning must be able to use social media for learning activities to take place. And in this case, parents and teachers, especially PI teachers, should work together to always give more attention to Children with Special Needs (Blind) so that they are always enthusiastic in online learning today

The online learning implemented by the PAI teacher is by utilizing learning media in the form of a whatsapp group consisting of several guardians of children with special needs (blind). Where in the group the teacher always gives questions in the form of videos of the prophet's story, advice/motivation, later they are asked to summarize what they heard and this must have cooperation with parents and siblings to be able to complete the task and later the task will be sent to ministry. And for those who have not done the assignment, the teacher at the Blind (SDLB) who teaches at SBL Purwosari Kudus always coordinates with the guardians of the students so that they immediately collect the results of their children's assignments in concurrent form and send photos to the group. Or religious practices can be sent either voice or video messages. After that, given the form of murattal audio, it is hoped that later parents can help how to memorize children with special needs and the spirit of parents in being an important role when learning at this time. Always ask parents about what students do at home or ask what things students do at home in worship through video calls

B. The Influence of Learning for Children with Special Needs in a Pandemic Period

In the learning process during the COVID-19 pandemic (Children with Special Needs) for the Blind at the Purwosari Special School, Kudus, it is necessary to have teacher guidance and collaboration between parents so that Islamic religious education during the COVID-19 pandemic will be better. Where in the COVID-19 pandemic it is not allowed to meet face to face. For this reason, the collaboration and enthusiasm between PAI teachers and parents will make Children with Special Needs (Blind) enthusiastic in studying PAI even in the COVID-19 pandemic with enthusiasm.

There are limitations in the PAI learning process during the current pandemic, so parents can entrust their children to a pilgrimage mosque or educational institution (TPQ). There are several factors that influence the learning of children with special needs, especially (blind) in special schools during the COVID-19 pandemic, namely: (Miftakhul Jannah 2020)

1. Limitations in vision so in addition to doing online assignments, parental guidance, special teachers, or relatives, etc. are needed
2. Expenses for internet fees or quotas or limitations on the use of the student's cellphone.
3. Lack of attention from the person to the spirit of learning for Children with Special Needs (Blindness)
4. The method used is not effective
5. Many Islamic religious education materials are left behind / cannot be conveyed properly
6. Development of Children with Special Needs has a delay in thinking
7. Lack of learning facilities
8. Less effective evaluation of learning during the pandemic

C. Implikasi Pembelajaran Daring Untuk Anak Berkebutuhan Khusus (Tuna Netra) Di Masa Pandemi

For the online learning process to take place well, the thing that the teacher must pay attention to is to provide module activities provided by the teacher in collaboration with parents, namely 5 M.

1. Humanize Relationships
2. Understanding the Concept
3. Building Sustainability by providing stimulation
4. Choosing a challenge with the teacher provides a variety of interesting learning.
5. Empowering context as a learning resource.

The steps in carrying out the learning process are the first to make plans for children with special needs (provide tasks that are at least not burdensome), secondly to reflect with parents, third to use the 5M strategy, fourth to carry out (home visits) to make the learning process easier.(Tantiani 2020a)

To give more encouragement to students, teachers can make video calls related

to the learning process during the pandemic. Can ask news, or give questions about learning, and can evaluate learning.

E. Conclusion

The most effective learning for teaching Children with Special Needs (Tuna Netra) at the Extraordinary School of Purwosari Kudus was before the covid 19 pandemic where teachers could use many learning methods for the success of the learning process including lecture, question-and-answer, discussion, demonstration, and drill methods. . During the pandemic also use the same learning methods before the pandemic but there are many factors related to it. During the pandemic, children with special needs (blind) at the Purwosari Kudus Special School used social media in the form of WA (Whats App). By utilizing social media, it is necessary to collaborate between teachers and parents in fostering enthusiasm, creativity, and development in Children with Special Needs (Blindness) in the online learning process.

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