

INSTILL RELIGIOUS AND MORAL VALUES IN CHILDREN WITH SPECIAL NEEDS IN EDUCATION UNIT EARLY CHILDHOOD

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Abstract: Children with Special Needs have the same right to get proper education as other normal children. This has been regulated by the government in statutory regulations. So it is important for educators and parents to provide support to children in getting an education. Every child has developmental tasks at every age that must be stimulated in order to develop optimally. One of the development tasks that must be achieved is on the aspect of religious and moral values. Children who experience visual impairment or also called blind, often experience problems in learning. Blind children need special stimulation so that their developmental tasks can be achieved. Educators need to carry out strategies that can be used to help blind children in learning. There are many stimulations that educators can do to instill religious and moral values in blind children. However, after reviewing based on literature studies conducted by the author, the most effective way to instill religious and moral values in blind children is through singing and habituation activities to carry out religious and moral values in daily activities.

Keywords: Religious and Moral Values, Children with Special Needs, Early Childhood

INTRODUCTION

Children with special needs are children who experience obstacles in their development, both physically and psychologically. Children with special needs have the same right to education as other normal children¹. This has been

¹ Husna, Yunus, and Gunawan, "Hak Mendapatkan Pendidikan Bagi Anak Berkebutuhan Khusus Dalam Dimensi Politik Hukum Pendidikan."

regulated by the government in Law Number 20 of 2003 concerning the National Education System

article 5 paragraph (1) and (2) which reads "Every citizen has the same right to obtain quality education". Therefore, citizens who have physical, emotional, mental, intellectual and/or social disabilities have the right to obtain proper education without discrimination.

According to Heward² children with special needs are children who have different characteristics from children in general, but this does not mean that these differences always lead to mental, emotional or physical disabilities. Because it could be that children with special needs have abilities above average or what are often referred to as gifted. Children with special needs need special stimulation to help them learn. Both children who experience deficiencies and advantages.

Every child with special needs has a problem with his specialty. In general, the community considers the existence of children with special needs as something that is troublesome which in the end further displaces children with special needs from society³. Based on the observations made by Maisarah⁴, most parents accept whatever their child's condition is, but they don't pay attention or educate them as they are given to other normal children. Because parental support is very important for children's development, especially in children with special needs⁵.

Inclusive education is currently very attractive because it provides educational facilities for children with special needs⁶. This inclusive education exists in inclusive schools where in these schools there are normal children and children with special needs who can learn together⁷.

The application of inclusive education emphasizes that all students can be accepted without discrimination, thus creating a form of educational equality services. Inclusive education maximizes all the potential and skills of its students intensely, so that they can adapt to the surrounding social environment⁸. This includes children with special needs who are blind who need to be stimulated to

² Heward, *Exceptional Children: An Introduction to Special Education*.

³ Somantri, *Psikologi Anak Luar Biasa*.

⁴ Maisarah, Saleh, and Husna, "Anak Berkebutuhan Khusus dan Permasalahannya (Studi di Pemukiman Pagar Air Kecamatan Ingin Jaya Kabupaten Aceh Besar)."

⁵ Rahimi, Bahri, and Fajriani, "Dukungan Orangtua terhadap Pendidikan Anak Tunanetra di Sekolah Dasar Luar Biasa Kota Banda Aceh."

⁶ Fauzan et al., "Sejarah Pendidikan Anak Berkebutuhan Khusus (ABK) Menuju Inklusi."

⁷ Rahayu, "Memenuhi Hak Anak Berkebutuhan Khusus Anak Usia Dini Melalui Pendidikan Inklusif."

⁸ Hanifah et al., "Tantangan Anak Berkebutuhan Khusus (ABK) dalam menjalani Pendidikan Inklusi di Tingkat Sekolah Dasar."

be able to maximize aspects of development, one of which is religious and moral values.

Islamic education in early childhood is an effort to maximize children to become devout Muslims from an early age. Instilling religious values in early childhood is carried out by coaching and methods that are appropriate for children. Religious education taught to children with special needs should be carried out with careful planning and proper implementation so that it becomes a guide in achieving learning goals and inculcating Islam⁹.

Since children are at an early age, there are several aspects of development that must be developed by educators and parents. Children will experience delays if there is development that is not stimulated. The delay experienced by the child will interfere with the child's further development. Therefore it is important for educators and parents to stimulate all aspects of child development so that children can fulfill their developmental tasks. However, if educators find a child who is already experiencing delays, special stimulation or guidance is needed for the child so that he can catch up¹⁰.

FIND AND DISCUSSION

Basically, every child, both normal and with special needs, must have weaknesses, but behind that, they must also have advantages. So educators in stimulating children with special needs should focus on their strengths. For example, blind children who experience limitations in seeing, must have advantages in terms of hearing or touching. So that in learning, educators can maximize the other senses in providing stimulation.

Development of specific approach principles that can be used as a basis for educating children with special needs, including the following: Principles of affection, principles of individual service, principles of readiness, principles of modeling, principles of motivation, principles of learning and working in groups, principles of educational skills, as well as naming principles and attitude refinement.

Children with special needs can be classified into a variety of disabilities, which consist of: Physical disabilities, intellectual disabilities, mental disabilities, and

⁹ Anwar and Zaenullah, "Perencanaan Pembelajaran Pendidikan Agama Islam Pada Anak Berkebutuhan Khusus."

¹⁰ Hartati, "Pelayanan Anak Berkebutuhan Khusus di Taman Kanak-Kanak Inklusi Tiji Salsabila Kota Padang."

sensory disabilities. Sensory disabilities, namely children who experience interference with one of the functions of one of the senses¹¹. This discussion will focus on discussing children who experience sensory disabilities, namely visual impairments or what we usually call the blind. Blind children are children who experience visual impairment, in the form of complete or partial blindness (low vision).

The government has provided services to children with special needs who are blind by providing learning by touch or tactile, because blind children can maximize their other senses, namely the sense of touch in learning. Blind children who receive services, especially those who are totally blind because they cannot see at all to be able to study with other normal children.

Inclusive education is one of the government's efforts so that children with special needs can get an education. However, there are still many children with special needs who have not received inclusive education because there are still many early childhood education units that have not provided inclusive services.

The Directorate of Special Education said that what is meant by inclusiveness is openness to learn together between normal children and children with special needs. Children with special needs have the same rights as other normal children in playing and learning, as well as interacting with the surrounding environment within the scope of the school.

For children with special needs who are blind, educators can provide learning by maximizing the function of the senses of hearing, sense of touch, and other senses in providing information. So that children will still be able to learn even though they have limitations¹².

One of the principles of implementing inclusive education is respecting human rights, namely educators provide equal opportunities for students to develop their potential according to their circumstances¹³. Management of inclusive education must pay attention to management principles, namely: Management of school planning, school curriculum, management of teaching and learning processes, management of personnel, management of facilities and infrastructure, financial management, management of students, school and community relations, management of school climate, and activities evaluation. So that inclusive

¹¹ Mega and Arifianto, "Strategi Pembelajaran Pendidikan Agama Kristen pada Anak Berkebutuhan Khusus di Sekolah Dasar Inklusi."

¹² Falera, "Optimalisasi Youtube Sebagai Sarana Menyalurkan Kreativitas Mahasiswa Pendidikan Anak Usia Dini."

¹³ Hartati, "Pelayanan Anak Berkebutuhan Khusus di Taman Kanak-Kanak Inklusi Tiji Salsabila Kota Padang."

education carried out by educators can provide appropriate facilities for children with special needs.

Implementation of learning for children who have special needs really need a strategy ¹⁴. There are separate techniques that will be adapted to the needs of each child ¹⁵. There are many strategies that educators can do to instill religious and moral values in children with special needs in early childhood education units, especially blind children.

The learning methods in inclusive early childhood education schools do have differences from early childhood education in general. The difference lies in the provision of learning methods, namely inclusive early childhood education using cluster and pull out methods. That is a method that combines children with special needs with normal children in order to socialize.

According to observations made by Rukmana ¹⁶ in Yogyakarta, Islamic-based inclusive schools invite children to recite prayers every day. Prayers that are read like prayers before and after carrying out activities. This activity is carried out regularly so that children are accustomed to reading prayers in everyday life. Every morning before studying and during the day after studying, Islamic songs are also always played to children. The songs that are played are songs about prophets, songs about worship, and other songs. The school also provides audio in every class to play Al-Qur'an tartil for children to listen to. During class hours, the audio sound is set to moderate, while during breaks, the audio sound is set to normal. Apart from playing audio in class, children with special needs are always taught religious and moral values, such as being polite to parents, helping friends, as well as other religious and moral values.

Blind people are a type of child with special needs, which refers to the loss of a person's visual senses ¹⁷. According to Ardhia¹⁸ in her book, the classification of the blind based on their visual ability is divided into three, including the following: a. Mild blindness (defective vision/low vision), namely those who have visual impairments but they can still participate in educational programs and are able to

¹⁴ Sari et al., "Implementasi Pendidikan Agama Islam Bagi Siswa Tunanetra."

¹⁵ Hanifah et al., "Tantangan Anak Berkebutuhan Khusus (ABK) dalam menjalani Pendidikan Inklusi di Tingkat Sekolah Dasar."

¹⁶ Rukmana and Suyadi, "Pola Pelayanan Lembaga PAUD Inklusi Berbasis Islam Dan Psikologi Pada Anak Berkebutuhan Khusus (ABK) Usia 2-6 Tahun."

¹⁷ Fakhiratunnisa, Pitaloka, and Ningrum, "Konsep Dasar Anak Berkebutuhan Khusus."

¹⁸ Afiyah, *Penanganan Pembelajaran Pada Anak Berkebutuhan Khusus Terutama Pada Tunadkxa Di MI Nurul Huda Sedati.*

carry out work/activities that use vision functions; b. Half-sighted blind (partially sighted), namely those who have lost some of their vision power, only by using a magnifying glass are they able to attend normal education or are able to read text in bold; and c. Severely blind (totally blind) are those who cannot see at all.

The inculcation of Islamic values is not far from discussing morals. Morals are related to the attitude of a person attached to him. The formation of morals is the same as talking about the purpose of education, because there are many opinions of experts who say that the purpose of education is the formation of morals. This is also necessary for children with special needs, especially the blind. The formation of this character aims to shape the child's personality for the better¹⁹. Some steps to form children's morals are by getting used to good manners, getting used to morals in the classroom, getting used to morals outside the classroom, and habituating behavior in daily activities.

Research conducted by Wati²⁰, the implementation of help-help education for blind children with special needs is carried out by exemplary methods, habituation methods, advice methods, and attention methods. The exemplary method used is with educators who provide good examples that children can emulate so that they become exemplary from educators for their students²¹. The habituation method used is to familiarize children with good behavior in everyday life both inside and outside the classroom. The advice method used is with educators who provide advice or directions to students so that they can do it. And the last is the attention method, namely the educator pays attention to the development of children in the field of religion, so that educators can control and direct students if something is not appropriate.

According to research conducted by Diana²² regarding strategies for learning religious and moral values for children with special needs at TKLB Semarang, there are three types of strategies, namely organizing strategies, delivery strategies, and learning management strategies. The organizing strategy consists of preparing lesson plans and selecting learning materials. The delivery strategy consists of selecting learning methods, learning approaches, selecting learning resources, and

¹⁹ Yulianingsih, Hidayat, and Nabila, "Penanaman Nilai-Nilai Islami Bagi Anak Berkebutuhan Khusus Tuna Laras."

²⁰ Wati, Iman, and Syukroni, "Implementasi Pendidikan Akhlak Ta'awun Antar Anak Tunanetra Dan Tunagrahita."

²¹ Falera, Masitoh, and Setyowati, "The Effect of Ladders Snakes on Gross Motor and Cognitive Development in Kindergarten."

²² Diana, Rohmaniyah, and Khamidun, "Strategi Pembelajaran Moral Dan Agama Anak Berkebutuhan Khusus (Tunanetra) Di TKLB Negeri Semarang."

selecting learning media. And finally, the learning management strategy consists of preparing assessment tools and allocating time.

The results of best practices carried out in inclusive kindergartens in Bandung²³, conveyed that the program planning for the management of children with special needs consists of managing the school curriculum, providing activity programs for children with special needs, there is a team for handling children with special needs, providing supporting facilities and infrastructure for children with special needs, media for children with special needs, and strengthening competence educator for children with special needs. Furthermore, in practice, there is a special team that handles children with special needs, implements programs and handles per aspect of child development, interactions between educators and students, and interactions between normal children and children with special needs. Finally, the evaluation process for the management of children with special needs is by holding evaluation meetings, analyzing existing constraints, and maximizing the achievements that can be achieved by children with special needs²⁴.

Blind children with special needs can be stimulated in terms of communicating²⁵. Blind children only have limitations in terms of visuals, but not with other senses. So it is important for educators to be able to stimulate children by communicating. Instilling religious and moral values in children with special needs for the blind can be done with the direction or guidance of educators through two-way communication. So that blind children can receive directions and do them in everyday life such as directions to shake hands with educators when they come to school, directions to say hello when entering class, and other directions related to instilling religious and moral values in children.

Singing is fun for most children²⁶. Some of the things that are done in the training method for blind children include: 1. Motivating participants to become more confident human beings and instilling a lot of religious moral values; 2. Teach interpersonal skills in singing and playing musical instruments; 3. Provide

²³ Alifah, Romadona, and Mariyana, "Best Practice Program Pengelolaan Anak Berkebutuhan Khusus di Taman Kanak-Kanak Inklusi."

²⁴ Falera, "Pengembangan Aplikasi Pencatatan Penilaian Anak Bagi Guru PAUD."

²⁵ Handoyo, "Pengembangan Komunikasi Anak Tunanetra Dalam Permainan Kooperatif Tradisional."

²⁶ Fikri, "Penguatan Nilai Agama Pada Anak Berkebutuhan Khusus (Tunanetra) Melalui Seni Musik."

opportunities for students to practice the results of music training; 4. Assess and evaluate training results; and 5. Give appreciation and reward.

Instilling religious and moral values in children can be done through the habit of singing, so indirectly, blind children absorb the contents of the songs that are sung everyday. Until finally they were able to practice the contents of the song. The songs taught are related to aspects of children's religious and moral values such as invitations to do good to others, invitations to help each other, invitations to respect parents, invitations to worship, memorize prayers, memorize the names of prophets, and values religion and other morals.

CONCLUSION

The Government of the Republic of Indonesia provides guarantees and legal protection for children with special needs, including in this case guaranteed education. Children with special needs receive the same treatment as other normal children when they want to get school education.

Many strategies can be planned and implemented to instill religious and moral values in children with special needs who are blind. One of the most prominent activities is the habituation carried out by children in everyday life both inside and outside the classroom. Another strategy that can be done is through singing, because singing is something that is fun for children. For blind children who have limited vision, they can still sing by relying on their sense of hearing and other senses. So that educators can still instill religious and moral values in blind children even though they have limitations.

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