



Islamic Religious Education Learning Model to Build Character of Students in Special Needs School

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ABSTRACT

Research on Islamic education learning model to build the character of learners in Special SDLB well Gayam Maharani This further reinforces the theory that in order to build character learners there should be coherence between what is taught in school educators, parents at home, and the environment. This study uses a qualitative method with phenomenological type of research which is then analyzed using descriptive. The data collection was done through interviews, observation, and documentation. Once the data is collected, then the data in the analysis to determine: (1) learning model of Islamic education in Special SDLB MaharaniGayam wells Paciran Lamongan, (2) the implementation of Islamic religious education in Special SDLB MaharaniGayam wells Paciran Lamongan, (3) factors inhibiting learning of Islamic religious education to build character learners in Special SDLB Maharani Well Gayam Paciran Lamongan. In this study conclude that the learning model of Islamic education to build character learners in Special SDLB Maharani Well Gayam Paciran Lamongan, are: use of individual learning model, and the model of classical learning. Further to the implementation of teaching Islamic education for children with special needs in Special SDLB Maharani Paciran, namely: there should be a class management, PAI learning materials, learning model, equipment and instructional media. The Factor affecting learning are: lack of props, the need for therapy teacher, art teacher, student ability of different, and lack of support from parents (guardians).

Keywords: Model, Building Character of Students, Children with Special Needs.

I. PRELIMINARY

Education is the basis for human life to obtain information and knowledge to develop themselves both in the family, at school or in their neighborhood Act masyarakat.Undang national education system No. 20 of 2003 menyantumkan on National Education System in Chapter IV, Article 5, paragraph 1, which reads: Every citizen has the same right to obtain a quality education. So every child is entitled to education.

As children with special needs, Children with special needs (ABK) is a child with special characteristics that are different from the majority of children without always showing the inability of mental, emotional or physical. [1]

Learners in cultivating character then do not lose the influence of the family. Since the family is the first and primary vehicle for character education of children if the family fails to perform his character education, it will be difficult for institutions outside the family (school) to fix it. Therefore, every family should have an awareness that the character of the nation depends on the character of children's education at home.

However, Selection of school education environment is also a concern of the parents, however, because the school environment where children learn to keep going to influence the further development of the child. So in choosing a formal education forum religious factor should be the main priority. [2]

Special SDLB Maharani Paciran Lamongan is a school for children with special needs such as the deaf, disabled, Down syndrome, autism and so forth, which is located in the village

wells Paciran gayam subdistrict. Which has several programs that schools have to be disciplined and must follow dhuhr congregation. And highly sought in the character formation of students were noble and responsible, in accordance with Permendikbud No. 20 of 2018, Article 2, paragraph 1 and 2, on Strengthening the Character Education states that: Strengthening the Character Education (KDP) is carried out by applying the values of Pancasila in character education mainly include religiosity, nationalism, independence, mutual cooperation, and integrity are integrated into the curriculum.

But in this case there are many children with special needs have not been able to implement these programs properly, therefore the author seeks to know Islamic religious education learning model to build the character of students in special SDLB gayam Paciran lamongan empress wells.

II. RESEARCH METHODS

This study used a qualitative approach. Qualitative research is a process of research conducted properly and naturally in accordance with the objective conditions in the field without any manipulation, as well as the type of data collected primarily qualitative data. [3]

1. Types of research

This type of research is that the research on the basis fenomenologi. Fenomenologi see the object of research in the context of its natural. [4] It is the researchers saw an object of research in Special SDLB Maharani Paciran Lamongan is without any manipulation.

2. Types and Sources of Data

a. Data types

Data used in this study is data that is non-statistical data obtained later in the form of verbal or descriptive rather than in the form of numbers.

b. Data source

Researchers will collect data directly from the source either informants or respondents to be the subject of analysis. That was obtained through observation where researchers will look at the immediate situation on the ground and will conduct interviews with relevant parties both to the teachers, principals, Parents for Students SDLB Special Maharani Well Gayam Paciran Lamongan, and Students SDLB Special Maharani Gayam wells Paciran Lamongan,

3. Method of collecting data

Data collection techniques that will be used in this study, which is as follows:

a. Observation

Observation of observation and systematic study of the phenomenon under study. [5] To obtain data as material for this study, researchers will see firsthand how the process of teaching and learning of Islamic education to build the character of students both in the classroom, in the mosque, and wherever students melakuakn learning processes associated with learning model of Islamic education to improve the character of learners in Special SDLB Maharani Well Gayam Paciran Lamongan.

b. Interview

The interview is a conversation with a purpose. The conversation was conducted by two parties that interviewers and interviewees were asked questions that give answers [6] Researchers here as an interviewer and the subject as interviewees. Researchers will conduct in-depth interviews with stakeholders, both the principal, the student, the curriculum, the teachers and all involved in the implementation of Islamic education learning model to improve the character of the students in the Special SDLB Maharani Well Gayam Paciran Lamongan.

c. Documentation

Techniques of collecting data through documentation interpreted as an attempt to obtain data and information in the form of written notes / drawings that are stored relating to the issues under investigation. Most of the data available is shaped letters, reports, regulations, daily catatatan, biography, symbols, and other data are stored. [7] As for who will researcher looking through the documentation: Special SDLB conditions Maharani Well Gayam Paciran Lamongan, the student's education history, and an overview of research sites in the wells Maharani Special SDLB Gayam Paciran Lamongan.

III. RESULTS AND DISCUSSION

To determine the learning model of Islamic education to build character learners in Special SDLB Maharani Well Gayam Paciran Lamongan, By using a learning strategy is one of the important part that must be considered as part of the learning model. The learning model of Islamic education for students with special needs that is a model of learning by developing the learning environment of students. Noting the ability and potential of learners are expected to have a good understanding of the material taught in the classroom teacher, so the teacher easily in cultivating character learners.

Here are the results of interviews with teachers PAI in SDLB Special Maharani Paciran associated with learning models PAI, that: "The learning model PAI in SDLB Special Maharani Paciran ie using two models of the first learning, learning classical namely learning is done together, two, learning individual. All that should be considered by the child's condition. "

So, in Lamongan Paciran Maharani Special SDLB learning models adapted to the disability level learners where to adjust the level of disability learners will allows teachers to give lessons.

Furthermore, to determine the learning Implementation of Islamic religious education to build character learners in Special SDLB Maharani Well Gayam Paciran Lamongan, which can be seen from the learning activities at school. The success of an implementation study will not be separated from a support case pembelajaran. As for the support in the learning process is the existence of classroom management, conditions are very payed classroom seating layout that is tailored to the characteristics of students with disabilities. PAI learning materials, to students with special needs tailored to the capabilities and special berkebutukan child's condition, the material presented is ablution, prayer, pillars of faith, the pillars of Islam, short letters, read Iqro', and daily prayer. Learning model, using classical models and models that are tailored to the needs of individual students. Tools and instructional media, other than the above learning model tailored to the needs of children, teachers also use a tool or medium of learning to support student understanding. With the support of the learning process that will enable teachers to educate students.

In addition to supporting the learning process, which should be noted again that the existing activities in SDLB Special Maharani Well Gayam Paciran Lamongan, where teaching and learning activities begin at 7 until dhuhur, in SDLB school starts on Monday and requires all students to participate in the flag ceremony it is to foster self-discipline and responsibility. That is according to the nationalist character values that put the interests of the nation above personal interest and his group, it can dibuktikan with a flag ceremony. They will also be embedded value of character integrity.

All students in SDLB after the lesson is complete in itself to the place of ablution and prayer in congregation, after that make shof itself without prompting. It tersbut already proved that the value of the religious character and the character values independently in accordance with the five characters niali sourced from Pancasila has begun to grow and develop in the Special SDLB Maharani Paciran Lamongan. And to determine the factors that affect learning and inhibitors of Islam to build the character of students in SDLB Maharani Well Gayam Paciran Lamongan, namely the positive support of the principal and other teachers in order to improve learning, especially learning PAI be maximal. In addition, there are also other supporting factors eg togetherness, equality, and mutual respect between people.

As for the inhibiting factor in this case there are two kinds, namely:

1. Factor globally inhibiting the lack of props such as puzzles that can increase the concentration of children having to think to equate the image or color, the need for therapy teacher, art teacher needs.
2. Specifically inhibiting factor Islamic educational learning that there are two factors, among others; The ability of different students, and lack of support from parents (guardians).

IV. CONCLUSION

The conclusion of this study are as follows:

1. Islamic religious learning model to build the character of students in SDLB Maharani Well Gayam Paciran Lamongan is to use the first two learning models, learning classical, second, individual learning. That it should consider the child's condition. For example, to learn to read Iqro 'alif, ba' and so it takes a long time and should be taught individually with ketunaanya level. And for learning short letters to the classical way.
2. Implementation of religious learning for learners to build character in Gayam Paciran SDLB Lamongan Maharani wells, namely: The existence of class management, PAI learning materials, learning model, equipment and instructional media.
3. Factors affecting the religious teaching learners to build character in Gayam wells Maharani SDLB Paciran Lamongan Factors that affect the learning that is the positive support of the principal and other teachers, besides their togetherness, equality, and mutual respect between people.



As for inhibiting Factor disisni there are two kinds, namely: Factor globally inhibiting the lack of props, the need for therapy teacher, art teacher needs. Namely specifically inhibiting factor; The ability of different students, and lack of support from parents (guardians).

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