Arabic Learning Model for Children with Special Needs in Inclusive Junior High School Purwokerto

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Abstract

The Arabic learning model for children with special needs is an approach specifically designed to help children with special needs learning Arabic. This learning models focuse on understanding children's individual needs and providing the right support to help them reach their best potential. The learning model is one of the most important things that must be considered when teaching, therefore researchers are interested in raising the title Arabic Language Learning Model for Children with Special Needs at SMP IT Harapan Bunda Purwokerto, where this school is one of the inclusive education schools, where this school is a school that provide learning for all children, including children with special needs. This research focuses on learning models for children with special needs as research objects.

The aim of this research is to analyze the characteristics of children with special needs and the models used in learning Arabic at SMP IT Harapan Bunda. The research carried out was field research with a qualitative descriptive approach. Using observation, interview and documentation techniques in data collection. The subjects of this research were Arabic language subject teachers and special assistant teachers for ABK.

The results of this research were that there were several characteristics of children with special needs, namely Speech Delay, Slow Learner, Autism Spectrum, Dyslexia. And several learning models applied in Arabic Learning were the direct learning model, the Discovery Learning Learning Model and the Everyone Is A Teacher Here learning model.

Keywords: *Arabic Learning Model; Characteristics of Children with Special Needs; Inclusive Education*

Introducing

The learning model is an important component of teaching and learning activities in achieving a learning goal. A learning model is a plan or scheme that is used as a guide in planning learning that will be carried out in the classroom (Octavia: 2020). The learning model is a learning plan consisting of the learning approach applied, learning objectives, stages in learning activities, and classroom management (Octavia: 2020). " The Arabic learning model is a learning plan or learning framework that describes systematic procedures in structuring learning to achieve certain learning goals and functions as an indication for teachers in designing and implementing the teaching and learning process (Daniati: 2021). The Arabic language learning model is also an indication that will be used by teachers in designing effective and efficient Arabic language learning to achieve the expected learning goals.

With the existence of a learning model, especially an Arabic learning model, it is hoped that it can become a spur or guide in carrying out learning that will be carried out conceptually, so that the learning that will be carried out will take place systematically

and regularly so that the objectives of learning Arabic can be achieved well. The models used in learning Arabic are the direct learning model, the Discovery Learning learning model, the Everyone is A Teacher Here (EATH) learning model.

Children with Special Needs are children who have special features and uniqueness that children in general do not have. They are children whose physical, characteristic, emotional, intellectual and social aspects are different from children in general (Mais: 2018). Apart from all that, education is a right that they must obtain to increase their potential and quality to become confident and high-potential individuals.

Through inclusive schools, children who have talent and intelligence will be closed together with Children with Special Needs, to optimize the potential of each child from normal children or what are usually called regular children or Children with Special Needs (Kadir: 2016). So an inclusive school is a school that combines regular children and also special needs children. So this school is a very effective solution to educational problems for children with special needs. So that they receive the same education as regular children, and can interact well between the two without discrimination or inequality. Most of the ABK experience obstacles and delays in growth compared to their peers, so they must receive special services and guidance compared to children in general, especially in the field of education. As in participating in learning, they are a little slow in understanding the material so this becomes an obstacle for ABK in learning, especially learning Arabic. Therefore, in this research the researcher will discuss learning models, especially in learning Arabic for children with special needs. The aim of this research is to analyze and describe the learning model used in teaching Arabic to children with special needs.

Learning with various models can be used as an alternative, where you can choose a learning model that is appropriate to apply, suitable or effective for achieving educational goals. A good educator is a teacher who always tries to create the best learning conditions for his students. In creating the best learning, educators choose a learning model and are required to match what their students will learn (Aji, 2016).

So much previous research has discussed learning for children with special needs, making it easier for education to determine and carry out learning processes that are appropriate to the material using certain learning models. Research on learning models has also been researched by various parties, such as research on the Learning Process for Children with Special Needs which was researched by (Mustikasari, 2017). Then, Inclusive-Based Arabic Language Learning (Analysis of the Needs of Blind Students in Learning Arabic Language Skills) was researched by (Harimi, 2018). Then the Arabic Language Learning Strategy for Children with Special Needs was researched by (Ambarwati 2021).

Because there is so much research on learning models, in this research the researcher also wants to convey a variety of learning models adapted to the conditions of children with special needs, namely the direct learning model, the Discovery Learning learning model, the Everyone is A Teacher Here (EATH) learning model.

Methods

The type of research used by researchers is field research, which is a type of research carried out directly in the field in integrating information and data related to research. The approach applied in this research is a qualitative approach, in which researchers go directly into the field to research and analyze Arabic language learning models for children with special needs (Rahmat: 2019).

The method used in this research is a qualitative descriptive method. This method is carried out by researchers to examine an object and conditions that are appropriate to conditions in the field without any manipulation so as to obtain research data collected through observation, interviews and documentation.

The researcher explained the results of reducing the analysis of the information needed in the research process through the process of observation and interviews with several related parties, namely the school principal, Arabic subject teachers, accompanying teachers, and. With the aim of getting complete and accurate information related to the Arabic language learning model for students with special needs.

Results and Discussion

The Arabic language learning model refers to the approaches, strategies and methods used in the process of teaching and learning Arabic. The aim of this learning model is to facilitate students' understanding and mastery of Arabic in an effective and communicative manner (Shilphy: 2023).

The learning model is a very important thing that must be used by teachers to convey lesson material so that the material conveyed can be conveyed well and learning can take place effectively. The Arabic language learning models are the Direct Learning Model, the Discovery Learning learning model and the Everyone Is A Teacher Here learning model. Apart from the above approaches, it is also important to involve various learning activities and strategies such as group discussions, simulations, active roles, modeling, structured exercises, and constructive feedback.

As for the results of observations and interviews conducted by researchers, data was obtained that the Arabic Language Learning Model used consists of:

1. **Direct Learning Model**

According to observations made by researchers, the direct learning model is where the teacher provides lesson material directly to students in class. The direct learning model seems monotonous and tends to be boring, because of the lack of variety, students will quickly feel bored while learning is taking place. The following is a picture of a direct learning model for Arabic language subjects.

The direct learning model is a learning method that involves the teacher as the main teacher who provides lessons directly to students. However, when applied to children with special needs, this model needs to be adapted to be more effective and pay attention to their special needs (Herwanto: 2022).

The direct learning model for children with special needs is a learning method that takes into account the special needs of children, by adjusting teaching methods, providing additional support, simplifying material, maintaining focus and concentration, and providing regular feedback. Teachers must be more sensitive to children's special needs and adapt teaching methods to better suit their needs. Teachers always play an active role in monitoring or asking ABK about the material presented. Immediately after delivering the material, the teacher always asks the ABK about material that is still difficult or not yet understood, so asking questions after delivering the material for the teacher is something that must be done because there is a fear that the ABK will not understand the material being studied (Shilphy: 2020). The following are the steps for implementing the direct learning model:

a. Preparation: Teachers must plan lessons carefully, including learning objectives, lesson materials, and teaching methods that will be used.

b. Introduction to Material: The teacher introduces the subject matter to students explicitly, usually by providing an explanation or presentation. This can involve demonstrations, and lectures.

c. Adapting teaching methods, teachers need to adapt teaching methods to better suit the child's special needs. For example, if a child has difficulty processing information verbally, the teacher can use visual methods such as pictures or videos to help the child understand concepts. The teacher also uses game methods that are still related to the material being taught so that the learning atmosphere is more relaxed and relaxing so that children can more easily absorb the material being taught.

d. Questions: Teachers ask questions to students, especially Children with Special Neeeds, to measure their initial understanding of the lesson material and encourage active participation.

e. Clear instructions, the teacher provides clear and detailed instructions about the concepts or skills being taught, especially for Children with Special Needs. To provide instructions and explanations here the teacher always asks carefully if there are instructions that are not clear, and here usually the accompanying teacher will explain again the instructions or commands explained by the subject teacher.

f. Simplifying the material, it is necessary for teachers to simplify the learning material so that it is easier for Children with Special Needs to understand. This can be done by reducing the complexity of the material or using terms that are easier to understand.

g. Evaluation, the teacher carries out an assessment to measure the extent to which students have achieved the learning objectives. This could be a test, assignment, or other assessment. The teacher also gives different exam practice assignments which are adjusted to the abilities of the ABK so that the resulting scores are different. The direct learning model emphasizes the teacher's role in teaching and student understanding guided by the teacher. This is one of the traditional approaches to education that is still widely used in various learning contexts.

The direct learning model is a teaching method in which the teacher actively delivers material to students through lectures, demonstrations and structured instructions. This method has advantages and disadvantages, especially when applied to children with special needs.

1)   The advantages of the Direct Learning Model for Children with Special Needs are as follows (Rahmaniati: 2024);

a)   Clear Structure, direct learning provides a clear and orderly structure, which is very helpful for ABK who may need detailed routines and instructions to understand the material.

b)   Maximum Teacher Control, teachers have complete control over the class, allowing them to quickly monitor and adapt teaching to individual student needs.

c)   Direct Interaction, direct interaction with the teacher allows Children with Special Needs to get immediate feedback, which can speed up understanding and correct errors.

d)   Material Adaptation, teachers can easily adapt and modify teaching materials and delivery methods according to the abilities and needs of each child.

e)   Focused Learning, this method allows for more focused and directed learning, which is very beneficial for crew members who may be easily distracted.

2)   Weaknesses of the Direct Learning Model for Children with Special Needs Limited Individualization, although teachers can adapt the material, direct learning is often less flexible in providing in-depth individualization, which may be needed by some Children with Special Needs.

a)   Lack of Interactivity, direct learning can be less interactive than other methods such as project-based learning or cooperative learning, which can provide a more meaningful and relevant learning experience for Children with Special Needs.

b)   Limited Creativity, this method may not encourage creativity and active involvement of students in the learning process, which could be a weakness for Children with Special Needs who require a more hands-on and exploratory approach.

c)   Boredom and Saturation, an approach that is too structured and repetitive can cause boredom and boredom, especially for Children with Special Needs who need variety and different stimulation in their learning process.

Difficulties in Managing Classes with Diverse Needs, teachers may face challenges in managing classes consisting of students with diverse needs and abilities, making it difficult to meet all students' needs effectively in one learning session.

The direct learning model can be very effective for children with special needs if implemented with appropriate adjustments. Teachers must be sensitive to students' individual needs and be prepared to modify their approach to ensure each child gets the support necessary for optimal learning.

2.   **Discovery Learning Model**

The Discovery Learning Model is an approach on learning through exploration, discovery and problem solving independently by students. In this model, students are given the opportunity to develop their own understanding through direct experience with learning material (Alfitry: 2020).

Discovery Learning is a learning model that emphasizes the process of exploring and discovering concepts by students through direct experience. In this model, students are given the opportunity to develop their own understanding through observation, experimentation and reflection (Khairunnisa: 2019). Meanwhile, the Discovery Learning learning model for Children with Special Needs is a learning method that pays attention to children's special needs, by adjusting teaching methods, providing additional support, simplifying material, maintaining focus and concentration, and providing regular feedback. In this model, the teacher remains the primary educator but must be more sensitive to children's special needs and adapt teaching methods to better suit their needs.

In its application, the Discovery Learning learning model for children with special needs can be carried out by providing opportunities for children to develop their own understanding through direct experience and exploration, but with additional support from teachers and tools such as pictures or videos to help children understand concepts (Khairunnisa : 2019).

In the Discovery Learning lesson, the teacher will divide the children in the inclusion class into several groups, each of which is a mixture of regular children and Children with Special Needs. Using the Discover Learning learning model in general learning, for example about objects in the class. Children in each group will get paper on which they will fill in the objects in the class. So each group has to fill in the paper distributed by the teacher with the objects in the class.

The accompanying teacher will help Children with Special Needs who have difficulty naming objects and for the subject teacher will ask the Children with Special Needs children one by one about the objects in the class, because they have special needs so teachers tend to focus more attention on Children with Special Needs. Because they sometimes have difficulty in saying and understanding Arabic words, the subject teacher will order Children with Special Needs to name objects or vocabulary using Indonesian which will then be interpreted in Arabic by the subject teacher which will be followed by the Children with Special Needs children until the Children with Special Needs can pronounce Arabic vocabulary.

So the Discovery Learning learning model provides opportunities for students to become more active and involved in the learning process. So children tend to be more confident, especially for Children with Special Needs, they communicate and interact more often with their friends and the surrounding environment when learning takes place.

The following is an application of the Discovery Learning learning model involving a series of steps that focus on students actively searching for, discovering and understanding concepts or knowledge (Sri, Muadab: 2014). Based on interviews that

researchers have conducted with subject teachers, the following are the steps for implementing the Discovery Learning learning model:

a.   The teacher asks students to sit in designated groups. The specified group consists of regular children and also Children with Special Needs.

b. The teacher gives several cards which students will fill in with objects - asking students to discuss to mention vocabulary about objects in the class and translate them.

c. The teacher asks students to take turns presenting and mentioning vocabulary about objects in the class in front of other friends so that Children with Special Needs will also get their turn to present or mention vocabulary, which in this way will train the Children with Special Needs self-confidence.

d. Evaluation, evaluation tools such as assignments, projects, or exams to measure student understanding. This helps in assessing the extent to which learning objectives are achieved. For evaluation, usually the teacher will assess Children with Special Needs and regular students based on projects or assignments as well as student activity according to the abilities of both Children with Special Needs and regular students. So the teacher will assess the children with special needs for their courage in mentioning or explaining the material according to their abilities.

e. Feedback in class, the teacher asks students to try to name and translate vocabulary about objects in the class. For Children with Special Needs , the teacher will ask them to use Indonesian if they cannot pronounce and mention Arabic vocabulary. Then the teacher models how to pronounce vocabulary using Arabic, followed by Children with Special Needs until they can pronounce Arabic vocabulary correctly.

f. The teacher gives students, especially Children with Special Needs , the opportunity to ask questions if there is material that is not understood or is not clear.

g. Teachers guide students, especially Children with Special Needs. For Children with Special Needs, they will be guided directly by the accompanying teacher to search for and find new information about the vocabulary of objects in the class.

h. Teacher Feedback, Provide feedback to students about their evaluation results. This can be used as material for further improvements.

It's important to remember that Discovery Learning encourages more independent, exploratory, and student-centered learning. The teacher's role is as a facilitator and guide, not as the main source of information. The discovery learning model has various advantages and disadvantages when applied to children with special needs. Here are some of them (Rahmaniati: 2024).

1) Advantages of Discovery Learning for Children with Special Needs:

a) Increasing Independence, Discovery learning encourages students to find their own information and solutions, which can increase the self-confidence and independence of children with special needs.

b) Development of Critical and Creative Thinking Skills. The process of exploration and discovery promoted by this model can help children develop critical and creative thinking skills.

c)   More meaningful learning. By discovering concepts and knowledge on their own, children tend to have a deeper understanding and remember the information longer. Adjustment to Learning Styles, Discovery learning allows adaptation to various individual learning styles, which is very important for children with special needs who may require a different approach from children in general.

2)   Weaknesses of Discovery Learning for Children with Special Needs:

a)   Difficulty in Understanding Complex Instructions. Children with special needs may have difficulty understanding complex or abstract instructions, which can be an obstacle in this learning model.

b)   Limited Independent Exploration Ability. Some children with special needs may have limitations in their independent exploration ability, so they need more guidance and support from teachers.

c)   Time and Resources. This model often requires more time and resources, both from the teacher and student side, to ensure that children with special needs can follow and understand the material well.

d)   Barriers in Social Interaction. Children with social development disorders may face challenges in interacting with peers during group activities or discussions, which is an important part of discovery learning.

e)   Need for Special Adaptations, Implementation of the discovery learning model must be adapted to the individual needs of the child, which may require special adaptations such as learning aids or material modifications, adding complexity to its implementation.

In implementing discovery learning for children with special needs, it is very important for teachers to continuously monitor and adjust the approaches used, ensuring that each child gets the support they need to be successful.

3.   **Every on is A Teacher Here Learning Model**

The "Everyone Is A Teacher Here" learning model is an approach that encourages active participation and collaboration between all students in the learning environment. This concept recognizes that each individual has unique knowledge, experience and skills that can contribute to collective learning (Daniati: 2021).

The teacher's role is not as the sole source of knowledge and authority, but as a facilitator and guide in the learning process. Teachers play an important role in creating an inclusive climate and supporting collaboration between students. With this approach, all students are considered as potential teachers or instructors. They are given the opportunity to share their knowledge, experience and understanding with fellow classmates.

The EATH learning model encourages students to teach each other, lead discussions, collaborate on projects, and provide feedback to each other. This encourages deeper involvement and understanding because students must truly understand the material in order to explain it to others (Sri, Muaddab: 2014).

EATH is an approach that involves all individuals in the learning environment, including children with special needs. This approach recognizes that each individual has valuable knowledge, skills and experiences that can be shared with others. The application of the EATH model can be applied to crew members.

Things that need to be considered in implementing the EATH model for children with special needs can involve several steps and strategies that can help create an inclusive and supportive learning environment. The following are several steps that need to be considered when implementing the EATH model (Shilphy: 2020):

a.   Inclusion of all individuals: Involving all individuals in the learning environment, including teachers, students, parents. It is important to create awareness of the uniqueness and needs of each child with special needs, and appreciate the contribution they can make to learning.

b.   Collaboration between students: Encourage collaboration between students with various special needs and students without special needs. This can be done through group projects, group discussions, or other activities that allow students to learn from each other and share knowledge.

c.   Individual support: Ensuring that each child with special needs receives individual support appropriate to their needs. This may involve the use of adapted learning strategies, modifications to materials, or additional support from teachers or support staff.

d.   Understanding and sensitivity: Developing a deep understanding of the needs and potential of children with special needs. Teachers and accompanying teachers must have adequate knowledge of specific special needs and effective learning strategies.

e.   Assessment and adjustments: Conduct regular assessments to monitor the progress of children with special needs and adjust learning approaches if necessary. This ensures that children receive the right support and the opportunity to develop optimally.

However, this model also has several challenges, many children with special needs and even regular children experience difficulties. Because some students may lack confidence in sharing their knowledge, and a teacher must ensure that each student feels safe and heard. Apart from that, this model requires time and effort in planning and implementation to achieve maximum results.

This learning model promotes student-centered teaching and learning, supports collaboration, and values the diverse knowledge and experiences that each individual has in the learning environment. The following is the application of the EATH learning model:

a.   Students listen to the teacher's explanation of the Arabic language material that will be discussed, for example: material about hobbies

b.   Students will listen and pay attention to the material and learning media provided by the subject teacher which is related to the teacher's example material using picture media about Hobbies

c.   The teacher encourages students to ask questions related to the picture.

d.   Through the Everyone Is Teacher Here model, the teacher distributes blank paper to be given to students, then students write questions on the paper that has been distributed by the teacher to be answered randomly by classmates.

e.   All learning models are applied by educators who want their students to be able to comprehend and understand the material well and easily. When they have graduated from school, it is hoped that students will remember and the material taught will stick with them well.

The "Everyone is a Teacher Here" (EATH) learning model is an approach that involves all students in the teaching and learning process by giving them the opportunity to share their knowledge and experiences with each other. The following are some of the advantages and disadvantages of this model specifically for children with special needs (Amin, Sumendap: 2022).

1)   The advantages of the Everyone is a Teacher Here learning model:

a)   Increase self-confidence. Children with special needs often feel less confident. By being given the opportunity to teach, they can feel more valued and capable, which can increase their self-confidence.

b)   Developing Social Skills, This model encourages more intensive social interaction, which can be very beneficial for children with special needs in developing their communication and social skills.

c)   Strengthen understanding of the material. Teaching others requires a deep understanding of the material. When children with special needs teach their peers, it helps strengthen their own understanding of the material being taught.

d)   Creating an inclusive learning environment. By involving all students in teaching roles, the learning environment becomes more inclusive and respects diversity of abilities.

2)   The disadvantages of the "Everyone is a Teacher Here" (EATH) learning model are:

a)   Challenges in Delivering Material Children with special needs may have difficulty conveying material in a way that their peers can understand, especially if they have communication or comprehension limitations.

b)   Potential for Stress or Anxiety. The task of teaching can be a source of stress or anxiety for some children with special needs, especially if they feel unprepared or worry about making mistakes in front of their friends.

c)   Need for Extra Assistance, Children with special needs may need extra assistance from teachers or assistants to ensure that they can carry out their teaching role effectively. This could require additional resources.

d)   Wide Variations in Ability, Significant differences in ability between students can make some children feel stressed or isolated if they feel unable to follow or contribute effectively to the learning process.

All learning models are applied by educators who want their students to be able to comprehend and understand the material well and easily. When they have graduated

from school, it is hoped that students will remember and the material taught will stick with them well.

Conclusion

There are three types of Arabic learning models used at SMP IT Harapan Bunda Purwokerto, namely: direct learning model, Everyone Is A Teacher Here learning model and Discovery Learning learning model.

Some children with special needs think that by using the Discovery Learning learning model, learning Arabic becomes more exciting and interesting so that students can understand the material well and it also sticks in their memories. And there are several difficulties and obstacles encountered by subject teachers when implementing the direct learning model and Everyone Is A The Here.

The researcher also concluded about the learning model applied in learning Arabic. In research, there is an influence between using a learning model and without using a learning model in implementing Arabic language learning for children with special needs. Learning becomes more interesting and fun, and ABK can understand the material more easily by using the Everyone Is A Teacher Here and Discovery Learning learning models.

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