

Christian Religious Education for Children with Special Needs (Blind) at Slb-A Bartemeus Manado

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Abstract

This research aims to develop a Christian Religious Education learning module that is accessible and effective for children with special needs who are blind. The research method used is research and development (R&D) with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The analysis stage was carried out to identify the needs and characteristics of blind students as well as the obstacles faced in learning Christian Religious Education. At the design stage, a module design is created that takes into account aspects of accessibility and is appropriate to students' conditions through the use of audio media and other assistive technology. The development process involved the creation and validation of modules by material, design and language experts and was based on recommendations and input from specialist blind education teachers. Implementation is carried out through module trials in special schools that serve blind children. Evaluation is carried out to assess the effectiveness of the module based on feedback from teachers and students, as well as through measuring increases in understanding and skills and achievement of grades. The research results show that the module developed can increase the understanding and participation of blind students in learning Christian Religious Education. This module is also considered practical and easy for teachers to use. Recommendations are given for improving the module and implementing it in special schools, especially for students with visual impairments in order to support inclusive and equitable Christian religious education for all children.

Keywords: *Christian Religious Education, Children with Special Needs, Blind, Learning Modules, Module Development*

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INTRODUCTION

Children with special needs are children who have physical or mental limitations that significantly limit one or more main activities in their lives. This group of children requires special attention and care, especially in terms of education (Kamchedzera 2016, 6). Their special needs mean that children with special needs require special education and services to optimize their potential (Benaya Dwi Cahyono 2022, 346).

Education is the human right of every individual, including children with special needs. Unfortunately, these children often experience discrimination and marginalization in their access to education (Sinaga 2019, 76). In an ideal world, all children, regardless of special needs or not, should have equal access to quality education (Lane 2011, 3). Ensuring accessibility in educational institutions is very important to provide equal opportunities for students with special needs (Tanuwidjaja 2013, 13).

Currently, education is very easy to obtain and accessible, which should be able to reach everyone, including children with special needs, in this case children with special needs who are blind. Special education should be a right. Children with special needs should have the right to receive a proper education that suits their special needs. The unequal quality of education and the lack of qualified human resources mean that services for children with needs are not optimal and are different from those of children in general.

Children with special needs are children who have physical or mental limitations that significantly limit one or more main activities in their lives. This group of children requires special attention and care, especially in terms of education (Kamchedzera 2016, 6). The specialties they have mean that children with special needs require special education and services to optimize their potential (Benaya Dwi Cahyono 2022, 346).

They also experience obstacles, such as the ideal teaching materials or learning modules for them (Sinaga 2019, 72). Education for children with special needs often encounters various challenges. These children are not children who cannot learn, but they experience learning difficulties in various ways, such as difficulty hearing, thinking, speaking, reading, writing and arithmetic (Mauleky 2022, 96). Many schools may not have enough resources to meet the special needs of children with special needs. This can include customized curricula, teacher training support, and student assistants (Richie 2015, 78). In fact, children with special needs need special education and therefore, they must be taught by teachers who have the knowledge and skills required in the field of special education.

Special education grew out of an early realization that some children needed a type of education that was different from typical education in order to reach their potential. The roots of this awareness can be traced in Europe in the 1700s when certain pioneers began making separate efforts for the education of children with special needs. One of these efforts was to establish residential institutions which were established in the United States to teach the most disabled in the early 1800s. This makes the United States a country that leads other countries in the development of special education throughout the world. The gradual introduction of special education as a profession requiring expertise has stimulated the development of this field. So that professional organizations and support groups began to be established and became a powerful force behind many changes that took root and gave strength to the emergence of special education services.

Before the 18th century it could be said to be a dark age in the world of health, especially for individuals who had special needs. In previous years, individuals with special needs were treated inhumanely, ridiculed, ostracized, and even killed (Rotarori et al., 2011; Winzer, 2009).

Learning modules must take into account the unique abilities and aspirations of children with special needs, thereby enabling them to pursue their dreams like any other individual. Good learning modules are important for achieving optimal results and instilling self-confidence in children with special needs (Benaya Dwi Cahyono 2022, 847). This is also based on the text of Psalm 139:16 which states that every human being is created noble and wonderful. In other words, children

with disabilities also have the same right to receive Christian religious teaching and education.

The results of the observations show that there are obstacles that occur at SLB A Bartemeus Manado, namely a special special school for the blind with a student age range of 15-25 years, where there are no modules or special teaching materials for Christianity, both printed and digital, that suit the specifics of blind children, so that in teaching Christian religious education is carried out without any adjustments to appropriate modules or teaching materials (Manado 2023). In the practice of learning religious education in the classroom, innovative, adaptive and accessible modules or teaching materials are not prepared so that religious teachers are able to transfer knowledge and Christian religious values that suit their needs. (Manado 2023). The learning carried out is also only haphazard, giving the impression that what is important is that there is learning.

Learning modules must be improved to make learning more effective in improving students' cognitive abilities. Teachers need to plan lessons that suit students' needs and use appropriate modules or teaching materials. A good learning module can help students absorb the values and understanding of Christianity more optimally.

Religion has an important role in the lives of children, including children with special needs. In the context of Christian religious education, this is important because religion can play a role in helping these children feel accepted and valued in their communities (Anderson 2006, 47). Christian Religious Education helps blind children to understand and apply Christian principles in their daily lives. Even though they have limited vision, they can still learn and understand religious teachings with the help of special platforms designed for them (Nova Lisye Sinaulan, Ellen S. Kambey 2009, 88).

Looking at the background description above, the researcher wants to find out how to design inclusive and accessible learning modules for blind children in the context of Christian religious education, so that they can understand and apply Christian principles optimally through effective teaching strategies and methods in education. Christianity for blind children, and how learning modules or teaching materials can be adapted to their special needs, so that they can improve their cognitive understanding of the subject.

RESEARCH METHODS

In this research, the method used is method *Research and Development* (R&D) or research and development. This method was chosen with the aim of developing an effective Christian Religious Education learning model that suits the special needs of blind children at SLB A Bartemeus Manado.

Research and Development Methods (*Research and Development/R&D*) according to Sugiyono (2015, 28), is a process used to develop and validate educational products. Sugiyono (2015, 30), also explains research and development methods as a scientific approach to researching, designing, producing and testing the validity of the products produced. Furthermore, activities in the research and development method can be shortened to 4P (Research, Design, Production and Testing). Sukmadinata (2009, 164), in his book, explains that research and development (*Research and Development/R&D*) is a series of processes or steps to

develop new products or improve the quality of existing products, which can be accounted for. Based on these definitions, it can be concluded that the research and development method is an approach used to develop products, whether new products or improving existing products, to test their effectiveness.

In carrying out research *R&D*, there are several methods used, namely descriptive qualitative, evaluative and quantitative experimental methods. Descriptive qualitative research methods were used in initial research to collect data and describe research results. Evaluative methods are used to evaluate the trial process of developing a product. And quantitative experimental methods are used to test the success of the products produced.

The development model used in developing this teaching material is *ADDIE* model which is a systematic learning design model, to produce learning modules that are designed in stages. Romiszowski (1996) suggests that at the level of learning material design and development, systematics as a procedural aspect of the systems approach has been realized in many methodological practices for the design and development of texts, audiovisual materials, and computer-based learning materials.

The *ADDIE* learning design model is a learning design model that uses 5 simple stages/steps in its application. As the name suggests, the *ADDIE* learning design model has 5 stages/steps in learning according to the acronym, namely 1). *Analyze* is analyzing needs in the learning process to determine problems and appropriate solutions and determine student competency. 2). *Design* is determining special competencies, methods, teaching materials and learning. 3). *Development* is producing programs and teaching materials that will be used in learning programs. 4). *Implementation* is implementing a learning program by implementing the design or specifications of the learning program. 5). *Evaluation* is to evaluate learning programs and evaluate learning outcomes.

The development research that researchers will use follows the development model according to *ADDIE* (Sugiyono 2017, 405), that is:

1. *Analysis*

In the *ADDIE* development research model, the first stage is to analyze the need to develop new products (models, methods, media, teaching materials) and analyze the feasibility and requirements for product development. The development of a product can be initiated by a problem in an existing/implemented product. Problems can arise and occur because current or available products are no longer relevant to target needs, learning environments, technology, student characteristics and so on.

2. *Design*

Design activities in the *ADDIE* research and development model are a systematic process that starts from designing the concept and content in the product. Plans are written for each product content. Instructions for implementing product design or manufacture are sought to be written clearly and in detail. At this stage the product design is still conceptual and will underlie the development process at the next stage.

3. *Development*

Development in the *ADDIE* research and development model contains activities to realize product designs that have previously been created. In the previous stage, a conceptual framework for implementing the new product was prepared. The

conceptual framework is then realized into a product that is ready to be implemented. At this stage it is also necessary to create an instrument to measure product performance.

4. Implementation

The application of products in the ADDIE research and development model is intended to obtain feedback on the products created/developed. Initial feedback (initial evaluation) can be obtained by asking questions related to product development goals. Application is carried out referring to the product design that has been created.

5. Evaluation

The evaluation stage in the ADDIE model development research is carried out to provide feedback to product users, so that revisions are made according to the evaluation results or needs that cannot be met by the product. The final goal of evaluation is to measure the achievement of development goals. (Thiagarajan 1974, 27).

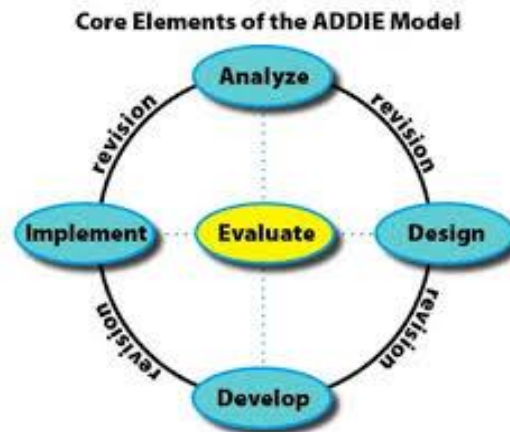


Figure 1 ADDIE model

THEORETICAL STUDY

1. Learning

Learning is an important process in everyday life, and can happen anywhere and at any time. In essence, learning is a process of interaction and communication regarding situations and conditions around individuals. By interacting, individuals are directed to experience repetition through the process of seeing, imitating and internalizing something (Ubabuddin 2019, 19). Sanjaya (2008, 229), states that the learning process is a mental activity that involves active interaction between individuals and their environment, which leads to the transformation of knowledge, attitudes and abilities.

According to Setiawan (2017, 21), learning is a conscious and deliberate change, where systemic activities occur which aim to improve individual quality. Sudjana (2011, 28), learning is defined as an initiative carried out by educators with the aim of triggering students' active involvement in acquiring knowledge. It involves systematic planning and implementation by teachers, aimed at facilitating productive interactions between students, teachers, and learning materials, to produce sustainable transformations in students' attitudes and understanding.

Meanwhile, according to Kokom (2013, 3), this activity is designed to enrich students' critical thinking skills and motivate them to explore new knowledge effectively and efficiently.

Morgan in Suprijono (2009, 3), emphasizes that learning produces permanent transformations in behavior through experience, including cognitive, psychomotor and affective aspects. This process is not only about mastering material but also about forming habits, changing perceptions, and achieving personal goals.

According to Nazarudin (2007, 162), describes learning as a series of structured external activities to support internal learning, aiming to facilitate and simplify learning and develop creativity.

Thus, learning is defined as a planned process involving interaction between students, teachers, and learning materials to produce sustainable changes in student behavior and thinking, which includes systematic teaching, development of skills, knowledge, character, and creativity, and requires active interaction with environment.

2. Learning Teaching Materials

Nurdyansyah explained "*The education world must innovate in a whole. It means that all the devices in education system have its role and be the factors which take the important effect in successful of education system*". (Nurdyansyah 2017, 38)

The learning process involves various parties, not only involving educators and students. However, the role of teaching materials is also very much needed in the learning process. Learning is intended to achieve a certain atmosphere in the learning process so that students are comfortable in learning (Nurdyansyah 2015, 2)

The essence of learning is the process of interaction with all conditions around students. Learning is defined as a process of direction to achieve goals and the process of carrying out actions through the experiences created (Nurdyansyah 2016, 1)

Teaching materials are a set of subject matter that refers to the curriculum used in order to achieve predetermined competency standards and basic competencies (Ika Lestari 2013, 134). To achieve competency there needs to be measurement/assessment. Assessment of learning outcomes requires accurate processing and analysis (Nurdyansyah 2015, 103)

Teaching materials are useful for helping educators in carrying out learning activities. For educators, teaching materials are used to direct all their activities and should be taught to students in the learning process. Meanwhile, for students, it will be used as a guide that should be studied during the learning process. Teaching materials can function in individual learning and can be used to organize and monitor students' information acquisition processes. These teaching materials are modules designed to help students master learning objectives and as a means for students to learn independently at their own pace.

Teaching materials in the form of modules are divided into two types, namely core modules and enrichment modules. The core module contains minimum competency learning substances that must be mastered by students, while the enrichment module contains substances that broaden and deepen the competencies in the core module.

3. Teaching Module

Modules are learning tools in written or printed form that are arranged systematically, containing learning materials, methods, learning objectives based on basic competencies or indicators of competency achievement, instructions for independent learning activities (*Self Introductory*) and provide students with the opportunity to test themselves through practice questions presented in the module, (Hamdani, 2011:110).

Responding to the challenges of developing vocational secondary education as contained in the 2004-2009 Strategic Plan, the Directorate of Vocational Secondary School Development implemented various strategies to improve the quality of human resources (HR) and the implementation of learning in schools. Improving the quality of learning implementation in schools is carried out with various strategies, one of which is through the implementation of a competency-based education and training approach. A competency-based approach is used as a reference in curriculum development, development of teaching materials, implementation of learning, and development of assessment procedures. Regarding the development of teaching materials, currently the development of teaching materials in the form of modules is a very urgent need. This is a consequence of implementing a competency-based educational unit level curriculum in schools. The competency approach requires the use of modules in the implementation of learning.

Modules can help schools realize quality learning. The application of modules can condition learning activities to be more well planned, independent, complete and with clear results (output). Considering the important role of modules in improving the quality of the learning process in special schools, teachers, as the people most responsible for the success of the learning process, are required to be able to understand the meaning, characteristics, principles, provisions and procedures for developing modules (William 1982, 16)

A module is a form of teaching material that is packaged completely and systematically, containing a set of planned learning experiences and designed to help students master specific learning objectives. The minimum module contains learning objectives, learning materials/substances, and evaluation. The aim of writing the module is:

- a. Clarify and simplify the presentation of the message so that it is not too verbal.
- b. Overcoming limitations of time, space and sensory abilities, both students or training participants and teachers/instructors.
- c. Can be used appropriately and varied, such as:
- d. Increasing motivation and enthusiasm for learning for students or training participants; and. Develop students' abilities to interact directly with the environment and other learning resources,
- f. Enables students or training participants to learn independently according to their abilities and interests.
- g. Allows students or training participants to measure or evaluate their own learning outcomes.

To produce a module that is able to increase learning motivation, module development must pay attention to the characteristics required as a module, namely: a) *Self instructional*, b) *Self Contained*, c) *Stand alone*, d) *Adaptive* and e) *User friendly*

4. Christian Religious Education

According to Tanuwidjaja (2013, 16) Christian religious education is a learning process that aims to form individuals who have knowledge, attitudes and behavior that are in accordance with the teachings of the Christian religion. This process involves teaching about the doctrine, ethics, history, and practices of Christianity. The goal is to help individuals understand and apply Christian teachings in everyday life, as well as build a closer relationship with God.

According to Cahyono (2022, 356) Christian religious education is learning that uses the Christian faith as its foundation, and Christian values as the basis for its performance and goals. The Bible is used as the basis for teaching Christian Religious Education. According to E.G. Homrighousen, Christian Religious Education is a deliberate effort made by the church to guide Christians and pass on the Christian faith through the values of truth contained in it as written in the Bible, so that students can live in harmony with Christian values, the aim is to making people aware and convinced of Christianity and then applying it in real life in society.

According to Lane (2011, 1) Christian religious education is a teaching and learning process that focuses on knowledge and understanding of Christian religious teachings. It includes the study of the Bible, Christian doctrine and theology, church history, and the practice of Christian living. The goal is to help individuals grow in their faith and understanding of the Christian religion, as well as apply these teachings in their daily lives. Christian religious education can be provided in various places *setting*, including Christian schools, churches, or home education programs.

So according to the expert opinion above, Christian Religious Education is a learning process which aims to form individuals with knowledge, attitudes and behavior in accordance with the teachings of the Christian religion. It involves teaching about the doctrine, ethics, history, and practices of the Christian religion. Christian religious education uses the Bible as the basis for teaching, makes Christian faith the foundation, and Christian values the basis of its performance and goals.

5. Children with Special Needs who are Blind

According to Tanuwidjaja (2013, 18) Children with special needs, also known as disabled, is a new term for people with different abilities, replacing the term disabled

According to Lane(2011, 10) Children with special needs refers to an umbrella term that includes children who may or may not meet federal and state guidelines as qualifying for special education services in public schools. Additionally, special education not only includes children who have been formally identified by the guidelines, but also includes children who have been identified in the school setting as not making expected progress per grade level and are receiving special instruction at their school site by special staff member.

According to Anderson (2006, 46) Children with special needs refer to individuals who have different needs or conditions from most other people, who may require adjustments or additional support in their educational environment. This can include a variety of conditions, including learning disorders, physical disorders, or emotional disorders. While they may have different needs, it is important to remember that they also have their own unique strengths and talents that can be developed and empowered.

So according to the expert's opinion above, children with special needs, or disabilities, is a term that replaces people with disabilities, referring to individuals with different abilities. This term includes children who may or may not meet the qualification guidelines for special education services in public schools. Special education is not only limited to children formally identified according to guidelines, but also includes those identified within the school setting as not making expected progress.

Visual impairment is often called blindness, which comes from the word "tuna" which means damaged, injured, lacking, not having, without, while "blind" means sight (eyes). So, blindness refers to a condition where a person experiences damage, injury, or total or partial loss of vision, as in the case of being blind or having limited vision.

According to Pueschel and Scola (1988, 63), children who experience visual impairment, whether total or partial blindness, even though they have received assistance with special assistive devices, still require special education services. In simple terms, visual impairment can be described as an abnormality in vision, often measured by visual acuity of 20/20, meaning a person can see objects at a distance of 20 feet as a person with normal vision sees at the same distance (Heward and Orlansky 1984, 296).

The term "blind" can be interpreted as not being able to see, and in English is often referred to as *visually handicapped* or *visually impaired*. Although many people think that being visually impaired is the same as being blind, this is actually not the case. The visually impaired can be grouped into various categories, including those with some residual vision and those who are completely blind.

The definition of blindness varies depending on the context in which it is used. For example, the definition of blindness in a medical context may be different from the definition in an educational or employment context. In the context of education, a person is considered blind if their vision does not allow them to receive education using methods that use sight (Kirk et al. 2015, 213).

The government continues to strive to overcome 3B, which stands for free from illiteracy, free from Indonesian and free from numeracy. The 3B program aims to ensure that all Indonesian citizens can obtain education, both formal and informal. Education is the main means by which a person can learn reading and writing, language, arithmetic, and other knowledge.

For normal children, they usually get this education at school or courses. However, for the visually impaired (blind), a special approach and special lessons are needed. According to the Ministry of National Education (2006), children with visual impairments have characteristics such as being unable to see, unable to recognize people at a certain distance, physical damage to the

eyes, difficulty walking without stumbling, difficulty picking up small objects, and other symptoms such as inflammation, eyes moving continuously, and excessive eye rubbing.

6. Learning Methods for Children with Special Needs (Blind)

Christian Religious Education (PAK) for children with special needs, including the blind and special school students, requires a special approach that takes into account their needs and abilities. One of the main challenges is the lack of teachers who specifically teach PAK to these children and previous teaching methods that only focused on lectures (Sinaga 2019, 86).

To overcome this challenge, several strategies can be implemented. *First*, the use of direct instruction methods can be an effective alternative. This method involves a carefully structured, step-by-step approach, which can provide a positive learning experience and increase students' self-confidence and motivation. In addition, the use of appropriate study aids is also important. For example, for blind students, the use of audio learning technology or other assistive technology can help them in the learning process (Sinaga 2019, 87).

The developed module focuses more on the use of audio as a learning medium rather than on *braille* conventional. Audio media is media that has sound elements, this audio media can increase the motivation of the blind to interact with learning (Haryoko, 2012). Audio media is a medium for conveying messages that will be conveyed in the form of auditory symbols, both verbal and non-verbal. In general, audio media is more widely used because it is a cheap teaching material, easy to make and easy to use. With audio media, users can understand the contents of the book without having to read the contents of the book because it can be accessed through hearing. Audio media is suitable for the culture of Indonesian people who don't like reading but can still get information in books through listening and audio media really helps the blind to understand the contents of books because it is very suitable for the characteristics of the blind who use listening modalities to learn (Anwas, 2014).

RESULTS AND DISCUSSION

From the survey in the preliminary study, it is known that there is a gap between ideal conditions and conditions in the field in the implementation of learning in the Independent Curriculum in Special Schools. Based on field reviews and interviews from three special schools with students with special needs who are blind, 100% of respondents said that they did not have Christian religious education teaching modules in print or digital form. So that it has a very real impact on learning in the classroom which becomes inappropriate and unadaptive to the specific needs of students. Even though this discrepancy has been acknowledged by 100% of respondents, teachers still carry out learning in very less than ideal conditions. This is because teachers do not understand and know how to develop learning modules that suit the characteristics of students and especially according to the specificities of students.

Teachers should make independent efforts to create learning that is relevant to the conditions, conditions and classroom situations they face, because those who can understand the characteristics and conditions of students and the learning environment are teachers as managers of learning, especially

Christian religious education teachers who are also serving as educators in their mission. efforts to develop learning, success is also reflected in the characteristics and attitudes of students, so that impactful learning is really needed, especially for children with special needs.

Based on the results of field surveys, observations and interviews conducted by researchers at SLB-A Bartemeus Manado, because there are no appropriate Christian religious education learning modules, there is no visible meaningful learning being carried out which should be from abstract to concrete understanding so that students more easily understand the material and make more effective learning.

By designing learning modules, teachers should be able to be more flexible in designing learning that is accessible and targeted for students with certain specificities, besides that it will make learning more impressive and meaningful and basic competencies achieved optimally.

In implementing the learning contained in the learning modules that are developed, they are adapted to the independent curriculum implemented in regular schools but are modified and adapted according to the specificities of the students. This is intended to improve previous learning which was not appropriate to the conditions and circumstances of students, and to make learning more focused, specific and more concrete. Learning themes are also adapted to the relevance and needs of students and the sub-sub-themes developed do not change the themes or sub-themes that have been determined by the government which are applied in accordance with those used in regular schools. The following is a picture of the procedure for developing Christian religious education learning modules for children with special needs who are blind using technological media and methods *direct instruction* to provide meaningful experiences for students. The aim is to provide guidance to teachers in designing and developing Christian religious education learning modules for children with special needs who are blind.

a. Expert Review Test Results and Model Revision

Validation of the Christian Religious Education Learning Module for Children with Special Needs and Blind using 3 experts, namely Dr. Olivia C. Wuwung, ST., M.Pd (A1) as design expert, Dr. Deflita R.N. Lumi, S.PAK., M.Pd (A2) as content or material expert, and Irrenne C.M Wajong, S.S., M.Pd (A3) as language expert. Expert validation data is data obtained based on expert assessments related to learning modules through assessment sheets. The following are the results of the learning design model expert's assessment of the design, content or materials and language contained in the module product.

After the analysis was carried out, the average expert assessment score obtained was that model validation by learning material or content was 97.8% in the very high category, learning design validation by design experts was 99% in the high category and language validation by linguist experts was 91%. with high category. And in the final conclusion, it states that the Christian Religious Education Learning Module for Children with Special Needs and Blind meets the requirements and is worthy of being tested after improvements according to suggestions. Using a score range of 1 to 5, the learning design assessment score for the aspects assessed uses the formula:

$$\frac{\text{AP} = \text{Actual Score}}{\text{Shoes Ideal}} \times 100 \%$$

b. Trial Results and Module Revision

The trial was carried out at SLB-A Bartemeus Manado specifically for children with special needs who were blind. The trials were carried out three times, namely one by one trials, small group trials and large group trials, and after each trial was completed a revision was carried out. This series of trials involved researchers and was accompanied by class teachers and subject teachers at the school. The students involved as research subjects were 12 blind students with an age range of 15-25 years. The trial was carried out on 10-14 June 2024 with a time allocation of 2 x 30 minutes per trial session.

The researcher then prepares a report that includes the objectives, methods, results and conclusions of the trial. And including recommendations based on findings and based on trial results, researchers make revisions to products or programs to improve their effectiveness and suitability. The researcher then makes a broader implementation plan for the product or program by sharing the results of the trial with related parties, including policy makers, teachers and the educational community, to get input and support so that the module can be used in the school.

Table 1 Recapitulation of Module Trial Values

No.	Component	Average value		
		Trial 1 One- To- One	Trial 2 Small Group	Trial 3 Large/Field Groups
1.	Modules are easy to understand	82	86	90
2.	Modules according to students' conditions	86	89	92
3.	Modules make student learning easier	89	91	93
4.	Ease of language to understand the module	85	88	90
5.	Module collapse	86	89	91
Total		85,6	88,6	91,2
Rate-rate		88.4 (Excellent)		



Figure 2 Summary of trial scores

Based on the results of trials carried out in three stages on 12 students, an overall average score of 88.4 was obtained. These results state that the Christian Religious Education learning module for children with special needs who are blind at SLB-A Bartemeus Manado which was created in accordance with the conditions of the students was **Very good**. The Christian Religious Education learning module for children with special needs who are blind at SLB-A Bartemeus Manado is suitable for use in Christian Religious Education learning.

Learning Results for Christian Religious Education Subjects

Student No	Pretest	Posts
1	50	90
2	60	85
3	40	80
4	55	88
5	70	95
6	65	90
7	50	85
8	40	85
9	45	80
10	50	90
11	55	85
12	60	95

c. Pretest and Posttest Results

Descriptions of pretest and posttest percentages are summarized in table 2 and the chart below.

In table 2 it is known that the pretest scores of 12 blind students at SLB-A Bartemeus Manado obtained scores between 40-70, if depicted in a chart diagram it can be seen in figure 3 below.

Source: Researcher Calculation Data

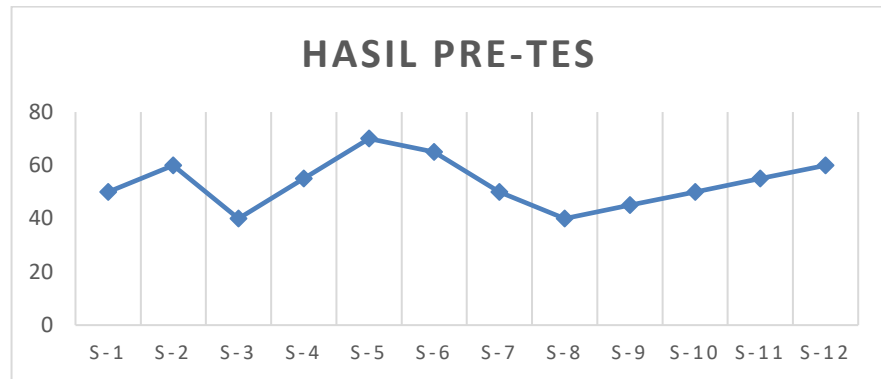


Figure 4. Pretest scores on trials before using the module
 Meanwhile, it is known that the post-test scores of 12 students obtained scores between 80 and 95. If depicted in a chart diagram, it can be seen in Figure 4 below.

Source: Researcher Calculation Data

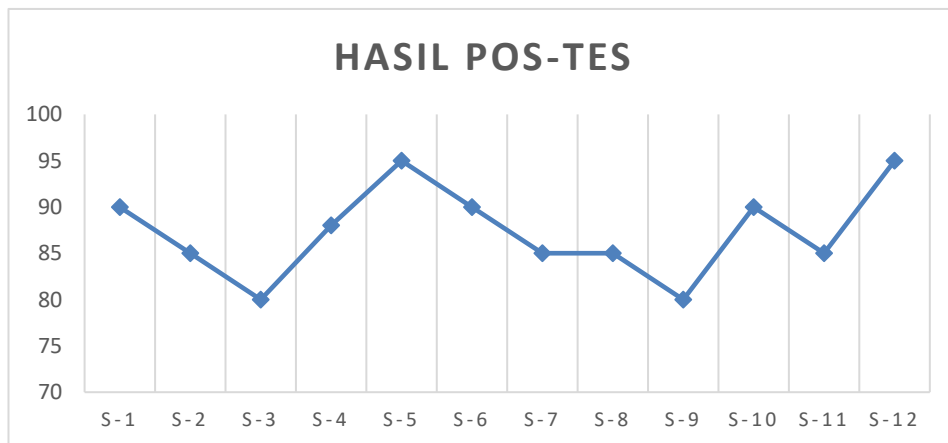


Figure 4 Post-test scores on trials after using the module
 Source: Researcher Calculation Data

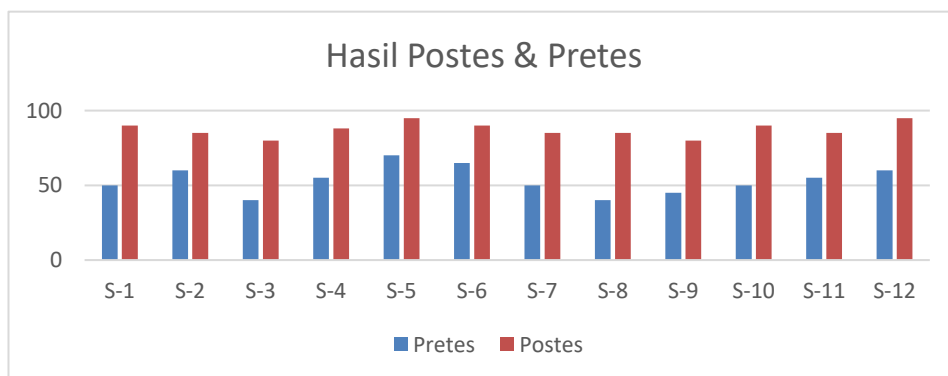


Figure 5 Graph of Pretest and Posttest Results

d. Module Effectiveness

To determine the impact of treatment on learning outcomes, a T test was carried out based on the results of the pretest and posttest. Table 3 below explains the results of the T test.

Table 3 T Test Results

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Before being treated & After being treated	12	.729	.004	.007

Table 4 T Test Results

		Paired Samples Test								
		Paired Differences					T	f	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
air 1	Sebelum diberikan perlakuan - Sesudah diberikan perlakuan	-34.00000	6.68785	1.93061	-38.24925	-29.75075	-17.611	1	<.001	<.001

From table 4 it shows that the T table value is -17.611 with an α value of 0.01. If tested with a confidence level of 0.05, the α result is smaller than 0.05. This means that the competency of learning outcomes using the Christian Religious Education Learning Module for Children with Special Needs and Blind is higher than when the module is not used. Based on the results of the T test, this research hypothesis is H_1 accepted, which means that the competency of learning outcomes using the Christian Religious Education Learning Module for Children with Special Needs and Blind is higher than before it was used with students. Apart from that, from the T test it can be concluded that H_1 accepted because $\mu_1 \geq \mu_2$ which means that the competency of learning outcomes using the Christian Religious Education Learning Module for Children with Special Needs and Blind is higher than before it was used with students. Conclusions

are drawn based on the significance value obtained which is less than 0.05, so that H_1 accepted and the module is said to be successful.

In order to achieve the desired goals, the process of developing the Christian Religious Education Learning Module for Children with Special Needs and the Blind took quite a long time. This is because researchers have to prepare everything carefully in order to get maximum results. The results of the revised trial as a whole were stated to be very good with input from observers. After correction, the final module results are obtained. Basically, the Christian Religious Education Learning Module for Children with Special Needs and Blind is good because it meets the criteria for a good learning module, and has received positive responses from experts, teachers and students. so that it can be used by teachers as a guide for developing other Christian Religious Education Learning Modules for Children with Special Needs and Blinds. However, if it is to be reproduced or used en masse, it is best to carry out extensive trials and test the effectiveness of the module.

A good learning module must, apart from having an impact on student learning outcomes, also fulfill 1) the logical theoretical rationale prepared by its creator, 2) the objectives to be achieved, 3) systematic procedures, and 4) appropriate to the students' conditions. The Christian Religious Education Learning Module for Children with Special Needs and Blind has a theoretical rational basis and systematic procedures by taking steps from the Ministry of Education and Culture in developing learning designs and is based on learning theory. So that the Christian Religious Education Learning Module for Children with Special Needs and Blind is appropriate to the conditions of the students and places the conditions and circumstances of the students as a setting or basis for learning which makes learning more concrete.

Based on the good presentation of the learning module, it can be concluded that the Christian Religious Education Learning Module for Children with Special Needs and Blind meets the criteria and is suitable for use in learning in Special Schools.

CONCLUSION

This research is included in this type of research *Research And Development* (R&D) according to *ADDIE* or use research methods to develop Christian religious education learning modules that are suitable for children with special needs who are blind. This method is used with 5 main stages or phases, namely: 1) analysis, 2) design, 3) development, 4) implementation and evaluation.

Children with special needs who are blind need different learning modules from children in general, especially those that suit their special needs. The learning modules developed have been adapted to the characteristics and needs of blind children, including materials or teaching materials that are designed to be accessible to them and can provide a better learning experience for students.

Learning modules that have been created and developed through development steps that are in accordance with the provisions and are effective for children with special needs who are blind through validation of the quality of the modules have been carried out by material expert lecturers, design experts and language experts. It was obtained that model validation by learning materials or

content was 97.8% in the very high category, validation of learning design by design experts was 99% in the high category and language validation by linguists was 91% in the high category.

In terms of effectiveness, The module trial showed an effect on increasing students' cognitive understanding and interest in learning Christian Religious Education compared to not using the module or using conventional teaching materials. Feedback from teachers and students also shows that this module is well received and suitable for use in learning and is considered to help the teaching and learning process.

Based on the assessment of the quality of learning media by material expert lecturers, design expert lecturers, language expert lecturers, class teachers, subject teachers, and SLB-A Bartemeus Manado students, it is classified as very good. This indicates that the learning module that has been created can make it easier to understand the learning material because it suits the students' specificities. This can be seen from the results of student evaluations in the posttests that have been carried out. Students can achieve KKM (Minimum Completeness Criteria) with a score of ≥ 75 .

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