



Plagiarism Checker X Originality Report

Similarity Found: 16%

Date: Sunday, April 16, 2023

Statistics: 327 words Plagiarized / 2093 Total words

Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

70 Vol. 1 No. 1 Mei 2017 Teaching Hinduism For The Blinds: A Study On Hinduism Teaching And Learning In SLB A Negeri Denpasar By: I Gusti Ngurah Agung Wijaya Mahardika Institut Hindu Dharma Negeri Denpasar Email: wijayamahardika@gmail.com Received: April 25, 2017 Accepted: May 24, 2017 Published: May 31, 2017 Abstract This paper focuses on the study conducted in SLB A Negeri Denpasar . The aim of the study was to identify the model of teaching used in teaching Hinduism to blind students in SLB A Negeri Denpasar . The study was conducted to the A program of SLB A Negeri Denpasar .

The data were collected through observation, interview and document study . The result of the study showed that the teaching model used in teaching Hinduism was different than the teaching model Teaching Model. Teaching Model, Blind S tudents, SLB A N Denpasar , Special Education Vol. 1 No. 1 May 2017 I. Introduction term education as conscious and concerted , self-control, personality , intelligence, noble characters, and skills which are needed , the nation and the state (Pemerintah Republik Indonesia, 2003).

71 (2) of Article 5 of the 2003 Act of National Education System, which states "citizens with , have the rights to special education". For the students with special needs, the government has commissioned a number of West Java in 1901. A Dutch doctor by the name of C. H. A. Westhof f established a foundation for the blind, named Vereniging tot V ernetering van het lot der Blinden in ovement of the blinds. The foundation was established under the Decree August 1901 signed by then Governor General W. Roosemboom. Under this foundation, dr. Westhoff established a special school for the blind named the andoenschBlindenInstituut under the leadership of J.W

. V an der Zanden. The school was aimed at providing the blinds with work ana, 2013).

Starting from the Indonesian independence the rights to education for the blinds and other Act Number 4 of 1997 on People with Disabilities, it is stipulated in Article 6 sub article 1 it is stated that "every person with disabilities Act number 23 of 2002 on Child Protection, Article 51 which states that children with mental/physical disabilities have the same To fulfill this requirement the government established Special Education Republik Indonesia, 1997; Pemerintah In Bali Province, especially in the city of Denpasar , there are several Special Education Schools, namely SLB A (for TunaNetra or Blindness) inJalan Serma Gede, SLB B (for tunaRungu of deafness) inJalan Pendidikan Denpasar,and SLB C (for Tuna Grahita of mental retardation) inJalan Ahmad Yani Denpasar . Out of these schools, SLB A Negeri Denpasar is the first, oldest and biggest in terms As with other students in Bali, an island which is predominantly Hindu, , dictates for quite a dif ferent teaching and learning model.

Which naturally A Negeri Denpasar. The identification of the teaching model will be based on Jpyce and Weil (1992) aspects of teaching model, namely the Methods A Negeri Denpasar. SLB A Negeri Denpasar was established on 1 August 1958by Ida A yuSurayin. Ida A yuSurayin was one of the four teachers sent to the Sekolah Guru LuarBiasa Teacher) in Bandung. Upon her return to Bali, she rounded YayasanDriaRaba in 16 October 1957. Her first project was the Tenggara (The Teaching Hinduism For The Blinds : A S tudy On Hinduism Teaching And Learning In SLB A Negeri Denpasar | IGNA Wijaya Mahardika 72 Vol. 1 No.

1 Mei 2017 Front for the Liberation of West Papua, Nusa Tenggara Chapter) and named PantiGunaDria Raba. The school itself was inaugurated on 5 During the management of the school, several problems hampered the development ficially inaugurated on 1 August 1963 with Ida AyuSurayin as the first Headmaster . The vision of the school is to provide professional The subjects of this study were the Hindu students and the Hinduism subject teachers of A Negeri Denpasar .

SLB A Negeri Denpasar comprises of two major programs A program is the school for the blind, and the F ADHD and Autism. The total number of students of both programs was 131 The A program has 47 students consisted of 31 male students and 16 female A (blind) program. The subjects were students from three level of A Negeri Denpasar. There were 2 Hinduism subject teachers, one male, teaching in Senior High School Level, and one female, teaching in The study was conducted for 6 months, from June to October 2016.

During the study , the data were collected using observation, , and document study . The data from observation were recorded in observation , and the parents. The interviews were conducted using o obtain the data on the teaching model used in

teaching Hinduism, the researcher observed Teaching Model classification by Joyce and Weil (1992). Based on the fulfillment of said checklist, the researcher A Negeri Denpasar . To support and triangulate the data obtained from the observation, the researcher , the students, as well as the parents.

The teaching A Negeri Denpasar was identified based on 5 aspects namely the Syntax, . First, the data reduced by deleting unimportant, irrelevant, and redundant data. The . The conclusion was later drawn from the data. 73 III. Results And Discussion 3.1 Teaching model used in Teaching Hinduism A Negeri Denpasar will be described here based on five Weil theory of Teaching Models. By analyzing each aspect of the teaching model, the researcher A Negeri Denpasar can be classified into a specific Weil. Before continuing to the syntax, firstly , we have to consider one of the most interesting A Negeri Denpasar , that the goal of the education was not limited only Teachers and the headmaster admitted that due to the student' s condition, ideal academic goals, such as .

Later on, said students can take the national , if the student is considered to be having difficulty in the , the teachers and school provide training of life skills that the students can use to A Negeri Denpasar are, among others, massage, Balinese traditional , Dharmagita, and other skills. This condition eventually leads to a rather relaxed Syntax refers to the systematic steps taken by the teacher in teaching. In teaching Hinduism A Negeri Denpasar , the teachers took the following steps. The teaching process is The second phase is the Presentation Phase. In this phase, the teacher delivers the . Although the students may look like they are not paying attention, i.e. sitting 's explanation.

This can be seen from the way they raise questions, interrupts the 's explanation, and clarifying what they do not understand. Another interesting thing is that the lecturing technique which is usually a As for the seating, the teacher later explained that the students were given free . Students also have their own preference of left or right ear to listen to the , thus the students can sit wherever they like.

Teaching Hinduism For The Blinds : A Study On Hinduism Teaching And Learning In SLB A Negeri Denpasar | IGNA Wijaya Mahardika 74 Vol. 1 No. 1 Mei 2017 The other technique used by the teacher is what I would like to call the physical modeling. Amusti Karana pose. The teacher starts with verbal explanation about the pose 's explanation in form of body movement and pose. With normal students, the teacher can simply pose in front of the class for With blind students, however , this step is quite impossible. After the verbal explanation, the teachers then approach .

This is the part of the learning which takes a lot of time. Since the teacher will have . The next phase is the Check for Understanding Phase. In this phase, the teacher s understanding of the material **delivered by the teacher** . During the check for understanding, the teacher conducts . The first technique is inviting questions from students. Again, in contrary to the students of normal schools. Students in SLB , or to clarify and or pose their understanding. This tendency makes the . The second technique is by asking specific students some questions and ask the students problem by themselves. However , when the material taught is in form of poses and body 's instruction.

When the students managed to 's questions and or move or pose as per instruction, the lesson considered The social system of the Hinduism Teaching model in SLB A NegeriDenpasar was more complicated than the social system of teaching A Negeri Denpasar were not only teachers, but . The teacher provides counseling services to the They listen attentively to the student' s problem and complaint. Blind students tend to , the verbal communication. **It is not uncommon for** the , frustration, discomfort and other inconvenience by talking , complaining, sometimes even shouting and yelling. Teachers, have to be extra patient when dealing with this kind of behavior .

Hinduism teachers also used religious approach Unlike normal schools where there are rigid principle of reactions between teacher and Teachers act not only as teacher , but more like a colleague, a caring adult who listen to the students' problems and A Negeri Denpasar, especially the Hinduism teachers were never angry . The teachers also show great appreciation to the students' achievement, even Teachers also quick and generous with reinforcements, especially verbal 75 appreciate student' s effort for his or her own sake alone, but also helps to elevate said .

Other than classroom meetings, the Hinduism teacher also interacts with the students 's talk, quite the contrary with the students of normal schools. A Negeri Denpasar are avid Dharmagita singers and Gamelan players. For them, singing **In order to achieve the learning objectives** **the students and teachers in SLB A Negeri Denpasar** require special support system such Reglet and pen (slate and stylus). Since the braille system uses six dots to represent a single , the students need to refer to the shorthand writing of Braille known as Tusing or TulisanSingkat (literary translated into Short Writing, or shorthand).

The teachers also used special paper and printer to type and print the learning process. The school obtained several Today , the school has **7 Braille Embossers consisting of Braillo 400s** **Printing the material is actually the easy part of preparing a printed material for the students.** Word. After the material has been finalized, the teacher then has . For the students, **one of the most** influential and useful Windows Narrator. This program

basically reads out the display of a .

This program allows the students to work with computer and laptop, . The teaching and learning process in SLB A Negeri Denpasar , especially in Hinduism subject, was not focused on academic- . The teachers firmly believe that the result of the teaching and learning Teaching Hinduism For The Blinds : A Study On Hinduism Teaching And Learning In SLB A Negeri Denpasar | IGNA Wijaya Mahardika 76 Vol. 1 No. 1 Mei 2017 the teaching and learning process is not just , but also from the psychological point of view .

Based on the above explanation, it can be concluded that the Hinduism teaching and A Negeri Denpasar is quite different from the teaching learning process A Negeri Denpasar as to belong to a specific model as described by Joyce and Weil (1992). The teaching model used, seems to be The Nondirective Teaching Model of the Personal Family and the Direct . Within the syntax of teaching, the steps followed the Direct Instruction Model but the Teaching Model. Furthermore, the non-rigid social system is in accordance with Teaching Model and the Direct Instruction Model. On the other hand, Teaching Model. The reasons for the mixed model is clearly the need and condition of the students.

There Teaching Model were there because the aim of the learning is not merely an IV . Conclusions Denpasar used a unique model of teaching Teaching Model. The differences stemmed from both the condition A Negeri Denpasar was not focused on academic-cognitive Weill, Marsha. 1980. Methods of Teaching . New Jersey: Prentice-Hall. Joyce, Bruce, R. & Weill, Marsha. 1992. Methods of Teaching (Fourth Edition). Boston: Bacon & Alley . Pemerintah Republik Indonesia. 2003. Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Lembaran Negara Republik Indonesia tahun 2003 Nomor 78. Sekretariat Negara. Jakarta. Pemerintah Republik Indonesia. 2002.

Undang-Undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak. Lembaran Negara Republik Indonesia Tahun 2002 Nomor 109. Sekretariat Negara. Jakarta. Pemerintah Republik Indonesia. 1997. Undang-Undang Nomor 4 Tahun 1997 Tentang Penyandang Cacat. Lembaran Negara Tahun 1997 Nomor 9. Sekretariat Negara. Jakarta.

INTERNET SOURCES:

11% - <https://www.ejournal.ihdn.ac.id/index.php/IJHSRS/article/download/156/139>

<1% -

<https://attarbiyah.iainsalatiga.ac.id/index.php/attarbiyah/article/download/1058/718>

<1% -

https://www.researchgate.net/publication/357436163_Students'_Experiences_of_Peer_Observed_Teaching_A_Qualitative_Interview_Study

2% -

https://www.academia.edu/33774450/Teaching_Hinduism_For_The_Blinds_A_Study_On_Hinduism_Teaching_And_Learning_In_SLB_A_Negeri_Denpasar

2% -

https://www.researchgate.net/publication/318558422_Teaching_Hinduism_For_The_Blinds_A_Study_On_Hinduism_Teaching_And_Learning_In_SLB_A_Negeri_Denpasar

<1% -

<https://www.thejakartapost.com/youth/2019/01/28/could-sitting-at-the-front-of-the-class-help-kids-learn.html>

<1% - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1764819/>

<1% -

<https://gmatclub.com/forum/it-is-not-uncommon-for-close-synonyms-to-be-understood-to-share-the-sa-363762.html>

<1% - <http://gjar.org/publishpaper/vol2issue7/d231r62.pdf>

<1% -

https://www.researchgate.net/publication/340898073_Does_the_Teaching_and_Learning_Process_in_Primary_Schools

<1% -

<https://apriljimenezbporfolio.wordpress.com/2012/02/26/edu-6526-nondirective-teaching-model/>

1% -

<https://peraturan.bpk.go.id/Home/Download/28052/UU%20Nomor%2035%20Tahun%202014.pdf>