

THE ROLE OF THE PRINCIPAL IN DEVELOPING THE ISLAMIC ATTITUDE PROGRAM FOR CHILDREN WITH SPECIAL NEEDS AT SLB NEGERI ACEH JAYA

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Abstract: Improving the quality of education in schools has a major effect on the leadership of the principal. As it is known that the principal has an important task in directing all existing school personnel, so that they can work together in achieving school goals. This study aims to find out how the role and obstacles of the principal in developing an Islamic attitude program for children with special needs in SLB Negeri Aceh Jaya. This research method is in the form of qualitative research. Subjects in this study consisted of principals and teachers. Data collection techniques consist of observation, interviews, and documentation. Data analysis techniques consist of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the principal's role as a leader in SLB Aceh Jaya has so far implemented several programs in learning activities. One of the principal's programs in developing Islamic attitudes in students. This Islamic attitude aims to teach students about manners, mutual respect, mutual respect, and teaches students to always read prayers first before carrying out activities. This Islamic attitude program also requires cooperation between school principals, school committees, teachers, and parents. The goal is to instill Islamic values in students.

Keywords: the role of school principals; Islamic attitude programs; students with special needs

A. Introduction

Education is an activity that has a specific goal to get balance and perfection in the development of individuals and society. Education has a very important role in building human resources, so an education system is needed that is able to produce complete human beings. One of them is an education system that prioritizes quality as a main goal. Continuing education usually occurs in the school environment, so the leadership role of the principal is an important factor. The principal is a teacher who is appointed to run the school leadership or is assigned to be a school leader to advance and skyrocket the achievement of school goals. The principal has an important task in directing all

existing school personnel, so that they can work together in achieving school goals.¹ In the context of decentralization and the quality of education to achieve a better quality of education, the leadership of the principal must continue to be empowered by increasing the functional ability of the principal so that the principal is able to play a role in accordance with his duties, authorities and responsibilities as leaders in schools.² This proves that the principal plays an important role in improving the quality of education.

The principal's leadership really guarantees the quality of school education he leads, both in general school institutions and schools with special needs (SLB). The development of school programs that aim to increase the potential of students requires the support of the principal. Program development not only in general schools but special schools can also be developed. Extraordinary children/children with special needs must receive the same treatment in obtaining a proper and quality education. Children with special needs are entitled to inclusive education services from both community and government development.³

That children with special needs have different developmental barriers to learning and learning needs.⁴ The learning barriers experienced by each child are caused by three things, namely: (1) environmental factors; (2) factors in the child himself; and (3) a combination of environmental factors and factors within the child. The problem of obstacles experienced by ABK students in special education institutions can be overcome through the role of school principals in creating programs that support these students. One of them is through Islamic programs that are able to provide Islamic learning, so that students are able to instill potential in religious fields.

Based on the results of observations in one of the schools with special needs (SLB) in Aceh Jaya, it shows that the quality of learning so far has been very good. In the implementation of learning in the classroom, the principal makes a program of Islamic attitudes. The purpose of implementing the Islamic program is to instill in students the importance of being religious. The Islamic program at SLB Aceh Jaya is carried out by teaching students about respecting parents, teachers, and those around them. The teacher also teaches students to start every activity, both learning and daily activities by praying first.

¹ Kadarsih, I., Marsidin, T., Subandi, A., & Febriani, E.A, "Peran dan Tugas Kepemimpinan Kepala Sekolah di Sekolah Dasar", *Edukatif: Jurnal Ilmu Pendidikan*, 2 (2): 2013, 193.

² Hastuti, T., Kristiawan, M., & Mulyadi, "The Principal's Leadership in Improving the Quality of Education", *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 22 (1): 2020, 316.

³ Fikri, T.M, "Penguatan Nilai Agama Pada Anak Berkebutuhan Khusus (Tunanetra) Melalui Seni Musik", *Al-Ulya: Jurnal Pendidikan Islam*, 2 (2): 2017, 160.

⁴ Sukadari, "Pelayanan Anak Berkebutuhan Khusus (ABK) Melalui Pendidikan Inklusi", *Jurnal Elementary School*, 7 (2): 2020, 340.

The role of the principal in shaping the Islamic attitude program is able to help students to respect each other. In addition, it teaches students about the importance of remembering Allah by starting a prayer in every activity they do. This is in accordance with research conducted that the educational process is not only a transfer of *knowledge* but also the cultivation of religious values in shaping the character of students.⁵ The purpose of this study was to find out how the role of the principal in developing an Islamic attitude program for children with special needs in SLB Negeri Aceh Jaya.

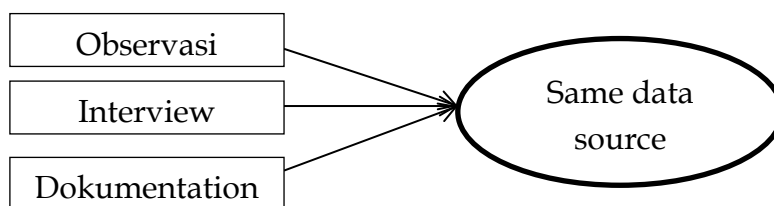
The method used in this research is qualitative method. Qualitative research is generally structured based on the problem set.⁶ The type of research used in this research is descriptive. Descriptive research is research that is intended to collect information about the status of an existing symptom. These symptoms are symptoms according to what they are at the time the research is carried out without the intention of making conclusions that apply to the general public or without the intention of making conclusions that apply to the public or generalizations. In descriptive research, it is not necessary to administer and control the treatment. This research is not an experimental research, because it is not intended to test certain hypotheses, but only uses what it is about a variable, symptom, or situation.⁷ So this study aims to determine the role of school principals in developing Islamic attitude programs for children with special needs at SLB Negeri Aceh Jaya.

The research subject is the resource person in providing oral data (interviews) or in the form of documents. The subjects in this study consisted of principals and teachers. The instrument used is an interview guide. The data collection technique used in this research is to use interview, observation and documentation guidelines. The three stages are triangulation. In this case, triangulation is a technique of checking the validity of data that combines various data collection techniques and existing data sources, this triangulation utilizes something other than research data, with the aim of checking or as a comparison to the research data obtained. As for more details can be seen in Figure 1.

⁵ Kuliayatun, "Penanaman Nilai-Nilai Religius Pada Peserta Didik Di Sma Muhammadiyah 01 Metro Lampung", *Jurnal At-Tajdid*, 3 (2): 2019, 18.

⁶ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2018), 80.

⁷ Himawati, F, *Metodologi Penelitian*, (Depok: Rajawali Pers, 2017), 27.

Figure 1 Data triangulation⁸

Activities in qualitative data analysis are carried out interactively and take place continuously until complete. The data analysis technique consists of several things, including ⁹*Data Reduction*, namely summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. In this study, the authors reduce data through a form of analysis that sharpens, classifies, directs, gets rid of things that are considered unnecessary. Thus conclusions can be drawn and explained. Data reduction was carried out by summarizing important data from interviews about the role of school principals in developing Islamic attitude programs for children with special needs at SLB Negeri Aceh Jaya.

Data Display (presentation of data). The next step is the presentation of the data in the form of a brief description, the relationship between categories, and the like. The researcher tries to explain the results of this study in a concise, concise and clear manner. After the data is obtained, the data can be analyzed by collecting all the results of the research conducted on the four respondents using narrative texts. The presentation of the data in the study is obtained from the results of interviews which are narrated from several sentences. *Conclusion Drawing/verification*, namely drawing conclusions and verification. Researchers try to draw conclusions and verify new findings that were previously dim. The last stage is to conclude the results of the data that have been obtained and analyzed into an accurate and precise information. Conclusions in this study are in the form of conclusions from the results of interviews that have been presented in the data and compiled in detail.

B. Result and Discussion

Based on the results of observations at SLB Aceh Jaya, it shows that this school consists of elementary school (SD) to high school (SMA) levels. The learning activities so far have been running as expected. This can be seen from the achievements of several students at SLB Aceh Jaya so far who have participated in district and provincial level competitions. Based on the results of interviews with

⁸ Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2010), 331.

⁹ Miles, B. M. dan Huberman, M., *Analisis Data Kualitatif Buku Sumber tentang Metode-metode Baru*, (Jakarta: UIP, 1992), 321.

school principals, the number of students from Elementary School (SD) to Senior High School (SMA) was 58 people. While the number of educators consists of 14 people.

This school consists of several types of children with special needs including; blind, deaf, quadriplegic, and mentally retarded. This is in accordance with what was that some of the children with special needs (ABK) include: blind, deaf, mentally retarded, physically disabled, mentally retarded, learning difficulties, behavioral disorders, gifted children, and children with health problems, because of the characteristics and barriers they have, children with special needs require a form of special education service that is tailored to their abilities and potential. ¹⁰Children with "learning difficulties" or slow learners are children who have intellectual potential slightly below normal, but do not include mentally retarded children (usually have an IQ of around 80-85).

Based on several types of children with special needs, the most dominant students in SLB Aceh Jaya are students with mental retardation. Mentally retarded are individuals who experience intellectual barriers with their level of intelligence or *Intelligence Quotient* (IQ) below average (affective, cognitive and psychomotor) which is characterized by the inability to adapt good behavior to oneself and others.¹¹

The role of the principal as a leader in SLB Aceh Jaya has so far implemented several programs in learning activities. One of the principal's programs in developing Islamic attitudes in students. This Islamic attitude aims to teach students about manners, mutual respect, mutual respect, and teaches students to always read prayers first before carrying out activities.

The role of the principal in teaching about Islamic programs can be observed through the way students greet their parents, teachers and people around them. The principal also teaches students about starting all activities with bismillah, then reading prayers related to the activities he is doing. The Islamic program instilled by the school principal will have a positive effect on character building. This is because students not only need knowledge, but the formation of good character is very important. Learning in special schools has the same opportunities as public schools. This refers to Law number 20 of 2003 concerning the National Education System in article 15 which reads "types of education include general, vocational, academic, professional, vocational, religious, and special education". Seeing from this explanation, Indonesia has paid attention to people with special needs in getting an education

¹⁰ Syarifuddin, S, "Pembelajaran Agama Islam bagi Anak Berkebutuhan Khusus di Sekolah Dasar Harapan Bunda Banjarmasin", *Mu'adalah Jurnal Studi Gender dan Anak*, 4 (1): 2017, 89.

¹¹ Sanusi, R., Dianasari, L., Kahairiyah, Y.L., & Chairudin, R, "Pengembangan Flashcard Berbasis Karakter Hewan Untuk Meningkatkan Kemampuan Mengenal Huruf Anak Tunagrahita Ringan", *JPE (Jurnal Pendidikan Edutama*, 7(2): 2020, 41.

that is equivalent to the existence of these regulations. In Indonesia, in the category of schools for people with special needs, there are inclusive schools and special schools.¹²

The process of developing an Islamic attitude program in this SLB environment requires a cohesiveness or collaboration between the principal, the school committee of teachers, and parents. This collaboration is very influential on the development of knowledge and the cultivation of good character in students. Therefore, the role of the principal in fostering teachers and adapting to children and parents is able to instill the character of students who care about the surrounding environment. In addition, it also instills an Islamic attitude by teaching children to do good, help each other, learn the Koran and so on.

C. Conclusion

Based on the results of the study, it can be concluded that the role of the principal as a leader in SLB Aceh Jaya has so far implemented several programs in learning activities. One of the principal's programs in developing Islamic attitudes in students. This Islamic attitude aims to teach students about manners, mutual respect, and teaches students to always read prayers first before carrying out activities. This Islamic attitude program also requires collaboration between school principals, school committees, teachers, and parents. The goal is to instill Islamic values in students.

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¹² Sari, M.F.S., Binahayati., & Muhammad, B, "Pendidikan Bagi Anak Tuna Grahita (Studi Kasus Tunagrahita Sedang di SLB N Purwakarta)", *Jurnal Penelitian & PKM*, 4(2):2017, 2020.

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