

## Research Article

# Implementing Comic Strip As a Way of Teaching Christian Educational Materials to Primary School Students with Special Needs

Lince Sihombing

IAKN Tarutung, Tarutung, Indonesia

**Abstract.**

Everyone has a right to education. This means that education must be provided to both normal and special needs students. So far, education for students with special needs has been conducted in conventional ways. This can be proven from how the materials of Pendidikan Agama Kristen dan Budi Pekerti (Christian Education and Ethics) are taught to special needs students who go to a special school named Sekolah Dasar Luar Biasa (SDLB). This cannot be done any further as students with special needs learn very slowly and in many cases might not even read well due to their weakness in mastering alphabetical symbols. It is believed that Comic Strip can be used as a way of teaching Christian educational materials for SDLB students.

**Keywords:** teaching Christian education materials, students of special needs, Comic Strip

Corresponding Author: Lince Sihombing; email: lince.sihombing.250461@gmail.com

Published: 9 August 2024

Publishing services provided by Knowledge E

© Lince Sihombing. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the 6th SoRes Conference Committee.

## 1. INTRODUCTION

A bad environment spoils good habits is not just words without meaning. This is a fact that cannot be ignored. Biblically, the statement above is quoted from 1 Corinthians 15:33: Do not be misled, Bad associations spoil good habits (<https://alkitab.sabda.org>). [1] Association facilitated by the environment. The existence of the environment can be people, places, conditions, situations, and the like. The closest environment is the nuclear family, followed by the extended family to the community, which ends up as a nation. The nuclear family is clear, namely consisting of a father and mother and the presence of children. Meanwhile, the extended family includes a larger environment. There are the existence of grandparents, uncles, aunts, nephews, cousins, and the like, both formed in one group, a family commonly called a clan group within the Batak tribe or those formed due to marriages between tribes and clans and between villages that were formed bigger communities named society.

 OPEN ACCESS

Finally, as a society this group of people needs education. Education is formally organized through schools, from primary to tertiary level in order to glorify humans. Various life sciences are taught via school, starting from thematic subjects at the primary school level - Science, Social Sciences, Indonesian Language, Mathematics, and PPKN - to fields of study for junior high, high school, and university levels. One of the various subjects/courses that are always mandatory is Religion. For the Indonesian setting which is based on Pancasila, the religious lessons include Islam, Christianity, Catholicism, Buddhism, Hinduism, and Confucianis.

The purpose of this religious education is to prevent these students from being exposed to bad environments or associations. This effort has been done since Indonesia's independence. It is a truly right decision for the Indonesian government. It is said so because many countries in the world, such as England, America, Finland, and China do not include religion as a compulsory subject. The rationale reason for these countries to do so is because Religion is a personal matter, not a government matter. Indeed this is a very wrong point of view since religion means having a condition of not being chaotic. By studying Religion, it is hoped that students will be prevented from being actors in creating chaos, such as not being easily triggered to be persuaded by flattering words in the form of hoaxes, which overwhelm cyberspace, as well as other unlawful acts.

The evidence of the neglect in religious education both formally and non- formally is seen in the news about all kinds of crimes that are not only committed directly but also indirectly through social media, and misused communication devices which ultimately end up in the form of crime and the like.

In the last 10 years, acts against the law have been an anomaly of peaceful life in society and have spread all over the world. In America, a teenager for no apparent reason kills many children in elementary schools with a weapon intended for soldiers in war. In England, a noble mother asked a doctor to euthanize her child who had Down Syndrome while at the same time making an official report on the child's death through royal news and in Indonesia, a child died at the hands of his mother just because of a trivial matter.

Such bad things have been stated in 2 Timothy 3:1-5 by the Holy Spirit through Paul during one of his journeys spreading the Words of Lord and the Way Of Living A Holy Life before God namely "This world will get worse" (<https://alkitab.sabda.org>).[2]

The statement above has clearly proven that religious lessons if implemented properly and correctly, will become knowledge that prevents humans from an early age from

committing various crimes which in Proverbs 1:7 is stated as “Fear of Lord, the beginning of Wisdom ([https://www. Bible study tools.com](https://www.Biblestudytools.com)).[3]

The problem of learning Religion, which in this paper is limited to learning Christianity and is intended only for Primary School students who attend special schools, often referred to as SDLB (Sekolah Dasar Luar Biasa) or Primary of Special Needs School arises because of the way it is taught. There is no difference in the way of teaching Christian Religious Education and Ethics (PAK and Budi Pekerti) for normal students who attend regular schools, both public and private, with students studying in SDLB. It is clear that in general SDLB students have limitations in learning and in their limited ability to accept learning material and that’s why they attend special schools, namely special needs schools.

The government’s attention to these special needs students can be seen through the existence of these special needs schools in every district and city (<https://sekolah.data.kemendikbud.go.id>).[4] There are 2,250 schools for children with special needs. Even the teachers who specialize in teaching them also graduate from special programs ([https:// akupintar. id](https://akupintar.id)).[5]

However, teacher education for students of special needs, especially for those who teach religion (Islam, Christianity, Catholicism, Buddhism, Hinduism) is limited. It is caused by the use of religious teachers simply for normal schools rather than special needs ones.

This is the way the teaching of Christian Religious Education and Ethics faces the problem. The problem occurs not only in the way teachers teach the religious materials but also in the way special needs students comprehend these religious materials. As it is mentioned before students in special needs schools learn everything very slowly. Mathematically it is explained as when a teacher explains one concrete object ten times, these special needs students will comprehend only one. Therefore it is very difficult for teachers of religion to teach them Christian materials moreover it is part of an abstract object. This situation leads the writer who previously did collaboration research about teaching Christian Religious Education and Ethics propose this idea for Managing the teaching of Christian Religious Education and Ethics materials differently for students of special needs schools that is through comic strips.

## 2. METHODS

This research used a qualitative approach based on the analysis, design, development, implementation, and evaluation (ADDIE) model (<http://waterbearlearning.com>).[7] There are five stages of research conducted to get the data on Implementing Comic Strip in the teaching of Christian Education for Primary Students of special needs schools.

Stage of Analysis aimed at finding out the real problem faced by Primary Students of special needs schools in learning Christian Education materials available in the book of PAK dan Budi Pekerti especially used for the first level of Primary Student. The reason of choosing this book by the following:

There is no different book used by normal students and those of special needs schools. In fact special needs schools face many problems in learning the way the normal ones do.

The first level of Primary Students is the basis of the next level namely second, third, and so on, so it should be managed very well, For this purpose the book used is: PAK dan Budi Pekerti for the first level of Primary Students (Hematang: 2024).[6]

The two data above gotten in this analysis stage proses after analyzing of the result of observation and interview. The interviewed person were teachers of PAK dan Budi Pekerti at Sekolah Luar Biasa named SDLB Negeri Sidikalang of Dairi Regency of North Sumatera Province.

One of the questions made for taking the above data such: *“bagaimana proses pembelajaran PAK dan Budi Pekerti dilakukan bagi siswa/siswi SDLB Bapak/Ibu di sekolah ini?”*. The teacher response was: *“Ya.. sama seperti mengajar anak-anak normal pada umumnya, kami juga menggunakan buku PAK dan Budi Pekerti yang digunakan untuk mengajarkan anak-anak normal pada umumnya.*

The Stage of Design was conducted based on the findings in the Analysis stage. It was found that Primary Students of Special Needs Schools learn better and faster from the pictures and the like provided by the teacher in order to help them managed and comprehended the Christian Religious Education Materials. The next reason for doing so relied on the answer given by the head master of SDLB Negeri Sidikalang of Dairi: Anak kelas 1 itu belum ada yang bisa membaca. Based on this, it was assumed that pictures exactly Comic Strip would be very meaningful help for them to understand and comprehend the materials of PAK and Budi Pekerti.

The Development Stage was conducted of course based on the findings of the second stage above that is creating a Comic Strip Book of Christian Education and Ethics. All of the contents of Christian Religious Education and Ethics- consist of twelve chapters-ranging from Chapter 1: Aku Istimewa to Chapter 12: Merawat Tumbuhan di Lingkungan Rumah transfered or changed into serial pictures which designed not more than 4 pictures in accommodating one topic in the chapters.

For information: Evaluation Stage was not conducted because this is the first time and the first purpose the book of Christian Religious Education and Ethics is created in Comic Strip form in order to help students of Special Needs School get the benefit of learning.

### 3. RESULTS AND DISCUSSION

#### 3.1. The Way of Managing Christian Religious Education and Ethics Due to Special Needs Students' Various Unsupported Conditions and Situations at Special Needs Schools

It has been stated above that the Indonesian government gives attention to the destiny of those who suffer from the syndrome by birth by providing special schools for them namely Sekolah Luar Biasa. The amount of school buildings: 2250 are not enough for so many students of special needs schools in Indonesia. Many reasons cause this unsupported condition. One of them is the government's limitation in funding the operational cost of these schools running on the real ground. Based on-site research on two schools of these special needs namely SLB Negeri Siborong-borong of North Tapanuli of North Sumatera and SLB Negeri Sidikalang of Dairi Regency of North Sumatera whose Headmaster named Jansianus Sinaga and did an interview to the Head of SLB Negeri Dolok Sanggul of Humbang Hasundutan of North Sumatera named Fernan Sinabutar, there is no special school building prepared for this group of special needs students. School buildings for SDLB, SMPLB, and SMALB are in the same area and of course, these different level schools are led by the same person.

Teachers of these SDLB, SMPLB, and SMALB are also limited except for teachers of Religion, each teacher teaches all of the subject matters available for each level of school.

This situation automatically makes every teacher work very hard. This very difficult situation worsens by the condition of special needs students. In reality, SDLB and

SMPLB students are divided into two conditions namely: siswa layak ajar dan siswa tidak layak ajar (teachable and unteachable student). These two categories students also consist of two different syndromes by birth namely Tuna runngu dan Tuna grahita (deaf and mentally disabled). It could be imagined then how hard teachers handle teaching religion, especially for these two kinds of disabled students. Therefore from the beginning teaching Christian religious materials for them is conducted through Comic Strip.

### **3.2. The Way Comic Strip is Used in Teaching Christian Religious Materials for Primary Students of Special Needs School**

It has been explained above that due to the complicated disability of special needs students, there must be a way out of teaching Christian Religious Materials for them. The following are the steps for doing so.

Materials of Christian Religious arc taken from the book named Pendidikan Agama Kristen Dan Budi Pekerti written By Veronika Hematang, Published in 2021. The Contents are as follows :

Chapter 1 : Aku Istimewa

Chapter 2 : Bersyukur Untuk Mataku

Chapter 3 : Mulutku Memuji Tuhan

Chapter 4 : Telingaku Mendengar Nasihat

Chapter 5 : Tanganku Untuk Menolong

Chapter 6 : Aku Merawat Tubuhku

Chapter 7 : Aku Sayang Keluargaku

Chapter 8 : Mengasihi Teman dan Guru

Chapter 9 : Aku Rajin Ke sekolah Minggu

Chapter 10 : Keberagaman Suku dan Agama

Chapter 11 : Bersyukur Untuk Matahari Bulan dan Bintang

Chapter 12 : Merawat Tumbuhan Di lingkungan Rumah.

Then all of those chapter contents are managed into the combination of pictures and words, usually named Comic Strip, (Retrieved from: Tita Elfrida Berutu : Buku Pendidikan Agama Kristen Dan Budi Pekerti berbasis Comic, Strip Siswa Kelas 1 SLB). [8] However, it is impossible to expose these twelve chapters in this paper due to the limited time and space provided for the writer.

Therefore Comic Strip provided only Chapter 1 and Chapter 2 such the following :



Figure 1:

Tujuan Pembelajaran

Menjelaskan bahwa dirinya adalah ciptaan Tuhan.

Menunjukkan keistimewaan dirinya.

Menyebutkan Anggota tubuhnya.

Menyebutkan fungsi anggota tubuhnya.

Menunjukkan rasa syukur kepada Tuhan dengan doa dan pujian

#### 4. Lembar Kerja Siswa

Potonglah gambar dibawah,dan susun kembali pada lembar yang sudah disediakan.

**Tujuan Pembelajaran**

Menjelaskan guna mata.

Menyebutkan contoh perbuatan menggunakan mata sesuai kehendak Allah.

Menunjukkan rasa syukur atas berkat Tuhan melalui mata yang dapat melihat.

Mempraktikkan penggunaan mata dengan rajin belajar membaca.

By using this Comic Strip teachers Christian Religious Education and Ethics teach these students of special needs. It works. the success of teaching Christian Religious



Figure 2:



Figure 3: ??????.

Materials by implementing this comic strip is proven by Tita Berutu who wrote the thesis: *Innovasi Pengembangan Comic Strip Pendidikan Agama Kristen Dan Budi Pekerti Bagi*

**Pelajaran 2 Bersyukur Untuk Mataku**  
Bahan Alkitab :  
Markus 10:46-52; Lukas 11:34a

**Mari Bernyanyi Memuji Tuhan**  
Mata Tuhan Melihat  
Mata Tuhan melihat  
Apa yang kita perbuat  
Buat yang baik (yes)  
Buat yang jahat (no)

Oleh sebab itulah  
Jangan berbuat jahat (ingat)  
Tuhan melihat

**Mari Berdoa**  
Tuhan Yesus berkati kami dalam pelajaran kami.  
Amin.



Figure 4:



Figure 5:

Siswa SDLB di SDLB Negeri Sidikalang Tahun Ajaran 2022/2023. Tita was supervised by the writer in completing her thesis.

## 5. CONCLUSION

Teaching is an art completely true since different students will study differently and a teacher should be able to accommodate the needs of learning of those different special needs students. Therefore innovation in presenting taught materials for students especially materials of PAK and Budi Pekerti (Christian Religious Education and Ethic) for students of special needs school will be an art on the teacher's hand. Comic Strip of PAK and Budi Pekerti helps very much for students of special needs schools who have an inherent disability in learning. By using Comic Strips what normal students comprehend from Books of PAK dan Budi Pekerti can be gained also by these unnormal ones such as students of special needs schools.

## References

- [1] Sabda A. org. 1 Corinthians 15:33: "Do Not Be Misled, Bad Associations Spoil Good Habits" <https://alkitab.sabda.org>. Retrieved on June 10, 2023 at 15. 30 PM.
- [2] Alkitab Sabda. Org. 2 Timothy 3:1-15: "This World Will Get Worse" <https://alkitab.sabda.org>. Retrieved on June 10, 2023 at 15.00 PM.
- [3] Bible Study Tools. Proverbs 1:7 "Fear Of Lord is the Beginning Of Wisdom" <https://www.biblestudytools.com>. Retrieved on June 10, 2023. At 16.00 PM.
- [4] Sekolah. Data. SLB Darus Salam Asahan" <https://sekolah.data.kemendikbud.go.id>. Retrieved on June. 2023 At 08.00 AM.
- [5] Aku Pintar. Tentang Anak Berkebutuhan Khusus. <https://akupintar.id>. Retrieved on June 11, 2023 At 8.30 AM.
- [6] Hermatang, Veronika. Pendidikan Agama Kristen Dan Budi Pekerti Kelas 1. Jakarta. Pusat Kurikulum dan Pembukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi. 2021.
- [7] Learning WB. What is the ADDIE Model of Instructional Design? <https://waterbearlearning.com>. Retrieved on Desember 5, 2023 At 10.00 AM.
- [8] Berutu T. E. Buku Pendidikan Agama Kristen Dan Budi Pekerti berbasis Comic Strip Siswa Kelas 1 SLB. Edisi SLB Negeri Sidikilang Kabupaten Dairi Sumatera Utara; 2022.