ASSISTANCE OF STUDENT LITERACY ACTIVITIES OF UIN K.H. ABDURRAHMAN WAHID FOR EXTRAORDINARY STUDENTS AT SLB PRI PEKALONGAN

Ana Chonitsa
UIN K.H. Abdurrahman Wahid Pekalongan, Jl. Kusuma Bangsa No.9 Kota Pekalongan, Jawa Tengah, Indonesia
Email: anachonitsa@mhs.uiungusdur.ac.id

Ammia Chorida Adila
UIN K.H. Abdurrahman Wahid Pekalongan, Jl. Kusuma Bangsa No.9 Kota Pekalongan, Jawa Tengah, Indonesia
Email: ammachoridaadila@mhs.uiungusdur.ac.id

Hendri Hermawan Adinugraha
UIN K.H. Abdurrahman Wahid Pekalongan, Jl. Kusuma Bangsa No.9 Kota Pekalongan, Jawa Tengah, Indonesia
Email: hendri.hermawan@uingusdur.ac.id

Correspondence Email: anachonitsa@mhs.uiungusdur.ac.id

Abstract:
The development of the times and technology has had an impact on the personality and self-esteem of today's youth, such as the loss of social sense and concern for others in society. Therefore, there is literacy assistance for FTIK UIN K.H Abdurrahman Wahid Pekalongan students which aims to foster student awareness in the community, especially education in Special Schools with students with special needs. This community service method includes four stages, namely activity introduction, creativity education, rewarding, and activity documentation. The results of community service show that this activity produces social learning and increases student creativity in creating learning that is appropriate to the situations and conditions of students with special needs. Student creativity created in learning models includes singing learning models, image visualization, origami loving, telling stories, coloring pictures, storytelling, and playing guessing games. Thus, students not only gain new experiences but also ideas and creativity to increase sensitivity in the social environment of society.

Keywords: Literacy, Assistance, Students

Introduction
The essence of education is to develop knowledge and change ignorance to gain success in the future. Even stated in the opening of the 1945 Constitution, paragraph 4, one of the goals of education is to educate the life of the nation. This is the basis that education is very important for every individual, as stated in article 31 paragraph 1 of the 1945 Constitution. The article contains that every citizen has the right to education. From here educational institutions called schools in Indonesia, almost all regions have special schools. The Indonesian people recognize special schools as schools that accommodate children with special needs, so they must receive intensive supervision, maintenance, and control to obtain an education.

The provision of special school education completely does not get the attention of the local community and the government. According to Talitha Zhafira, today's society has an asocial attitude, namely the attitude of keeping oneself from interacting, and tends to rely on various kinds of technology for interaction. So that the existence of anti-social attitudes in society can be caused due to the development of the times which are increasingly rapid and out of control. Then also in Livia's opinion without the support of the community and the government will hamper the educational process that is held. Meanwhile, education there requires the role and assistance of facilities so that students get proper learning activities. As the sociological principle states that humans are social beings, they always coexist in the ongoing social life of society. Moreover, the teachers who teach certainly try to be full of extraordinary

Students are agents of change. Where students carry out mandated tasks to make changes and improvements in the community environment. The duties of students through the tri dharma of higher education include education, teaching, research, development, and community service. This is the main task of students as agents of change for society. The role of students in carrying out the Tri Dharma of Higher Education lies in the task of community service. Community service is an activity that aims to shape the community in its activities without expecting rewards in any form. So community service is closely related to social service. Social empowerment and a series of activities that show social attitudes and concern for others sincerely. The existence of a relationship between students and community service led to ideas and innovations from the Faculty of Tarbiyah and Teacher Training (FTIK) UIN K.H. Abdurrahman Wahid Pekalongan. The innovation in question is holding a social empowerment program for FTIK UIN K.H. Abdurrahman Wahid Pekalongan through mentoring literacy activities. One form of activity that aims to foster student awareness in the community, especially a concern for the education of children with special needs. In addition, with this activity students are expected to be able to develop a social sense and see different sides of various kinds of education in Indonesia.

Literacy activities are a series of activities to train one's skills in fostering interest in reading, writing, listening, and expressing ideas. From Zuli Dwi's point of view, literacy activities are compatible with thematic learning. Because learning focuses on motor skills and students' thinking patterns in adding to the learning experience. The experience gained while studying has the potential to develop life skills. In addition, it is reinforced by Daro Sapri's opinion which states that general literacy activities, if carried out in collaboration with interesting learning media, will increase students' ability to capture information. Based on this description, assistance is needed combined with creativity from students. The forms of literacy activities in the form of mentoring cannot be separated from the instructions of the teachers who teach at this special school. The diversity of characters possessed by students with special needs makes it possible to learn from each other to understand togetherness.

This activity was carried out at the Pri Pekalongan Special School (SLB). Addressed at Jalan Pelita II, RT.06/RW.09, Banyurip, Pekalongan District, Pekalongan Regency, Central Java. During the activity, 20 FTIK UIN students were K.H. Abdurrahman Wahid Pekalongan. Implementation for one full day on 21 2022. Based on the data obtained SLB PRI Pekalongan is one of the special schools in Pekalongan Regency which holds teaching and learning activities for students with special needs. The school accepts students with 3 levels, namely Special Elementary School, Special Junior High School, and Special High School.

Method

This literacy activity assistance method consists of four stages, namely activity preparation, social teaching, reflection on social empowerment, and social service. First, the

---


activity preparation stage is the stage to prepare all the activities needed and needed during the activity. In this activity, students prepared stationery and light snacks to facilitate the activities there. Second, creativity education is an activity that is purely carried out by students of FTIK UIN K.H. Abdurrahman Wahid in the form of learning and teaching activities using existing media intended to hone student creativity. Third, rewarding is the stage of giving gifts to SLB students after completing creativity education, and fourth, activity documentation is the final stage by documenting activities through photos during carrying out student social empowerment. During this activity, the students were assisted and guided by the school principal and education staff at Pri Pekalongan SLB so that the activities ran smoothly and well. The implementation method in mentoring literacy activities can be described in the following diagram:

Figure 1. Social Empowerment Process Diagram

Results and Discussion

Assistance in literacy activities is a community service activity held by the Faculty of Tarbiyah and Teacher Training (FTIK) UIN K.H. Abdurrahman Wahid for FTIK students to increase social awareness and social sensitivity towards educational conditions in people with special needs. This activity refers to the objectives of Special Schools (SLB) in Pekalongan. In this activity, 20 students registered themselves as volunteers with various majors at FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Includes students majoring in Islamic Religious Education (PAI), Madrasah Ibtidaiyah Teacher Education (PGMI), Mathematics Tadris, English Tadris, and Arabic Language Education (PBA). Some of these students gathered to carry out community service activities.

the group aims to facilitate the distribution of students who will later be placed in classrooms at SLB Pri Pekalongan. The 20 participating students were divided into 8 groups, each group consisting of two students. Then, the remaining students who did not attend class served as controllers and documentaries for the implementation of literacy assistance activities.

After the preparation for the activity was completed, all students went to SLB PRI Pekalongan by motorcycle. Until then the activity continued with social teaching. Social teaching is a series of teaching and learning activities carried out by students of FTIK UIN K.H. Abdurrahman Wahid to Pri Pekalongan SLB students. These teaching activities adapt the situation of SLB students to the creativity and learning innovations that are applied by students to SLB students. It can be in the form of coloring activities together, singing children's songs together, and making handicrafts (origami) from folded paper. These students immediately form groups and immediately place themselves in existing classrooms. The choice of classrooms as places for social teaching is due to the condition of SLB students so that they are not crowded and run around when activities are in progress. So the class was chosen as the place for implementing social teaching activities.

As shown above, each class at SLB PRI Pekalongan has students with special needs, with not many students. There are only 4-6 students in each class. Therefore, these social teaching activities are flexible and adapt to existing classroom conditions. The series of activities began with the introduction of the arrival of older students to SLB students, followed by singing children's songs happily, then coloring and making origami crafts. It was during the coloring and craft activities that the students applied different teaching approaches and methods according to the creativity of FTIK students. The following is a social teaching model applied by FTIK UIN K.H. Abdurrahman Wahid to Pri Pekalongan SLB students:

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Teaching Models</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Amma Chorida dan Erna Sefianingsih</td>
<td>singing and image visualization</td>
<td>happy</td>
</tr>
<tr>
<td>2.</td>
<td>Nursya Sekar Tanti dan Syafi Natun Najah</td>
<td>singing and origami loving</td>
<td>happy</td>
</tr>
</tbody>
</table>
Then it was closed by giving prizes in the form of light snacks to all SLB students in the class. The SLB students looked very enthusiastic and enthusiastic about participating in the activity. This can be seen from the applause and the good response of the students during the social teaching.

![Figure 4. Group Photo Activities](image)

After the social teaching was finished, it was continued with activity reflection and group photos. Reflection on activities is the final activity for the social empowerment of FTIK UIN K.H. students. Abdurrahman Wahid. The activity contains the delivery of messages, impressions, and criticism after the activity is carried out. Of the students who expressed their opinions, they shared more of the lessons and lessons that could be learned during the activity, considering that education at Special Schools (SLB) is different from other public schools.

In general, the students who took part in this activity said that the disabled school program is a program that provides benefits for students to get to know the community and its surroundings. Schools with disabilities make students more aware and concerned about the importance of tolerance for others, mutual love for those in need, and the importance of cultivating compassion in learning and teaching because education is a place of learning for the whole community. Both normal and special needs. Thus, creating a socialist, harmonious education that cares about all the needs of society.

**Conclusion**

From the results and discussion of community service, it can be concluded that social empowerment activities for FTIK UIN K.H. Abdurrahman Wahid Pekalongan is a social activity aimed at students of the Faculty of Tarbiyah and Teacher Training (FTIK) UIN K.H Abdurrahman Wahid Pekalongan to increase social awareness and social sensitivity towards
educational conditions in communities with special needs. This activity produces social learning and increases student creativity in creating learning that is appropriate to the situations and conditions of students with special needs. Student creativity created in learning models includes singing learning models, image visualization, origami loving, telling stories, coloring pictures, storytelling, and playing guessing games. Thus, students not only gain new experiences but also ideas and creativity to increase sensitivity in the social environment of society.

Reference List


Kurniawan, Z A, A Mubarok, and ... “Development of Digital Standard Operating Procedures for Final Project At Faculty of Islamic Economics and Business IAIN Palangka Raya.”


Sholehuddin, M. Sugeng, Abdul Khobir, Ana Chonitsa, Muhammad Maskur Musa, Siti Salamah, Teguh Handoyo, Mei Yuniati, Nur Afina Laelatun Ni’mah, Inayah Priyatun, and Hendri

