

## **Abstrak**

Penelitian ini bertujuan untuk mengembangkan modul pembelajaran Pendidikan Agama Kristen yang aksesibel dan efektif bagi anak berkebutuhan khusus tunanetra. Metode penelitian yang digunakan adalah penelitian dan pengembangan (R&D) dengan model ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*). Tahap analisis dilakukan untuk mengidentifikasi kebutuhan dan karakteristik peserta didik tunanetra serta hambatan-hambatan yang dihadapi dalam pembelajaran Pendidikan Agama Kristen. Pada tahap desain, dibuat rancangan modul yang memperhatikan aspek aksesibilitas dan sesuai dengan kondisi peserta didik melalui penggunaan media audio, dan teknologi asistif lainnya. Proses pengembangan melibatkan pembuatan dan validasi modul oleh ahli materi, desain dan bahasa dan berdasar rekomendasi dan masukan dari guru spesialis pendidikan tunanetra. Implementasi dilakukan melalui uji coba modul di sekolah luar biasa yang melayani anak tunanetra. Evaluasi dilakukan untuk menilai efektivitas modul berdasarkan umpan balik dari guru dan peserta didik, serta melalui pengukuran peningkatan pemahaman dan keterampilan serta ketercapaian nilai. Hasil penelitian menunjukkan bahwa modul yang dikembangkan dapat meningkatkan pemahaman dan partisipasi siswa tunanetra dalam pembelajaran Pendidikan Agama Kristen. Modul ini juga dianggap praktis dan mudah digunakan oleh guru. Rekomendasi diberikan untuk penyempurnaan modul dan penerapan di sekolah luar biasa terlebih khusus bagi peserta didik dengan kekhususan tunanetra guna mendukung Pendidikan Agama Kristen yang inklusif dan merata bagi semua anak.

**Kata Kunci:** Pendidikan Agama Kristen, Anak Berkebutuhan Khusus, Tunanetra, Modul Pembelajaran, Pengembangan Modul

### ***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*