

ABSTRAK

Penelitian ini bertujuan guna mengetahui serta menganalisis tentang 1) Bagaimana strategi yang dilakukan guru pendidikan agama islam dalam meningkatkan kemampuan menghafal juz ‘amma pada siswa *down syndrome*, 2) Mengetahui dan menganalisis bagaimana kemampuan menghafal juz ‘amma yang dimiliki oleh siswa *down syndrome*.

Penelitian menggunakan pendekatan kualitatif deskriptif dengan informan atau narasumber yaitu guru pendidikan agama islam serta orang tua siswa *down syndrome*. Pengumpulan data dilakukan dengan menggunakan teknik wawancara, observasi dan dokumentasi. Data dianalisis secara deskriptif dengan menggunakan teknik reduksi data, penyajian data yang kemudian dilakukan penarikan kesimpulan. Penelitian dilakukan di SLB Negeri 1 Bantul.

Hasil penelitian menunjukkan bahwa 1) Strategi yang dilakukan guru PAI dalam meningkatkan kemampuan menghafal juz ‘amma pada siswa *down syndrome* ialah dengan cara menurunkan standar hafalan, yaitu menurunkan. Metode hafalan yang diterapkan ialah metode gabungan antara metode *wahdah* (pengulangan) dan *talqin* (menirukan). Strategi pembelajaran secara umum yang diterapkan pada siswa tunagrahita ialah strategi diindividualisasikan, strategi motivasi, strategi kooperatif, strategi belajar tingkah laku serta strategi kognitif. 2) kemampuan menghafal juz ‘amma atau surat-surat pendek pada siswa *down syndrome* di SLB Negeri 1 Bantul sangat bervariasi tergantung oleh 2 faktor yang memengaruhi, yaitu faktor internal ialah tingkat kecerdasan/daya tangkap, keterbatasan kemampuan fisik dan faktor eksternal ialah bagaimana penerimaan serta pola asuh atau didikan orang tua ketika di rumah. Secara umum, peneliti menilai bahwa kemampuan menghafal juz ‘amma pada siswa *down syndrome* di SLB Negeri 1 Bantul seimbang, yakni terdapat siswa yang memiliki kemampuan menghafal yang cukup baik baik dan terdapat pula siswa dengan kemampuan menghafal yang kurang baik atau bahkan belum mampu menghafal.

Kata Kunci : *Strategi Guru PAI, Kemampuan Menghafal Juz ‘Amma, Siswa Down Syndrome.*

ABSTRACT

TEACHERS' STRATEGIES OF ISLAMIC RELIGIOUS EDUCATION IN IMPROVING JUZ'AMMA MEMORIZATION ABILITY OF STUDENTS WITH DOWN SYNDROME

This research is aimed at knowing and analyzing 1) teachers' strategies of Islamic religious teachers in improving juz'amma memorization ability of students with down syndrome, 2) the ability of students with down syndrome in memorizing juz'amma.

This research carried out a descriptive qualitative approach that was done in SLB (School for Children with Disabilities) Negeri 1 Bantul involving Islamic religious education teachers and students' parents as the informants. The data were obtained through interview, observation, and documentation and analyzed descriptively using data reduction, data display, and conclusion drawing.

The findings show that 1) the strategies done by Islamic religious education teachers in improving the juz'amma memorization skill of students with down syndrome are through memorization standard that is imitating. The memorization method implemented is a combination between *wahdah* method (repetition) and *talqin* (imitating). The learning strategies generally implemented to teach students with intellectual disability are individualized learning, motivation, cooperative learning, behavior learning and cognitive learning. 2) The ability of the students with down syndrome in memorizing juz'amma or short verses in SLB Negeri 1 Bantul varies depending on 2 influencing factors namely internal factor that includes intelligence level, and limited physical ability. Meanwhile, the external factor deals with the parenting style acceptance or parents' guidance at home. Generally, it is found that the ability of students with down syndrome in memorizing juz'amma is in a balanced category. It means that there are some students having quite good ability of memorization, while there are some other students who have poor ability of memorization or even are not able to memorize.

Keywords: *Strategies of Islamic Religious Teachers, Juz 'Amma Memorization Ability, Students with Down Syndrome*