ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING FOR MENTALLY DIFABLED STUDENTS IN JUNIOR HIGH SCHOOL FOR HANDICAPPED STUDENTS OF SLB-C YAKUT PURWOKERTO

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To Obtain a Title in Islamic Education (S.Pd.I)

By:
MARIA ULFATUN SHOLICHAH
S.N. 1223301203

STUDY PROGRAM OF ISLAMIC EDUCATION

FACULTY OF TARBIYA AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES

PURWOKERTO

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By: Maria Ulfatun Sholichah (S.N. 1223301203)

STUDY PROGRAM OF ISLAMIC EDUCATION
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PURWOKERTO

ABSTRACT

The role of education is essential for life in this world because without education people can not get knowledge and human was not able to develop patterns of thought to reach life goals to be achieved. Islamic religious education is one of educations that requires to be learned by Muslims, including for students (people) with mentally difabled, based on the Law about "the national education system" Number 4 of 1979 Chapter II 20, Article of 7, which asserts that the student disabilities obtain an special services to achieve the level of growth and development capability and capacity limits as far as children are concerned.

Research of learning factor of Islamic Religious Education (PAI) are an important thing to do done including in Junior High School for Handicapped Students of SLB-C YAKUT Purwokerto. Islamic Religious Education (PAI) is the subject that must be taught in every school, but here, the school that students are with mentally difable and have limitation of mental. It is the reason why the author arranges this thesis.

The goal of this research is to describe about learning factors of Islamic Religious Education (PAI) in Junior High School for Handicapped Students of SLB-C YAKUT Purwokerto. This research belongs to field research on qualitative descriptive form. The methods of collecting data used by the author are interview, observation and documentation. Meanwhile to analyze the data, it's done by collecting data, reducing, presenting and verifying data to be valid and reliable report.

The findings of this research show that learning factors of Islamic Religious Education (PAI) in Junior High School for Handicapped Students of SLB-C YAKUT Purwokerto includes three phases: Planning, Implementing and Assesment or Evaluating. The planning that includes the lesson plan (RPP), annual and semester programs, the determination of the schedule, the calendar of academic, curriculum and syllabus, preparation method and strategy. Implementation of the learning factors that conducted as in others school there are different things are like the making lesson plan and learning activity that unplanned learning activity it is because of the students condition, with the implementing of method and strategy that compared with others school. And about it, evaluation with is done by using it, is generally, done by there are things that are which can not be all understood well because the condition of the students.

Key words: *Learning, Islamic Religious Education (PAI), Mentally difabled.*

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CHAPTER I

INTRODUCTION

A. Background Of the Problem

In the life of this world, human being can not possibly be separated from an education. Because with education, people get knowledge and human is able to develop patterns of thought to reach life goals to be achieved. As for the students with mentally disabled of religious education also has a dominant role in order to remain stable and focused his life on the right path. Religion becomes a guide in efforts to achieve a meaningful, peaceful and beneficial life. Realizing how important the role of religion for human life, the cultivation of religious values in the life of each individual becomes a necessity or obligation, pursued through education, good family environment education in schools and communities.

Religion Education is intended the potential for spiritual and to increase shaping students to become noble human and faithful and loyal of God the Almighty. The noble character itself includes ethics, manners and morals as the embodiment of the religion education. While the spiritual potential increase includes the recognition and understanding practice of religious values and practice the value to students with mentally disabled of islamic education in individual lives and in the life of society, in order that reflect the potential of human dignity and the dignity as beings of Allah.

Islamic education is education through the teachings of Islam, in the form of guidance and take care to the students so after finished the process of education, shall be able to understand, appreciate and practice the teachings of Islam which has been believed to be thorough and make the teachings of Islam as a view of his life for the safety and welfare in this world and in the hereafter.[1]

In Islamic Education, there is no discrimination between normal students and students with disabilities, all of them right to obtain teaching, both children and old people though. Everyone is entitled to educated according to the level of intelligence and potential there is in him, includes to disable children, they are also entitled to receive education and getting knowledge as well as the other normal children.

Moreover, the islamic religious education is very important as a religious foundation in order that to live a life, student as well as disable children have a strong castle and can be a man who is faithful and devoted to God the Almighty and noble character. During this time the people with disable still underestimated in society, children (people) who have a deficiency or different ability, whereas they have disable nor is their wills, but rather is a gift from Allah SWT. [2]

Even in society, education for students with disability get less attention. They should be considered to give a Islamic education in order that they remain a formidable students in facing the challenges, barriers

[1] Zakiah Daradjat, *Ilmu Pendidikan Islam*, (Jakarta: Bumi Aksara, 2014), p. 86.
[2] Zakiah Daradjat, *Pendidikan Agama Islam,* (Jakarta: Bulan Bintang, 1995), p. 171.

and changes that appear in the association in the community, both in the scope of local, national, regional and global.

Moreover the implementation of Islamic education is aimed at educating student to become faith, steadfast, charitable pious and noble Muslim and useful for himself or others. Convey the islamic religious education to student with different ability is a right that should be give to them in order to improve the development of personality and the religion education also seeks to foster the mentality of faith in students with disabilities.

Specialized education of children with disabilities or who are often referred to as school for handicapped students (SLB) in Indonesia has not get serious attention from the government. And generally, the location of school for handicapped students (SLB) is in the Capital Regency. Whereas students with different ability are scattered in almost all regions (sub-district/village), not only in the Capital Regency. Consequently some students with different ability, who come from poor family, are forced not to study at school. Whereas, students with disabilities need special education and special attention, in accordance with the level of disorder, because they are also have a right to the same services with the others normal children. In accordance with Law Numb. 4 of 1979 Chapter II 20, Article 7, which asserts that "the student disabilities obtain an special

services to achieve the level of growth and development capability and capacity limits as far as children are concerned". [3]

Law of the Republic of Indonesia Numb. 20 of 2003 on National Education System give another color in providing education for student with different ability. The explanation of Article 15 of the special education mentioned that special education is an education for student with different ability or student who are handicapped in intelligence held by inclusively or specialized education unit at the primary and secondary level. For that, through the Special Education and Special Services Education, students with disabilities are educated together with other students (normal) to optimize their potential. [4]

Junior High School for handicapped student (SMP LB) is an educational institution or school that responsible for implementing education to educate students with special needs or disabilities after Elementary school level. Special education is education in a special way, which is specially for students of abnormality. As for education in schools requires cooperation among various parties, namely between parents, teachers, administrators, social institutions and government. This cooperation can be done in various ways, for example in determining the purpose of teaching, in the teaching process, to hold activities that support the implementation of learning and so on.

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[3] Zakiah Daradjat, *Pendidikan Agama Islam...*, p. 171.

[4] UU Sisdiknas No. 20 Tahun 2003, *"Tentang Sistem Pendidikan Nasional",* Pasal 5 ayat 2, p. 10.

An educator should have full awareness that every protege characteristics and different backgrounds. For that, an educator should not discriminate their students even to students with different ability should be treated the same as a normal student. For student with different ability, they can be said to be odd because of behavior that deviates from the properties of other normal student. So they have to educate in a special place that is in specialized school for students with different ability or handicapped students, the school is SLB. [5]

Students with difabled need education, coaching and guidance to live a life challenge. Educating and nurturing students with mental disabilities are not as easy as normal students educating and nurturing in general. Students with mental disability are characterized in particular in accordance with the level of disability of his/her, because of backwardness mental, then in the implementation process of education is not only necessary services in particular but also need specialized tools, teachers are special, even a curriculum specialized and specialized coaching anyway. In education, coaching and guidance obtaine, are expecte to students who have disabilities are able to interact and behave better and can still achieve success in life as the other normal people.

Based on this background, the writer is interested in conducting research entittled **" Islamic Religious Education (PAI) Learning For**

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[5] Fathurrahman, *"Pembelajaran Agama Pada Sekolah Luar Biasa",* Jurnal Pendidikan dan Kajian Keislaman, Vol VII Number. 1, Januari – Juni 2014, p. 69.

Mentally Difabled Students in Junior High School For Handicapped Students of SLB- C YAKUT Purwokerto".

B. Operational Definition

To make it easier to understand the title of the study and to avoid a misunderstanding, it is essential that the writer gives an operational definition (understanding that can be measured) associated with the title of the study, namely:

1. Learning

Learning is a process of interaction of students with educators and learning resources in a learning environment.[6] As according to Permendiknas Number 41 Year of 2007 on Processing Standards (Glossary). Learning is define as a deliberate effort, directed and aimed by a person or group of people (including teachers and textbook authors) so that other people (including students), can obtain meaningful experience. This effort is an activity centered on the interests of learners.[7]

From the above understanding, it can be outlined that learning means the process of interaction consciously performed by educators and learners to achieve a goal.

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[6] UU Sisdiknas No. 20 Tahun 2003, *"Tentang Sistem Pendidikan Nasional",* Pasal 1 ayat 2, p. 2.

[7] Sardiman, A.M, *Interaksi dan Motivasi Belajar Mengajar¸* (Jakata: PT Raja Grafindo Persada, 2007), p. 20.

2. Islamic Religious of Education (PAI)

Conscious and planned effort in preparing students to know, understand, appreciate, to have faith, devoted, and noble in the Islamic teaching from the main source is the holy book the Qur'an and Hadith, through the activities of guidance, instruction, training and use of experience. [8]

From the above understanding of Islamic Religious Education (PAI) means a conscious effort are made for students to know and understand and practice the practices contained in the holy book are the Al-Quran and the Hadith.

3. Mentally Difabled

Mentally Disabled is a term used to describe children or student who have the intellectual capacity below the average. [9] As according to Nur'aeni, *tunagrahita* is someone who has the intellectual ability/IQ and skills of under the average of his/her age. [10]

But, as the reason of humanity, the term disabled will be change formed into difabled which means "Different Ability". So it can be concluded that the Mentally Difabled student is a student whose intelligence of Mentally Difabled generally below average

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[8] Zakiah Daradjat, *Ilmu Pendidikan Islam*,..., p. 86.

[9] Sutjihati Somantri, *Psiologi Anak Luar Biasa,* (Bandung: PT. Refika Aditama, 2006), p. 103.

[10] Nur'aeni, *Intervensi Dini Bagi anak Bermasalah*, (Jakarta: Rineka Cipta, 2004), p. 105.

and have difficulty of adjusting socially in every phase of its development, including the mental and physical development.

Based on the operational definition above, the title of the thesis raised writer is islamic religious education (PAI) learning in junior high school for handicapped students of SLB-C YAKUT Purwokerto which is a study to find out how the learning factors of islamic religious education (PAI) undertaken at the special school on students with intellectual challenge.

C. Problem Statements

Departing from the background issued that writer described above, the formulation of the problem that focused of this research, how the learning factors of Islamic Religious Education (PAI) of students with mentally difabled in Junior High School for Handicapped Students of SLB-C YAKUT Purwokerto?

D. Objectives and Significance of the Research

1. Research Objectives

In accordance with the formulation of the problem, the research aims to find out how the Islamic Religious Education (PAI) Learning factors of mentally difabled students in Junior High School for handicapped students of SLB-C Yakut Purwokerto.

2. Benefits Research

The results are expected to provide clear information about the implementation of the Islamic Religious Education (PAI) Learning factors for mentally difabled students, so it can provide the following benefits:

a. Theoretically

    1) This research is expected to be able to provide participation for the development of Islamic education science or other scientific disciplines, especially in the majors tarbiyah of IAIN Purwokerto and makes fully human in building of good attitude (akhlakul karimah).

    2) This research may became experience and provide information about the islamic religious education (PAI) teaching for mentally difabled students to researcher.

    3) This research can be a references to another researchers.

b. Practically

    Can provide feedback, contribute idea, and as a material consideration in the development and fostering handicapped students of SLB-C YAKUT Purwokerto. And people can also to know the right way to educate student, especially for mentally difabled students to ease in the face and understand their behavior.

E. Literature Review

Before the author conduct a research, first the writer of several books and examine the results of thesis research that has been done by previous researcher to dig up some theory or statements of the experts associated with this thesis.

Siti Nur Hidayah's Thesis from Department of Islamic religious Education (PAI) at Faculty of Tarbiya in STAIN Salatiga, 2011. With the titled of "Pendidikan Islam Bagi Anak Tunagrahita", this thesis described and analyzed the implementation of the taught of Islamic religious education for students with intellectual challenges, with variant students and also look at supporting and learning process.

Thesis written by Rantini from Department of PAI Faculty of Tarbiya in IAIN Semarang, 2010. Entitled "Metode Pembelajaran pada Pembelajaran PAI untuk Anak Tunagrahita di Yogyakarta". This research described the right method when used in a Islamic Religious Education (PAI) learning for mentally difabled students, and about how it was applied in a learning process.

Thesis written by Ismaturrahman from Faculty of Tarbiya and Teacher Training in IAIN Semarang, 2014. With the title "Pendidikan Agama Islam Pada Anak Tunagrahita Ringan (C) di SLB Candisari Semarang". The thesis here discussed about how the learning process for student with intellectual challenges of Islamic Religious Education (PAI)

mild and more focussed and pay attention on the situation of students in the mild mentally research.

Thesis written by Sofiatun, PAI Department Faculty of Tarbiya and teacher training in UIN Sunan Kalijaga, 2013. With the titled of "Pedidikan Islam bagi Anak Tunagrahita di SD N Giwangan Umbulharjo Yogyakarta" (Inklusi). This research was described the situation of students with mentally difabled or students who have special educational needs that emphasizes the learning of Islamic religious of education with indicators that made the researcher and the state of the student Down syndrome are described more the student's condition mentally difabled in the field of communication, especially during the learning process takes place, the assessed at the end when learning was complete and there any KKM (minimal completeness criteria) or indicators which may restrict or be the basis for the success of down syndrome students in learning to follow the Islamic Religious Education (PAI).

From all four of research above, there are some things sameness, they both discussed about a islamic religious education (PAI) learning for students with mentally difabled and how the learning factors there. As for some of the differences there were a method used when learning and it became the focal point, while on the other different variants that were the importance of students in teaching and in supporting and inhibiting the learning process.

Although there are similarities of the above thesis, but no decreased or copyied an paste of authorship on this research.

F. Structure of the Study

To fulfill and obtain the discussion, the research of this thesis will use the systematic writing as follows:

Chapter I is the normative foundation which this chapter is a guarantee of research, it can be carry out objectively, therefore this chapter contains background issues, the operational definition, formulation of the problem, objectives and benefits of the research, literature reviews and systematic writing.

Chapter II is an objective basic. In this chapter will be presented theoretical framework which became a glass view of understanding of the object of study in this research, therefore this chapter contains a description of the variables which include: The first part of the definition of learning which including the concept of teaching and learning approaches, the second part is Islamic religious education (PAI) which including of understanding, the basics of the implementation of Islamic Education, the function of Islamic Education, Objectives of Islamic Education as well as the characteristics and importance of Islamic education, the third part is about Mentally Difabled Students which including the Definition, classification, characteristics of mentally

difabled, the cause of mentally difabled, the impact of mentally difabled, the principles of recognition for mentally difabled students, learning methods for students with intellectual challenges with using a system of lesson study, the implication of education for students with intellectual challenges and models of educational services in general.

Chapter III about the research method, type of study, Source Data, Location and Time Research, Data Collection Techniques and Data Analysis Techniques.

Chapter IV is the result of research and discussion of the core from the thesis, which analysis data on islamic religious education (PAI) learning which include an overview of the school, school goals and the Vision and Mission, The state of the teacher, the state of Students, State of Infrastructures, overview of the islamic religious education (PAI) learning and learning system in for mentally difabled students, Data Analysis of islamic religious education (PAI) learning and learning system, proponent and obstacle factors in implementation of islamic religious education (PAI) learning.

Chapter V of the closing, contains the conclusions, suggestions, and closing word.

The final part from the thesis will consist from the bibliography and appendices related to research, author biography and curriculum vitae.

CHAPTER V

CLOSING

A. Conclusion

From the research that the author did which was about islamic religious education (PAI) learning and learning factors in junior high school for handicapped students of SLB-C YAKUT Purwokerto, it could be concluded that the learning of Islamic religious education (PAI) in the school used some simple methods such as interactive lecturing, discussion, assignment and CTL (Contextual Teaching Learning) methods. This methods are generally. And in added of media that used of the blackboard and books. The limitation of used of method and media, because the situation from students with mentally difabled and the intelligence (IQ) below average. The role of religious teacher was more focused on students development approach and the material was more focused on the ethic (akhlak), faith (aqidah) and worship practiced in everyday life, that will be used in everyday life

As follows the learning factors was used equal with learning factors that implemented in others school, such as:

1. Curriculum : the curriculum that used in the islamic religious education (PAI) learning was still the curriculum "KTSP" or "Kurikulum Tingkat Satuan Pendidikan", in other subjects that were using the curriculum of 2013, it was because the situation of

student who were not allowed when using curriculum of 2013 that centered on student (student center).

2. Calendar of Academic : the implementation of academic calendar in school for handicapped students of SLB-C YAKUT it equal with the academic calendar in other school. But, to used the effectived days there, often did not filled achievement indicators and not sufficient to completed a subject in the curriculum because the condition and the situation of student.

3. Schedule : Implementation of the schedule as like the schedule in other school, but, in the started of the learning process, this school was came later than the other school (junior high school).

4. The annual program (PROTA) and the semester program (PROMES) : the annual program (PROTA) and semester program (PROMES) that be made and used in this school were not affected by the limited ability of the student. So, the competence standard and basic competence were same with other school.

5. Syllabus : The syllabus that used in this school was created from teachers and were form of thematic syllabus, which a combination of subjects. Maked the syllabus also have to fulfill the criteria, because the teacher have put all aspects included, there were cognitive, affective and psychomotor, as in the theory created by Boenyamin Bloom, that prioritized of three aspects. Although not

all result that could was maximum because the student condition and their retardation.

6. Lesson Plan (RPP) : Lesson Plan (RPP) that made by teacher of Islamic Religious Education (PAI) after learning process in the class, not be made before the learning, it was because the situation of student who could not was regulated in the Lesson Plan (RPP), and the demeanor student just in the mood or their wish, so it be difficult to be organized and planned by Lesson Plan (RPP).

7. Teaching and learning activity (KBM) : the learning process was adapted to student and their needs. And for the material was also more emphasized on the worship of material, and the next ethic (attitude) and faith and the next were other materials, as for the learning in school, actually more emphasized on individual services even though the learning carried out in the form of effective learning. Because to mentally difabled students were emphasized in terms of independence.

So, in practice, teaching and learning activity (KBM) as in other schools. Only in implementation was not too bad and less conducive, however, that in accordance with the condition of the student who did have different capabilities like a mentally difabled and because of their retardation, to control their self was till require guidance from other people (parents).

8. Method and Strategy : The method that used by the teacher in islamic religious education (PAI) learning was interactive lecturing, question and answer, CTL (Contextual Teaching Learning), assignment, ICM (Index Card Match), Short Card and Story Telling. However, the most often that used was interactive lecturing, question and answer, CTL and story telling for the student condition who were weak in remembered and received of stimulus, and limitation of intelligence (IQ) of student, so it was influented when used the method that will confused the student.

    While, the strategy was inquiry, where the teacher became center or source in the delivery of material, students only listeners, so it was very less for student to actived, but because of the situation of students that were impossible, to control theirself were still need guidance especially to active and critical thinking, it was very burdensome students.

9. Evaluation : the evaluation that used by teacher of islamic religious education (PAI) was a test of written and non-written, written test there were such questions of test the semester, and be made by the school and teacher (multiple choice, assignments and essay short), while for non-wrote are like an oral exam , and usually, the teacher did after completion of learning in the class and practice.

10. Action (follow up) : if there was student who had grades not complied, from the provision set then these student to follow a

program of repair or re-examination, that was by worked on question the same with the test done before implemented this program, while the cause of teacher did not changed questions, because the teacher expected the understanding and how the student ability to mastered the material. And for the student that done qualify with completeness in this material, so did not repaired program or the re-examination.

B. Suggestions

1. To Headmaster of junior high school for handicapped students of SLB-C YAKUT Purwokerto

   a. Already to support from the headmaster is a very important that can encourage the implementation of learning more qualified. It would be better if the school program be focused and more routinized, as "PMDS" or "Ourselve Coaching Training (Pelatihan Melatih Diri Sendiri), because for the student with mentally difabled is require of training to care their self and very important for them to follow it.

   b. The facilities that provided are good, but should be added as a instrument for learning practice and that used be media in learning.

   c. The equipments of library are minimum need to be equipped as books for student mentally difabled to train and like a reading.

2. For Teacher of islamic religious education (PAI)

a. More be varying the method in learning islamic religious education (PAI) so, the student did not feel bored quickly and the lesson that delivered will be easily accepted and also the learning to run optimally.

b. In the learning process, inserted a "ice breaking" for the students are interested in the subject and also be one effort to rouse the mood of student.

3. For the student parent

a. The parents should be provided a religious education at home, because in school was minimal time.

b. The family is the first and most important factor in the formation of their self so be advised for parents to give special attention to their and also get used to good habits like to help people, said well in speech and polite, etc.

c. The parent should to teach, exemplifies and invite the children to a good thing and perform obligation such as prayer and other worship because the parents are closer with the children and the parents role are very important for them.

d. The parent should be firm and not to pamper for them, because the formation of self are from the response of parents.

4. For the students and society

a. The students should to train themselve and be more active in learning something that good and useful to be able to associate with others friend who are normal.

b. For society, should to support the program and activity that related with the children of mentally difabled, so that, their ability can developing and they grew into normal citizen like generally.

C. **Closing Word**

Alhamdulillah, the author praises to Allah SWT, Who has given His grace and guidance, so that the author can finish this thesis, entitled "Islamic Religious Education (PAI) Learning for Mentally difabled Students in Junior High School for Handicapped Students of SLB-C YAKUT Purwokerto".

The author apologizes for the limited ability of the author in compiling of this thesis, and the author realizes that there are many wrongness in compiling. Advice and constructive criticism from all sides the author expects, as a reference and to make it better at the next time. The author also hope that this thesis useful for the author and the readers in general.

The author would like to thank to all those who have helped in the form of material and non-material from beginning to finish writing this thesis.

May the goodness and charity receives a reply from Allah SWT. May Allah SWT always gives His grace and guidance to all of us. Aamiin Aamiin Aamiin Yaa Rabbal'aalamiin...

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