THE PROBLEMATICS OF LEARNING QUR’ANIC RECITATION FOR AUTISM STUDENT
(Analytical Study of Eighth Class of SMPLB Bina Putra Salatiga)

GRADUATING PAPER

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I)

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2015/2016
DECLARATION

Bismillahirrahmanirrahim

In the name of Allah, The Most Gracious, The Most Merciful

Hereby the researcher fully declare that this graduating paper is composed by the researcher herself and it does not contain materials written or having been published by other people and that from other people’s ideas except the information cited from references.

The researcher is capable of counting for her graduating paper of in the future this can be proves of containing other’s thesis.

This declaration is made by the researcher to be understood.

Salatiga 10 Oktober 2015

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ATTENTIVE COUNSELOR’S NOTE

Case: Arfi Kurnia Arzieah Rosyada’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikum, Wr. Wb.

After reading and correcting Arfi Kurnia arzieah Rosyada’s Graduating Paper entitled THE PROBLEMATICS OF LEARNING QUR’ANIC RECITATION FOR AUTISM STUDENT (Study Analysis in Eighth Class of SMPLB Bina Putra Salatiga), I have decided and would like to propose that if it could be accepted by Educational Faculty, I hope this graduating paper can be examined as soon as possible.

Wassalamu’alaikum, Wr. Wb.

Counselor,

Asfa Widyanto, MA., Ph.D.
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A GRADUATING PAPER

THE PROBLEMATICS OF LEARNING QUR’ANIC RECITATION FOR AUTISM STUDENT

(Analytical Study of Eighth Class of SMP LB Bina Putra Salatiga)

WRITTEN BY:

ARFI KURNIA ARZIEAH ROSYADA
NIM: 111 11 135

Has been brought to the board of examiners of Islamic and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on 28th February 2016, and hereby to considered to complete the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Islamic and Education.

Board of examiners

Head : Imam Mas Arum, M. Pd.
Secretary : Asfa Widiyanto, MA. Ph. D.
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Salatiga, February 4th, 2016
Dean of Teacher Training and Education Faculty

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MOTTO

“And let those (executors and guardians) have the same fear in their minds as they would have for their own, if they had left weak offspring behind. So let them fear Allah and speak Right words”.

- Q.S. Annisa’ [4]: 9 -

“Never underestimate those who weaker than you, because everything has its peculiarity”

- Poet –

Throughout life people will make you mad, disrespect you and treat you bad. Let God deal with the things they do, because hate in your heart will consume you too

- Will Smith -
DEDICATION

This graduating paper is whole heartedly dedicated to:

1. My beloved father Ahmad Aminuddin and mother Lismiyati, who always listen to me, educated me patiently, thank you for your love, support, pray and sacrifice everything to me. You’re the best reason for me to never give up. May Allah always blessing you.

2. My lovely brothers Fajar Arifin, Mazda Arrizaqu, Hasbi Ath-thoriq and my lovely little brother Muhammad Hanif Arofda Amilis Putra, thanks for your love, pray, support, smile and your advice for me to always keep strong. Good luck for you my brothers.

3. My lovely roommates thank you for our crazy memories and your support and help to finish this graduating paper. (Hayyu, Uswah, Isna, Achun, Anis, Azalia, Amelia, Ratih)

4. My friends, International Class Program 2011 who become my inspiration with all its uniqueness

5. For all my friends in International Class Program IAIN Salatiga all batches.

6. For my best friend ever (Afidah Aristyani) who always takes care of me, listen to me, and happy or sad things we shared.

7. And all friends who helped me to finish this graduating paper that I can not mention one by one. There is no saying uttered except “Jazakumullah Khoiron Katsiro”
ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb

First and foremost, the researcher wishes to thank to Allah Almighty for the blessing because of Him, the researcher could finish this graduating paper as one of the requirement for Sarjana Pendidikan Islam (S.Pdi) in Islamic Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

Peace and salutation is given to our prophet Muhammad S.A.W who has guided us from the darkness to the brightness era.

This graduating paper entitled “The Problematis of Learning Qur’anic Recitation for Autism Student (Study Analysis in eighth class SMPLB Bina Putra Salatiga)” is presented as partial fulfillment for Bachelor Degree in IAIN Salatiga. In performing this graduating paper, I would like to thank;

1. Dr. Rahmat Hariyadi, M.Pd as the Head of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd as the Dean of Teacher Training and Education Faculty of IAIN Salatiga
3. Siti Rukhayati, M.Ag as Head of Islamic Education Department of IAIN Salatiga
4. Rasimin as the Ex-Chief of Islamic Education Department of IAIN Salatiga, who gives suggestion and permission in writing this graduating paper.

5. Thanks for Mr. Asfa Widiyanto, MA., Ph.D as consultant who has educated, supported and given suggestion, recommendation, and advice for this graduating paper from beginning until the end.

6. Setia Rini, M.Pd, as my Academic Counselor thanks for your support and guidance.

7. To all lectures of Islamic Education Department and international Class Program IAIN Salatiga, the researcher deeply thank you not only giving knowledge, but also insight.

8. All lecturers of IAIN Salatiga.

9. All of my friends who help me to finish this graduating paper

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher is pleased to accept more suggestion and contribution from the reader to improve this graduating paper.

Salatiga, 10 Oktober2015

The Researcher

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ABSTRACT

Rosyada, Arfi Kurnia Arzieah 11111135. The problematics of learning qur’anic recitation for Autism Student (Study Analysis in eighth class of SMPLB Bina Putra Salatiga). Counselor: Asfa Widiyanto, MA. Ph. D.

Key term: Problematic, Learning Qur’anic Recitation, Autism

The object of this research is how the teacher’s effort in the learning process of reading Al-Qur’an for Autism in SMPLB Bina Putra in the year of 2015/2016. The research background is according to Indonesian Constitution No. 20 in the year of 2013, explains about the system of National Education that the children rights to get the education without any discrimination, one of them is the children with disabilities such as Autism. One of the educations that must be implemented to the student’s disabilities like Autism is Islamic Education, one of it is reciting the Qur’an which appropriate with their abilities and needs, and also uses the specific method that different with other normal students generally.

The type of this research is descriptive research is the research that try to describe subjective, concerning phenomenon through the sample that researcher choose as the research subject. The collective data is using observation, documentation, and interview method.

The result are; (1) teacher’s effort in learning Al-Qur’an process including some steps, learning approach, method, media, and learning evaluation. The learning approach uses individual approach. The method uses Iqro’, drill, and lecturing method. And the media use book of Iqro’, poster, HVS paper and PAI’s book. (2) The supporting and demotivating factor, the supporting factors are motivation from family, good cooperation between family and school, good intellectual. And demotivating factors are no specific book for learning Al-Qur’an, the teacher’s competent, the children’s mood are changing, strange behavior in Autism, difficult in communication, (3) The children response the process of reading Al-Qur’an is not good enough, sometimes difficult and sometimes little more easy. That all depend on teacher’s creativity, style, mood and intelligent students.
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CHAPTER I

INTRODUCTION

A. Background of the Research

The Preface of Indonesian Constitution, especially in the fourth paragraph stated that “The Government protects the whole of Nation and the tribe of Indonesia, bring the prosperity into a progress, educate the life of the nation, and participates in the independence law and order of the world, eternal reconcilement and the social justice”. In the purpose of educating the life of the nation, the government strives and holds a national education system that is integrated, evenly distributed, balanced with the basic of local, regional and international quality. The purposes of National Education are educate the nation intelligence and develop the whole of a human, which means that a faithful human and reverent toward God the Almighty and good behaves, has good knowledge and skill, the physical and spiritual health, stable character and independent, and has a feel of responsibility to the sociality and nationality (Indonesian Constitution, 1989: 14).

It was obviously explained in Indonesian Constitution number 20 in the year of 2003. This constitution explains about the system of National Education that was written in the fifth article of the first and the second sections that said: (section 1) every citizen of has the same right of getting a best quality education;
(section 2) every citizen with physical, emotional, mental, intellectual and social disorder has a right of getting special education. Autism is a child with special need that has social disorder. The content that has been mentioned in Indonesian constitution number 20 in the year of 2003 about the system of national education system explains that in the fifth article of the second section shows that Autism has the same right to get education. (UU, 2003: 10). Education tries to develop individual potential so that they become an independent. So, every individual must be given some skills to develop some aspects such as: concept, principal, creativity, responsibility and skills. In other words, an individual needs to experience the development in the cognitive, affective, and psychomotor aspect. Using the learning of Islamic education, it can create a religious life of the relation with God the Almighty by understanding and practicing His rules. As stated by Allah in the Surah Al-Baqarah [2]: 31:

وَعَلَمَ هُوَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عِلَى الْمَلِكِيَّةِ فَقَالَ ٱلنَّبِّيُّ ﷺ أَنْتُمْ أَسْمَوْنِهِۦ هُنَّٓ أَنْ كُنُّتمْ صَدِيقِينَ

31. And He taught Adam All the names (of everything), Then He showed them to the angels and said, "Tell Me the names of these if you are truthful."
The verse above explained that the obligation of a human is to strive and hold education including the Islamic Education. Education is very needed by human for their life and for developing their self-potential to have a spiritual strength, self, character and intelligent control, good behavior and the skill that is needed by themselves, the society, the nation and the country. Islam sees that every human is created to worship to Allah SWT. This obligation is absolutely exist and be valid as long as a human is in the condition of aware; means that they can use their mind and feeling to differentiate between the good and bad deeds. It is the human obligation to strive for their learning of Islamic education as their guide of life so that religion is the standard of social values in the society and to conserve it. So, is important to hold the learning of Islamic Education.

Psychologically, religion is very urgent to give guidance, direction, and the teaching to every Moslem so that they can practice to worship and deed based on the Islam. The obligation above is not only valid on the normal, but also on the Autism, even though they have a disorder in the certain line of a nerve or mental disorder, because the purpose of human life in the world is worship Allah SWT. So, to perform the rule of religion correctly, someone must get that knowledge above. That knowledge was attained through education and experience. So must the Autism. Islamic Education as the part of Education is one of field of study in the general educational institution with the purpose to help the student to get a meaningful life, so that they can get the happiness of life in the world and in the
hereafter as individual and in a group. Islamic education teaches students the way of worshiping and the way of getting close to God and the way of interacting with human, respect each other, appreciate and care. (Ahmad, 2011: 46). It is mentioned in the Al-Qur’an surah Abasa [80]: 1-4:

“1. (The Prophet (Sal-Allaahu ‘alay he WaSallam)) frowned and turned away, 2. Because there came to Him the blind man (i.e. ‘Abdullâh bin Umm-Maktûm, who came to the Prophet (Sal-Allaahu ‘alay he WaSallam) while He was preaching to one or some of the Quraish chiefs). 3. But what could tell You that per chance He might become pure (from sins)? 4. Or that He might receive admonition, and that the admonition might profit him?”

According to interpreter of Ibnu Katsir that verse talking about Prophet Muhammad who still in dialogue with bosses of Quraisy, that suddenly come a blind man is Abdullah bin Ummi Maktum who asked to the Prophet for teach him about teaching of Islam. But the happen is Prophet Muhammad looked away and ignored him, and continued his dialogue. After it, Prophet went home and in the way suddenly keeps his eyes and subjecting his views. And this verses come down as an admonition for the Prophet Muhammad to unspecified people in teaching, but all of them are same. (Ar-Rifa’i, 2000: 911-912)
The explanation of verses above that the children with disabilities deserve to get the education like other children, including Islamic education. Islamic Education as a preparation for life guidance, that religion is a standardization of social values in society.

Autism is syndrome (group of indications) where there is a disorder of social development, the language ability and the care to the environment around the child so that the Autism seems like life in certain world. Autism is not included in the type of disease, but a group of behavior disorder indications and development progress. (Faisal, 2003: 9-10). As we know that Autism cannot interact, getting difficulty to use a language, act repeatedly and act uncommonly to the environment around them. In other words, there is a disorder of emotion, intellectual and interest (pervasive disorder) Autism is a condition where a child acts as they want, both; in the way of think and act.

The implementation of Islamic Education in the scope of the norm that came from Al-Qur’an, because It is the source of all knowledge, so to understand the content of Al-Qur’an, Autism must be given by the skill of read Al-Qur’an correctly. The reason is because the ability of reciting Al-Qur’an is very important for children. In the age of seven, a child must be given by Islamic study to bring them to the practice of shalat and wudhu.
By demanding the practice of *sholat*, it also demands the student to read Al-Qur’an. Then, as a teacher, there must some efforts to teach the learning of reciting Qur’an for the Autism, because it is different when they teach the normal one and disabilities such as an Autism, because Autism is not person with mental disease but person with different way in accepting the information, than how is the teacher ways to deliver the learning Qur’anic recitation.

Based on the background above, so the researcher interested to raise this problem into a research entitled “The Problematics of Learning Qur’anic Recitation for Autism Student”. This will be an analytical study in eighth class of SMPLB Bina Putra Salatiga. The researcher is expected this research become additional knowledge for education especially for Autism.

B. Problems of the Research

Based on the background above, the researcher concluded some questions as the problem questions of this research, they were:

1. How is the teacher’s effort in learning process of reciting Qur’an in eighth class of SMPLB Bina Putra Salatiga?
2. What are the supporting and demotivating factors of the implementation in learning process of reciting Qur’an in eighth class of SMPLB Bina Putra Salatiga?
3. How the students are responding in the learning process of reciting Qur’an?
C. Purposes of the Research

Based on the research questions, the purposes of this research were:

1. Want to know how is the the learning of reciting Qur’an in eighth class of SMPLB Bina Putra Salatiga.

4. Want to know what are the supporting and demotivating factors of the implementation in learning process of Reciting Qur’an in eighth class of SMPLB Bina Putra Salatiga.

2. Want to know how the students are responding the learning process of reciting Qur’an.

D. Significance of the Research

1. Theoretically

   This research hopefully will be able to add knowledge, concerning the problem about read and write the holy Qur'an especially related to the students' Autism in that school that used research.

2. Practically

   a. For the student, this research can be applied in teaching learning process to improve their reciting the Holy Qur’an ability.

   b. For the teachers, this research hopefully can be used as a guided to teach student’s Autism, and help the teacher to make appropriate learning strategies.
c. For other researchers, this research can be used as a model and reference to conduct similar researchers.

E. Review of Previous Research

Based on the previous research, the researcher found there are some researches that related to this research, they are:

Research that has been conducted by Nuraeni entitled "Learning Islamic Education for Students' Autism in Lanjutan Autis Fredofios School Yogyakarta". This research discussed about PAI's learning process for students' Autism, what the problems that faced in learning process, how the efforts that doing the school to solve the problems, and the result in PAI's learning process.

The next research has been conducted by Emmy F. W. entitled "The problems in Islamic Education learning process for the student's Autism in Sekolah Putra Mandiri School". In this research focused on the problems in Islamic Education learning process for the students' Autism in Sekolah Putra Mandiri School.

The other research that investigated by Anika Rahmawati entitled "Implementation in Islamic Education learning process for students' Autism in the SLB Karang Tengah Kendal". This research focused on the Implementation in Islamic Education learning process for students' Autism that conducted in SLB Karang Tengah Kendal and to know the problems that faced in implementation process, and the efforts to solve them.
To differences this research with the others research, the researcher will be focus on the teacher's efforts to teach read the holy Qur'an for the students' Autism, how the teaching learning process to read the holy Qur'an, and the problems that face it.

**F. Clarification of the Key Terms**

This research is useful for the following parties:

1. **Problematic**: Problematic is issues that have not been revealed until held scientific investigation and appropriate methods (LPKN, 2006: 554)

2. **Reciting**: A physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of thought are involved in it. He then concludes that the main goal of reciting is a process of comprehending written texts. (Fanani, 2012: 9)

3. **Al-Qur’an**: is Allah’s says that as miracle that given to Prophet Muhammad which delivered continuously and reciting the Qur’an is such as a worship (Syamsuddin, 2012)

From the definitions above which intended by the researcher is the problematic in teacher’s efforts that conducted by the Islamic education teacher in giving the learning process that related with learning process of Qur’anic recitation for Autism in SMPLB VIII Bina Putra Salatiga.

G. Research Methodology

1. Research Approach

Approach that will be used in this research is Qualitative Approach. Qualitative Approach is research that used to describe, analyze phenomenon, event, social activities, attitude, believe, perception, thinking of people individually or group. Some description used to search the principles and explanation that direct to the conclusion (Nana, 2006: 60)

Kind of this research is field research that is research to study about the social unit that is produce it well. Principally, the aim of field research is to solve the problems practically in society (Syaifuddin, 1999: 8)

Type of this research is descriptive qualitative research so the researcher getting the data appropriate with reality, fact and phenomenon that search. So the data that gets by the researcher describe by rationality and
objectively depend on reality on the field, and the researcher choose SMPLB Bina Putra Salatiga becomes a school that will be researched.

2. Data Resources

Data Resources is the location where the data get and collect it. Data resources in the research organized as word and action, moreover is adding the data such as the document and others (Lexy, 2002: 112).

The data resources in this research get from the learning process and informants. Teaching learning process in this research is teaching learning process that used in eighth class at SMPLB Bina Putra Salatiga. The informants in this research are the teachers of SMPLB Bina Putra. From the informant hopefully the research can conclude the word and action that used as a first resource. The informants that researcher choose are headmaster and an Islamic teacher, this is because in the school of SMPLB Bina Putra there only one of Islamic education teacher. Then, the data cannot find from others teacher about learning of reciting Al-Qur’an, but it possible find the data to other teachers if it necessary.

The researcher needs some subject to answer the question of the problems, they are:

a. Headmaster of SMPLB Bina Putra Salatiga

b. Teacher of Islamic Education

c. Autism Student
3. Research Variable

Best states that research variable are the conditions that are manipulated, controlled, or observed by researcher in research study (1981: 238). In addition, karlinger (1973: 35) states that the most important and useful way to categorize variable as independent. Based on the statement above, there are two variable in this research; they are independent variable and dependent variable.

a. Independent Variable

Tuckman (1978: 58) said that “Independent variable is a stimulate variable which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon.” based on the statement above, the independent variable of this research is the learning quranic recitation

b. Dependent Variable

According to Tuckman (1978: 59), “dependent variable is response variable which is observed and measured to determine the effect of the independent variable.” based on the statement above, the dependent variable of this research is the Autism students.

4. Technique Collecting Data

This research, to collect data the research uses some methods, they are:
a. Observation

The specification of qualitative method is cannot separated from the observation. The observation doing the observe and listen clearly about each situation in the field (Sudarwan, 2002: 123)

This research, the researcher will be used direct observation technique. Observation will do in the class when teaching learning process to know about how the way the teacher’s effort in learning process of reciting the holy Qur'an in eight class SMPLB Bina Putra Salatiga.

b. Interview

The others technique to collecting data is interview. This technique to get the information with asks the informants directly (Masri dkk, 1989: 192). Interview is a collecting data method to collect the data with the interview, systematically and based on the aims of the research (Kuntjanraningrat, 1993: 129)

According to Arikunto, there are two guidelines of interview are:

1. Guidelines an unstructured interview is interview guidelines which contains only the outline that will be asked. Indeed, interviewer indispensable, even the result of this type of guidelines interview more depend on the interviewer. The interviewer was as a driver of respondents. This type of research is suitable for researcher cases.
2. Guidelines a structured interview is structured interview guide in detail thus resembling a check-list. The interviewer only adds the mark $v$ (check) to the appropriate number (Arikunto, 2010: 270)

This research, researcher uses unstructured and structured interview to get a lot and deep information about the problematic of learning Quranic recitation in eighth class of SMPLB Bina Putra Salatiga. Interview will be doing directly with the teacher that teaches the holy Qur'an. Firstly, in the beginning the researcher will interview unstructured to know the information generally about education process in SMPLB Bina Putra, and then structured interview to get the information that need to answer the problem.

c. Documentation

   Documentation is the method that used to collected data, through improvement of the written, such as archives, notes, transcript, agenda that related with the research problems (Margono, 2000: 165). This method uses to get the data about SMPLB Bina Putra Salatiga. This data are vision mission, geographic, structural organization, background of the teacher, staff, students and infrastructure in the SMPLB Bina Putra Salatiga.
5. Analysis Data

To analysis the final data, the researcher uses qualitative descriptive analysis. To process the data, the researcher uses four components according to Miles and Huberman, they are:

a. Data collection

Data collection shows through observations, interview and documentation that written in the field note and documentation (Miles dkk, 1992: 15). After read and learn, the next step is data reduction.

b. Data reduction

Data reduction it is means selection process; focus on the simplicity, abstraction, data transformation that shows from the field. Data reduction is an analysis to organize the data then the researcher can make a conclusion and verification (Miles dkk, 1992: 16)

c. Data presentation

In this research the data presentation limited as information collection that can give a conclusion and taking action (Miles dkk, 1992 collection 17)

d. Conclusion and Verification

Conclusion and verification is a complete configuration activity. Verification look like a review of the field notes that conclude by the researcher.
H. Thesis organization

The thesis result of the study is reported in a research paper outlined which consists of five chapters.

CHAPTER I is introduction; this chapter discusses about background of the research, problem of the research, purposes of the research, significance of the research, review of previous research, clarification of the key terms, research methodology, and thesis organization.

CHAPTER II is review of related literature; in this chapter present about the related theory of Autism, learning process for Autism, and reciting Al-Qur’an,

CHAPTER III is the description of SMPLB Bina Putra Salatiga; this chapter provides information about history of SMPLB Bina Putra Salatiga, the research location, vision, and mission of SMPLB Bina Putra, teaching staff, students eighth class of SMPLB Bina Putra, structure organization, facilities of SMPLB Bina Putra, Educational Purposes, Curriculum in SMPLB Bina Putra, and the result of interview.

CHAPTER IV is the implementation of reciting Al-Qur’an for Autism in eighth class of SMPLB Bina Putra Salatiga; this chapter presents data presentation including learning Al-Qur’an in eighth class of SMPLB Bina Putra, teaching learning process of reciting Al-Qur’an for Autism in the classroom, the
supporting and demotivating factors in learning process of reciting Al-Qur’an, the students respond in learning process. And the last is;

CHAPTER V is closure; this chapter discusses the conclusion and suggestion which is followed by reference and appendixes.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Autism

1. The Definition of Autism

According to Wilkinson, Autism is a pervasive developmental disorder affecting an individual’s ability to socially communicate and interact with others and to exercise social imagination (2010: 16, cited in Wing and Gould’s 1979).

From the medical dictionary, Autism is someone condition that influenced by mind and behavior that only focus on their self and can’t be solved through others, separated from reality, their illustration seems like become in reality (Ramali dkk 1997: 29).

Since year of 1983, Dr. Leo Keanner (a medical specialist mental disease/ psychiatrist), reported that he diagnosed and treated patients with autism syndrome that he called Infantile Autism. For respect him, also called syndrome Keanner Autism. With symptoms of unable to socialize, have difficulty using the language, repetitive behavior, as well as unusual reaction to stimulation of surroundings (Yatim, 2003:9).

According to Theo Peeters, Autism is a developmental disorder, pervasive understanding disorders (volition), and it is not mental disease.
People with Autism have a different style of cognition, basically their brain processing the information in different way. They listen, see, and feel but their brains treat this information in a different way.

According to the definition above can be conclude that Autism is a syndrome (group of symptoms) developmental disorder which related with communication, social, language ability, response to the surrounding, pervasive understanding till the Autism live like in their own world but it condition doesn’t mean the mental disease.

Syndrome of developmental disorder that is owned by autistic students is different from one to another. There are mild and some are severe. The existence levels of a developmental disorder depend on the age, intelligence, the effect of medicine and some other personal habits.

2. Cause and criteria of Autism

Semiun cited from Lord (1994) Autism disorder relatively rare in 5 or 10 births per 10,000 births. Autism see from two sexes by 3 or 4 frequencies more high happened to the boys than girl. A study about gender differences showed that boys recorded suffer autism more severe than girls relating to social development. (2006: 169)

a. The Characteristic of Autism

On physical examination, the student’s autism condition similar from the suffering organic psychos (mental disorder). The observer of the students
even once called autism as a disorder which is horrible and disgusting (abomination).

Autism is a circumstance in which a student to do in their own way of thinking or behaving. This circumstance began from young age, usually around 2-3 years old. Autism can happen to everyone, whether socioeconomic, well-established or less, student or adult, and all ethnicities. Among the main characteristics are:

1) don’t care about the social surrounding
2) haven’t normal communication in social gathering
3) abnormal in speak and language development
4) Reactions / observations of the environment is limited or repetitive

(Yatim, 2003: 11)

Basically Autism has a problem or disorders with the characteristics are:

1) The characteristics in social interaction
   a) isolated (aloof): seen in students who withdrew, indifferent, annoyed when conducted social approach
   b) Passive: will accept the social approach and can play with other if the pattern of the game tailored to him
   c) Active but odd: spontaneously will be close to other students, but these interactions are often incompatible and often one-sided.
2) The characteristics in communication

a) Mumble

b) Often has difficulty in understanding the meaning of words and difficulty in using the language in the appropriate context and correct

c) Often repeat the words they had just heard or what they had heard before without any intention to communicate

d) When ask often use personal pronouns to the upside, such as "I" to "you" and refer to themselves as "you"

e) Often talk to themselves and repeat the word pieces or songs from TV advertising and speaking in front of others in unconditional

f) Using the odd words or in a figurative sense, as a student said "nine" every time he saw a train.

g) Difficulty in communicating even though they can speak well, because they do not know when their turn to speak, choose a topic of conversation, or looking at his interlocutor.

h) His speech is monotonous, rigid, and tedious.

i) Difficulties in expressing the feelings or emotion through tone of voice

j) Do not show or use body movements to convey his wishes, but by taking the hands of parents to take the object intended
k) Disorder in nonverbal communication; they often not using body movement in communication for expressing their feeling, or to know other feeling, for example shook his head, waved, raised eyebrows, and so on.

3) The characteristics in behavior and patterns of play

a) Abnormalities in play, such as stereotypical, repetitive and uncreative

b) Do not use the toys appropriately

c) Reject the environmental changes and new routines

d) limited interest, often odd, and repetitive

e) Hyperactivity in preschoolers or otherwise hypoactive

f) Disorders concentration of attention, impulsivity, impaired motor coordination, difficulty in performing activities of daily life (YPAC: 15-16).

Sometime Autism can thrive normally but at a certain age occurs of developmental disorders and ultimately suffered a setback. Most of Autism has the intelligence low. However, 20% of students with autism still have an IQ> 70. Particular ability, as read, count, draws, and sees the date. An autistic student means a student who is less able to associate or less kept pace with peers. But not like a Down syndrome idiot student, or students who are stiff muscle movement, in students with disorders of brain tissue
b. Causes of Autism

Certainty the cause of autism is unknown, but autism can occurs from a combination of factors including genetic factors that triggered environmental factors. According to Yatim in his book “Autisme Suatu Gangguan Jiwa Pada Anak-Anak”, revealed that Autism caused by disorder function in brain area, this disorder can be caused by many various traumatic are:

1) When the baby is still in the womb, for example because of the circumstances of pregnancy poisoning (toxemia gravid arum), infection of virus rubella, cytomegalo virus, ect.

2) The incident shortly after birth (paranital) such as the lack of oxygen (anoxia)

3) The circumstances during pregnancy such as small brain formation, for example cerebellum vermis are smaller (mikrosepali) or occur shrinkage of brain tissue.

And from other theories explained the factors that influence happen of Autism are:

1) Theoretical biology
   a) Genetic factors

   The families that have a member with Autism have a higher risk than the population from normal family.
b) Prenatal, natal and postnatal

Bleeding in early pregnancy, medicine, babies crying late, respiratory disorders, and anemia is one of the factors that could affect the occurrence of autism. Brain growth failure because the necessary nutrient in the growth of the brain is inadequate and nutrients cannot be absorbed by the body.

c) Neuro Anatomy

Dysfunction of brain cells over the womb which may be due to the disruption oksigensy bleeding or infection can lead the autism.

d) The structure and biochemistry of the brain and blood

The cerebellum disorder with the purkinje cells have contains of high serotonin. That also might be contains of high dopamine or opioid in the blood.

2) Theoretical Psychosocial

Some of specialist (Kanner and Bruno Bettelhem) Autism caused by unharmonious relationship / unfamiliar between parents and students as well as those who care for by an emotional rigid, obsessive unfriendly even cold can cause foster students become autistic.

3) Heavy metal poisoning factors

Heavy metal poisoning can occur in students living near the coal mines, gold etc. for example fish with high content of heavy metals. The
research showed the body of Autism contained lead and mercury were relatively high.

4) Autoimmune body

Autoimmune in body’s students can harm the growth of body itself because beneficial substances are destroyed by that the body's own. Immune is the immune against the virus / bacteria carriers of disease. Whereas autoimmune is an immune which growth by the body itself that actually immune from the important substances in the body and destroy it.

3. The Rights of Autism

Verily, Autism is not different with others in this world, and undeniable every children or adult have plus and minus but that also for Autism. And it’s not become a single reason for them to get the same right like another.

The definition of children is including into boys and girls. Students have many rights, the important thing is tarbiyah (education), is instill dien (religion) and moral to them, so that they have (education) religion and good moral.

Allah says in Q.S. At-Tahriim [66]:6
6. “O you who believe! ward off from yourselves and Your families a Fire (Hell) whose fuel is men and stones, over which are (appointed) angels stern (and) severe, who disobey not, (from executing) the commands they receive from Allâh, but do that which they are commanded.”

Children are a mandate on the shoulders of both parents and the two of them will be asked for the responsibility on the Day of Judgment about their students. By giving the Islamic education to them and noble character makes their parents freed from the responsibility and the students become pious offspring so that they become baby his parents in the world and the hereafter.

In Indonesian Constitution number 20 in the year of 2003 Chapter IV article 5 sections 2 said that every citizen with physical, emotional, mental, intellectual and social disorder has a right of getting special education (2006: 77). This indicates that the children with disabilities are also having the right obtain the same opportunities as other students in institutional. Children with disabilities is a children who in their growth significantly abnormalities/deviations. Abnormalities can be on the
physical, mental, intellectual, social, and emotional. These people who requiring special education services.

In addition the rights of students are also accommodated in the children rights convention by UN (United Nations) on 20 November 1989 stated that there is no discrimination among students with each other. All rights apply to all students. It is an obligation the State and parents to protect children from any form of discrimination and to take positive action to support their rights. Furthermore, the children's best interest that all actions relating to children will be made on the consideration of the best interests of the student. Parental guidance is also needed for capacity of children development. To give guidance to the children which appropriate with them or their capacity development, the survival and development of every student has the inherent right to life and States have an obligation to ensure the survival and development of students.

From the presentation above can be seen according to the convention, all children regardless of race, ethnicity, religion, sex, ancestry or origin of language has four basic rights, they are:

1) The right to survival

Include the right to a decent level of life, and health services. That means the students deserve good nutrition, decent housing and good health treatment when they was ill.

2) The right to develop
Include the right to education, information, spare time, and art and culture creativity. And also the rights of children disability, where they are deserve treatment and special education.

3) The right of participation

Include the right of freedom of expression, association and assembly as well as participate in decisions that concern to them. Then, for adult people especially for parents, should not enforce their will on the students because it can lead psychological burden for children.

4) The right for protection

Include the protection from exploitation, abuse, arbitrary in the criminal justice process and in terms of other. For example most common we see that exploitation is the employing students under the age.

Therefore, it is clearly from the explanation above about the children right is no differences in ability or disability or anything else. Children deserve the rights and it is obligation for the parents, educational institution, or other that relate with the children, reevaluation, whether all student’s rights have been complied with / fulfilled.

B. Learning

1. The Definition of Learning
Many experts have proposed some definitions of learning. According to Brown (2000:7), “Learning is acquiring or getting of knowledge of a subject or a skill by studying the experience or instruction.” The *Encyclopedia of Education Research* defines teaching as a process, as it uses the term “learning” to refer to the growth of interest, knowledge, and skills and to transfer to new situations.

Sugeng (1997: 45-46) proposes the standard definition of learning, at least so far, much based on behaviorist psychology, *learning* is a change behavior, occurring relatively permanently, as a result of instruction. He proposes three key concepts of learning definition:

a. **Change in Behavior**

   Learning is said to be exist; only when, there is a change in behavior of the learners. It must be pointed out that it is the learner who is expected to make change, not the instructor or anyone else. If there is no change in the learner, it cannot be said that the learner has learned.

b. **Relatively Permanent Retention**

   Learning is the condition that the change in behavior is relatively permanent. It means that the product of learning is retained in the learner for a certain length time.

c. **Results of Instruction**
Learning is a result of instruction. In language education, learning is usually distinguished from acquisition. In this scheme, learning is conscious while acquisition is unconscious, or subconscious. Learning is facilitated by some kinds of instructions while acquisition may or may not need instruction. In brief, learning is conscious and a result of instruction.

UNESCO report on Education for 21st century proposes four pillars of education (UNESCO report for Education for the 21st Century. 1997:18-19). Those four pillars cannot be defined separately; they form an integrated whole, complementing and strengthening each other. Education is, after all, a total experience. Those four pillars are as follows:

a. *Learning to know* refers to the basic knowledge that we need to be able to understand our environment and to live in dignity

b. *Learning to do* refers to the acquisition of practical skills, but also to an aptitude for teamwork and initiative, and a readiness to take risks. As such, this pillar is about the competence of putting what we have learned into practice so as to act creatively on our environment

c. *Learning to live together* refers to developing an understanding of others through dialogue-leading to empathy, respect, and appreciation

d. *Learning to be* deals with the broadening of care for each aspect of the personality. It deals with giving us the freedom of thought, feeling,
and imagination that we need to act more independently, with more insight, more critically, and more responsibility.

From the definitions given above, it can be seen that there are some aspects that have been proposed to define what learning is. Learning can be viewed as a change process and the product of a change process itself. Therefore, it can be concluded that learning is a process which brings about the relatively permanent change in individual’s behavior as a result of experiences, repetitions of the experiences, and the interaction between individual and his/her environment. It implies that learning is a process and a product of the process itself.

2. Learning Principles for Autism

Every learning process needs learning strategies to reach learning’s purposes. As we know that learning strategies is a system that related with others such as: purpose, method and evaluation. Teachers should understand well some principles when they teach in inclusive class. Specific principles should apply that appropriate with disorder’s students:

a. Motivation principle

The teacher should give the motivation for the students in order to make a spirit to follow the activities in every learning process.

b. Context principle
There is a complementary between teacher and students to make a good atmosphere in the classroom.

c. Directivity principle
   In this principle, the students follow the activities in every learning process. And the teacher makes formulate to reach the learning process’s purposes.

d. Social relation principle
   In the teaching learning process, the teacher should improve every learning strategy that can be empowering the interaction between teacher and students.

e. Learning while work principle
   In learning process, teacher should give chances for the students to doing practice to find something through observation, evaluation and others.

f. Finding principle
   The teacher should improve the learning strategies that can empower the students to active physically, mentally, socially and emotionally.

g. Problem solving principle
   The teacher should give some the problems around their society, and the students practice to found the data, analysis, and solve the problem that appropriate with their ability, and the teacher do not force the students (Smart, 2010: 77-81)
To make teaching learning process success, not just teacher as a role model to teach autism but some people as a family, environment should help them. School play role to found what are needed to teach students, give a education service, explain and teach to produce. In the handling and autism education’s book in YPAC, teaching learning process need to give some attention about some general principles for autism, they are:

a. Structurally

Teaching learning material begins with easy and can do for the students. After that ability mastery, the next step the teacher gives some medium material that included in the material before. Learning structure include: structural time, structural room, and structural activities.

b. Pattern

Generally, the activities for the autism form by activity that is pattern and structure begin from wake up until sleep. From that reason, in education should have habitual in teaching learning process. For the autism that ability have improve can be examine using schedule that appropriate with situation and their environment’s condition. To make the students can accept flexible.

c. Program

In the material education program should doing step by step based on the student’s ability, so the first target program become a basis of the second
program. The basic program leads to reach the purpose and abridge to do evaluation.

d. Consistent

Consistent is constant in everything, space, and time. Consistent for the teacher its means constant to have a certain attitude, responsibility and subjected students depend on their character and ability. Consistent for the students its mean constant to master their ability depend on stimulant that show in different space and time. The role parents should consistent in their students education, that is have a certain attitude and give a treatment to the students depend on their education that have been order with their teacher.

e. Continuous

Education and teaching for autism is continuous its mean continuous between basic learning principle, educational program and implementation. Continuous in educational implementation does not just in the school, but should be support by their family and around their environment in order to make them continuous, simulant and integral.

3. The factors that influence the learning process for Autism

a. The condition of learning

The condition of learning is all factors which influence the method that uses in learning process. The factors that include in condition of learning are purpose, the field characteristic of study, obstacle, and
characteristic of student (Tohirin, 2006: 29). Actually, it all depends on
the student, student ability, and students’s (Autism) learn style. In learning
process, Autism must have a guide or a teacher in his study.

The teacher that needed by Autism is a teacher who have the
competition to teach. In addition that teacher has a passion, and interested
to caring students Autism. Therefore, the teacher must have high affection
to accept and understand the problems that faced by student Autism.

b. Student’s learn style

Most of students Autism have different style of study, and these will
influence the learning process. By knowing the students’s learn style, than
the learning process will run well, because it matches by the student
interest. There are many learn style that dominant in students Autism and
can be reference to develop the learning process, according to Susman that
cited by YPAC, the students’s learn styles are:

1) *Rote Learner*, the students who use this learn tend to memorize the
real information without understand the symbol that they memorized

2) *Gestal Learner*, the students tend to learn something globally.
Students memorize the sentence completely without understand the
words in that sentence.

3) *Visual Learner*, the students with visual learning style love to see the
books, pictures or watching TV. Generally, they are easier to accept
the information from visual than auditory.
4) *Hand on Learner*, the students with this style love doing experience and usually get the knowledge from his experience. for the first step the students don’t know the word “open”, but after put his hand on the door, and help his hand to open the door and say “open”, he will understand when we say “open” he will go to the door and open it.

5) *Auditory Learner*, the students with this learning style love to speak and hear another people speaking. He gets the information from auditory.

6) *Visual Thinking*, the students with this style thinking is easier to understand everything concretely (can be seen and touched) than abstract.

7) *Processing Problems*, the students with this style difficult to understand the long verbal information (structural instruction), they tend to understand and using their logic (reason) limitedly.

8) *Sensory Sensitivities*

   a. Sound *sensitivity*: they doesn’t like with noise, it will make them confused, worried, and disturbed, and manifested them to bad behavior.

   b. *Touch sensitivity*: the students have a sensitivity to light touch which is manifested in the form of behavioral problems. If the students disturbed by our touch, than our hug will interpreted it as a painful punishment.
9) *Communications frustrations*

They will understand others if other talking to them, but like they’re not listening to. Students with autism also difficult to express them, therefore they shout or behave negatively just to get something desirable.

10) *Social and Emotional Issues*

Preoccupation would be something that makes students with Autism tends to think stiff. As a result, students with autism are difficult adaptation or understand the changes that occur in everyday environments.

c. Learning methodology

Method is way and style uses to deliver the message or information to the communication. While the definition of method here is a way, technique, or learning approach that used by a teacher to deliver the material in learning process (Mujtahid, 2009: 84).

In the learning process, method or way to deliver the material is the important part in the sub-component of education. Indeed, verily the method determines the success in educational learning process. In learning educational process the teacher always facing “choices” which one the method that suitable with the material learning, the level of student ability, or the condition of class/environment.
The method that uses in the learning process for Autism is combination from some methods, which the implementation should be matched with the condition, material and student’s ability. The method in the learning process for Autism is the method that will give the material concretely, that the students can accept the lesson, information from that learning.

C. Reciting Al-Qur’an

1. the definition of Reciting

Reciting is According to Burhan reciting is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It says a physic activity because the parts of the body, our eyes particularly, do it. And it says mental activity because perception and memory as parts of thought are involved in it. Then he concluded that the main goal of reciting is a process of comprehending written texts. (Fanani, 2012: 9)

Than the meaning of reciting of this research is the Autism ability in mental and physic activity to reveal the Qur’anic words with comprehending and understanding the words or sentence (Qur’anic verse).

2. The definition of Al-Qur’an

The Holy Qur’an in terminology is Allah says that as a miracle that given to Prophet Muhammad which delivered continuously and reciting the Qur’an is such as worship. (Syamsuddin, 2012). The Holy Qur’an is a guided
for the human to reach happiness in the world and hereafter. The content of the Holy Qur’an talk about guides and rules that arrange all of the aspect human life about relation with god, relation with human or nature.

Reciting the Holy Qur’an it is one of worship and self-nearer with Allah, peoples that reciting the Holy Qur’an will giving The reward from Allah SWT, some verses from The Holy Qur’an explained that reciting kitabullah, worship, and alms are the commerce that never be loose. These were said in The Holy Qur’an Surah Fathir [35]: 29:

29. Verily, those who recite the Book of Allâh (this Qur'ân), and perform As-Salât (Iqâmat-as-Salât), and spend (in charity) out of what we have provided for them, secretly and openly, hope for a (sure) trade gain that will never perish.

The sentence about the rewards for who reads the Holy Qur’an also explained in the Rasulullah hadith. One of them is the hadith which said that whoever reads one letter of The Holy Qur’an letters, he will get the benefaction, and a benefaction will be multiplied by Allah into ten benefactions. (HR. Turmudzi), even Allah commands the people to listen and give attention to the Qur’anic verses when recited by the others and the
listener will give the reward and God’s mercy, these words written in The Holy Qur’an Surah Al-A’raf [7]: 204. (Ensiklopedia Al-Qur’an 2007: 792-793)

204. So, when the Qur’an is recited, listen to it, and be silent that You may receive Mercy. [i.e. during the compulsory congregational prayers when the Imâm (of a mosque) is leading the prayer (except Sûrat Al-Fâtiha), and also when He is delivering the Friday-prayer Khutbah].

The command to read the Holy Qur’an also written in Surah Al-Alaq verse 1-5:

“1. Read! In the Name of Your Lord, who has created (all that exists), 2. Has created man from a clot (a piece of thick coagulated blood). 3. Read! and Your Lord is the Most Generous, 4. Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)], 5. Has taught man that which He knew not.”

The read command in surah Al-Alaq is the command to beat out the Holy Qur’an, the universe, self, community, magazine, newspaper, and the
other books. The explanation about reciting according to this version is very large; of course, it has no limitation, related to the literature that sourced from Allah or human being.

3. The Indication of Good Reciting Al-Qur’an

Formulating the indication is the important part of learning process. The indicator is the mark of attainment of the basic competence that will be marked by behavior change which can be measured, such as attitude, knowledge and skill. The indicator is appropriate with the students’ characteristics, educational unit, and region potential. The indicator used as the basic thing to arrange the assessment instrument.

In the indicator development, every basic competence will be developed into some indicators (more than two). The indicator uses operational verb which can be measured and/or observed. Verb level in the indicator is lower or equal with the verb in competence standard. The principle of indicator development is appropriate with the importance (urgency), continuity, suitability (relevancy) and contextual. The whole indicators in the basic competence are signs, behaviors, and others for competence attainment which formed well-behavior, think, and act consistently.

In outline, the learning indicator in reciting the Holy Qur’an is meant in order that the students are able to:
a. Articulating certain letters as the first step of reciting.

In the learning process of reciting the Holy Qur’an, as the first step, is articulating letters. In this condition, the students can articulate the chosen short surah that include in the subject of study. As we know, that the Holy Qur’an narrated in the Arabic language, till need the skill in the special articulation. Moreover, in the first step in student learning process of the Holy Qur’an, especially for autism with their restrictiveness, still unable to read the Arabic text immediately. Until the way in this situation is by following the articulation from the teacher. In the next step, the articulation as part of reciting process still needs to get the attention. Because, although the students can read the Arabic text, but the articulation is maybe not good in appropriate with the makhraj. So that, the indicator of achieved learning of the articulation, the students can: (1) articulates the certain verses as articulated by the teacher well and right. (2) Articulate the Qur’an verses according to the ability of reciting the Arabic text fluently, and appropriate with makhrijul huruf.

b. Reading hijaiyah letters appropriate with its citation of letter (makhrijul hurf).

The next process in learning the Holy Qur’an is the students start to learn reciting the hijaiyah letters. The first step, of course, is introducing those letters till the students can identify them. Until in the next step, the students can read those letters separately with that
punctuation mark appropriate with those makhraj. Second, the student can read the hijaiyah letters continuously with the punctuation mark appropriate with the citation (makhraj). So that, more clearly, the formulated indicator in the reciting hijaiyah letters process, thought to the students till they can: (1) Identify hijaiyah letters appropriate with the exits (makhraj); (2) Reciting hijaiyah letters separately with its punctuation mark appropriate with the citation (makhraj); (3) Reciting the hijaiyah letters continuously with the punctuation mark appropriate with the citation (makhraj).

c. Reciting the Holy Qur’an well and right in appropriate with tajwid.

The next process is the student has skill and ability to read the Holy Qur’an well and right. Specifically for the Holy Qur’an, the student can read the short surah in appropriate with the tajwid. Therefore, the reached reciting indicator in this level of learning process is the student can: (1) Read the Holy Qur’an fluently in appropriate with the makhraj; (2) Reciting the Holy Qur’an fluently in appropriate with the citation ways (makharijul huruf), and tajwid. (Modul: Pembelajaran Al-Qur’an dan Hadits).

In education, which written in the national education constitution that students have right to get the education, no excepted for those who have mental or physic disorder. Then an institution or school has the duty to give educational
service for those who have disorder. In addition for Autism, who becomes an object researcher.

Students Autism is a student that has a syndrome disorder in behavior, social, and communication with the certain characteristic. The causes of Autism are because same factors are internal factor or external factors. The nature of students Autism, they are same like other normal students, but in its treatment different. The treatment appropriated with the student ability. Every student has the uniqueness in learning style.

So, in learning process cannot separate by teacher and students. In this chapter the researcher present about learning theory of reciting Al-Qur’an. Which is the researcher explained about the indicators of reciting Al-Qur’an well. But all of that cannot quit of the basic concept how the learning process that appropriate with the principles of learning for Autism, use method, material, and media.
CHAPTER III

THE DESCRIPTION OF SMPLB BINA PUTRA SALATIGA

A. History of SMPLB Bina Putra Salatiga

It is begin from the idea of thinkers are Mr. M Juli Soepiyanto BA, Mr. Zaenal Abidin and Mrs. Nursih Yumtini, they had think how the student diffable continue their study after graduating from SDLBN Mangun Salatiga which located in street Hasanudin Banjaran Gg lll. After the student from SDLB they were handed back to their parents. Because that's finally they (thinkers) went to the notary so that out Notary Deed No 02, 3 October 1989 with the name of Yayasan Bina Putra Mandiri students with disabilities in Salatiga, from the Notaries Soepratignyo SH. than built SLTPLB with a student that under the auspices of Yayasan Bina Putra. This School passed long history, until the date of 2 June 2002 there permits the establishment from departments of Education and Culture of Central Java province that SLTPLB Bina Putra Salatiga changed became SLB Bina Putra Salatiga it is begin from year of 2002 can accept student of SDLB, SMPLB and SMALB.
B. The Research Location, Vision and Mission of SMPLB Bina Putra

This research was conducted at SLB Bina Putra, campus 1 Jl. Hasanuddin gg. III Banjaran, Salatiga. Here is the profile of SLB Bina Putra as the location of conducting the research:

a. vision

Develop the students become human noble, devoted, knowledgeable, independent and responsible.

b. mission

1) Develop of students to become human being morality and devoted.

2) provide mild mental retardation student’s services, in order to become a man of knowledge

3) develop learners according to their interests and talents in order to become proficient

4) provide supplies skills to live independently

5) Become learners who concerned about the environment, participate actively in society and responsible.
C. Teaching Staff

In teaching learning process, teachers have important roles. Their existence is always needed in every school or educational institution. They will give material and subject. in SLB Bina Putra there are 17 teachers, and some of the teach in SDLB, SMPLB, and SMALB, they are:

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<th>No</th>
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<th>Diploma</th>
<th>Lesson</th>
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<tbody>
<tr>
<td>1.</td>
<td>Nursihamtimi S.Pd</td>
<td>S1 FKIP / PKN</td>
<td>Grade Teacher SDLB</td>
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<td>2.</td>
<td>Endanglriani E S.Pd</td>
<td>S1 FKIP / BK</td>
<td>Grade teacher SDLB</td>
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<td>Grade Teacher SDLB</td>
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<td>5.</td>
<td>Atik Fahriya</td>
<td>S1 PLB</td>
<td>Grade Teacher SDLB</td>
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<td>6.</td>
<td>Mulyanti S.Pd</td>
<td>S1 FKIP / Economic edu.</td>
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<td>Isnaini Rizky Maharani</td>
<td>SMA</td>
<td>Grade Teacher SDLB</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Qualification</td>
<td>Position / Subject</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>---------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Siti Zaniah</td>
<td>D2 PGA</td>
<td>PAI SDLB</td>
</tr>
<tr>
<td>9</td>
<td>Teki Margawati</td>
<td>S1 FKIP / BK</td>
<td>Grade Teacher SMPLB</td>
</tr>
<tr>
<td>10</td>
<td>Sumiyati, S.Pdi</td>
<td>S1 PAI</td>
<td>PAI SMPLB / SDLB</td>
</tr>
<tr>
<td>11</td>
<td>Hariyono</td>
<td>SMA</td>
<td>Grade Teacher SMPLB</td>
</tr>
<tr>
<td>12</td>
<td>Suwarni A. MdEi</td>
<td>D3 KPI</td>
<td>Grade Teacher</td>
</tr>
<tr>
<td>13</td>
<td>Siti Sulikah S.Pd</td>
<td>S1 PLB</td>
<td>Skill SMALB / Grade Teacher SDLB</td>
</tr>
<tr>
<td>14</td>
<td>Yuyun Eko Suparwati</td>
<td>SMK</td>
<td>PAK SMALB / PAK, KMD SMPLB</td>
</tr>
<tr>
<td>15</td>
<td>Dhina Hery M.Pd</td>
<td>S2 Edu. Manag</td>
<td>English Language SMALB / English Teacher SMPLB</td>
</tr>
<tr>
<td>16</td>
<td>Rifki Fahrudi S.Pd</td>
<td>S1 Edu of Math</td>
<td>IPA SMPLB / Grade Teacher SMALB</td>
</tr>
<tr>
<td>17</td>
<td>L. Ritanuwati S.Pd</td>
<td>S1 PKN</td>
<td>Grade Teacher &amp; PKN SMALB</td>
</tr>
</tbody>
</table>
D. Students Eighth Class of SMPLB Bina Putra

Table II: Students List

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>RELIGION</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>DwiPramustiyuniasri</td>
<td>Islam</td>
<td>Female</td>
</tr>
<tr>
<td>2.</td>
<td>KhoirurrizqiMaghirotulrijal</td>
<td>Islam</td>
<td>Male</td>
</tr>
<tr>
<td>3.</td>
<td>YulianiRosadalina</td>
<td>Catholic</td>
<td>Female</td>
</tr>
<tr>
<td>4.</td>
<td>YulianusErlangga</td>
<td>Catholic</td>
<td>Male</td>
</tr>
<tr>
<td>5.</td>
<td>Imam Hanafi</td>
<td>Islam</td>
<td>Male</td>
</tr>
<tr>
<td>6.</td>
<td>M. Rizal Fahmi (Autism)</td>
<td>Islam</td>
<td>Male</td>
</tr>
<tr>
<td>7.</td>
<td>IkhsaAshibMushoffa (autism)</td>
<td>Islam</td>
<td>Male</td>
</tr>
</tbody>
</table>

E. Structure Organization
1. Manager of institution : Drs. ZainalAbidin
2. Headmaster : NursihYamtini, S.Pd
4. TU : Suwarsih, AMD Ei
5. Library : Dra. IlmiyatiSaniyah
6. Vice of Headmaster : SitiSulikah, Spd.
7. facility : RifkiFahrudi, S.pd.
9. Student Development : DhinaHeryKisworo, M.Pd
10. Relation of the Society : Suwarsita, S.Pd
11. Coordinator SDLB : EndangIriani E, S.pd
12. Teacher Subject : SitiZaniyah
    YuyunEko s.
13. Teacher Extra : Isnaini R.M.
    DhinaHeryKisworo, M.Pd
    RifkiFahrudi, S.Pd
14. Grade Teacher : AtikFahriy Ah, S.Pd
    TekiMurgawati, S.Pd
    NikenWaluyani, S.pd
    EndangIriani E, S.Pd
    Dra.IlmiyatiSaniyah
    Mulyanti, S.Pd
F. Facilities of SMPLB Bina Putra

In this school the facilities from year to year are increase to develop the quality of education. Teaching learning process equipment and facilities have main role in educational process. Now, all of the student have the enough places to sit, good white board, cupboard of library, education tools as computer, TV, Video OHP, Music and sport tools, and the tools of skills.

Table III: Facilities List

<table>
<thead>
<tr>
<th>NO</th>
<th>PROPERTY</th>
<th>QUANTITY</th>
<th>BORROW</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student’s table</td>
<td>15</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>2.</td>
<td>Student’s sit</td>
<td>15</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>Table for two students</td>
<td>4</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Bench for two students</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher’s table</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Teachers’s sit</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Cupboard</td>
<td>4</td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>
G. Educational purposes

1) prepare students who able to choose a profession in accordance to their talents and interests

2) Prepare student who have a skill as a preparation to live in society life.

H. Curriculum in SMPLB Bina Putra

In line with the development of KTSP are focus on the student’s competence, the development, the needs, student’s interest and their environments, so:

1. The curriculum developed flexibility which appropriate with individual Autism needs.

2. Curriculum development variety and integrative, that means observe the variety of student’s characteristics, conditions, ladder, and kind of education,
and respect and indiscriminative among the religion, tribe, culture, social status, economic and gender.

3. Curriculum development should relevant with life demands, that means individual skill development, thinking skill, social skill, academic skill, and vocational skill that is an obligatory to fulfill their life demand.

4. Curriculums for Autism generally includes five fields are academic field, sensory of motor, communication, adaptive behavior, and vocational curriculum. (Dok.)

According to Mrs. Nursih (headmaster) the curriculum that used is curriculum that made by the school because adapted from the result of assessment, but still in line with the principles of curriculum development’s KTSP.

Before arranging the learning program should there an assessment, this is important to know all the conditions of the students. Because before the learning process was conducted that should learning program that arranged appropriate with the students need. such as assessment purposes of Autism are to know ability and disability/difficulties in field of cognitive, hard motoric, soft motoric, language and communications, social interaction, and self-control, vision, audio, and muscles of mouth, academic need, and non-academic, classification, and the decision about the program of intervention that needed.

Technique that used to access the students it can be through the observation, interview, and test. In the implementation of assessment it needed
cooperation between parents, teacher, doctor, psychology, speech therapy. It’s of
them search the information about Autism which appropriate with their
competence in order to collect the data completely and accurately that can be
basic considerate to determine the service of education and learning child.

The arrangement of learning program based on the result of analysis
assessment, than adapted with the curriculum that has been exist. So that the
learning program should considerate with the ability, disability, and students
need, until the learning process become functional. The learning programs include
in general program and individual program. And the component of learning
program minimally including: student’s ability, purposes, main material, and
strategy/method, learning activity / implementation and evaluation.

SMPLB Bina Putra Salatiga one of formal schools in Salatiga which give
the educational program for disability or abnormal students and especially for
Autism.
CHAPTER IV

PROBLEMATICS OF LEARNING QURANIC RECITATION FOR AUTISM

IN EIGHTH CLASS OF SMPLB BINA PUTRA SALATIGA

The implementation of Islamic educational of the materials cannot be separated from the teachings derived from the Al-Qur’an, because the Al-Qur’an is the real source of all knowledge. In order to understand the content of the Al-Qur’an, people need to have ability especially in reciting of Al-Qur’an. It has been Similar to the hadith of the Prophet

عن عثمان رضي الله عنه قال : قال النبي صلي الله عليه وسلم: خيركم من تعلم القرآن وعلمه (رواية البخاري)

Meaning : “Usman bin Affan Said that, Prophet Muhammad saw said the best people of you is who learn the Holy Qur’an and learned to each other”.

( HR. Bukhori)

From the hadith above, we can conclude that the best people are who learn Al-Qur’an and teach it to others. This is closely related to the role of a teacher, where a teacher (especially Islamic teachers) have a science regard to religion, it is a must for him to teach that knowledge to others. Then the role of a man who has been taught that science not limit who is eligible studying Al-Qur'an or not, but to teach it to all people even he is a child with special needs.
Studying the Al-Qur’an is the obligation for every Muslim, whether in reciting, writing and understanding. Reciting the Al-Qur’an frequently is a God's preferred job, then, their heart will alive and always so that Muslim has a living heart and illuminated by guidance from God. Islamic religion encouraged the people to be a cleaver people. In order to become a cleaver people, they must seek several sciences. Science is a provision for the good life in this world and in the hereafter. Our responsibility as a Muslim is to seek knowledge which is relevant with Prophet said.

طلب العلم فرضة على كل مسلم

Meaning : “seeking the knowledge is the obligation for all Muslim”.

(HR. Ibnu Majah).

Hadith above explains that for every individual Muslim, male or female, young or old, in normal circumstances or with special needs (diffable) is obliged to study. The obligation to study there is no limit and carried a life time.

SMPLB Bina Putra is an institution that programmed specially for children with disabilities / diffable. The educational purposes of SMPLB Bina Putra is prepare the children able to choose the profession that appropriate with their talent and interest. And also prepare the student have the creativity as a provisions for their life in society.

To give the description clearly about the learning process of Al-Qur’an for Autism in SMPLB Bina Putra Salatiga which related with the learning
implementation, purposes, material, method, strategy, evaluation, and also the supporting and demotivating factors, the researcher will describe below.

A. Learning Al-Qur’an in Eighth Class of SMPLB Bina Putra

Learning of Islamic education is learning processes which involve several unsure are curriculum, material, teacher, student, and other facilitations. Manual curriculum as a message that should delivered and studied by a student. Whereas students as a communication, that means student who can realize the messages (content) in that curriculum. The successful in Islamic education especially reciting the Holy Qur’an for Autism in SMPLB Bina Putra Salatiga it is strongly influence by some factors include in situation and condition direct learning process.

In the implementation in learning process of reciting Al-Qur’an need a process is the way to implement the learning. That process need several unsure which is related each other. This process will implement if there is an interaction between teacher and students.

The factor of teacher have the important effect, because teachers who deliver the material to the students. The teachers of Islamic education in SMPLB Bina Putra have the obligation because should give the hardest teaching in order the children Autism can accept the material that delivered by the teacher, said by headmaster.
The purpose of learning Al-Qur’an for Autism in SMPLB Bina Putra is to prepare the student with adroitness in reciting and writing Al-Qur’an. So the student can worship in their lives that appropriate with their ability.

According to the result of interview conducted with Mrs. Sumiyati, she is the teacher of Islamic education eighth grade student; the interview was conducted on 15 of September 2015. She said that

“In implementation, actually the lesson of Al-Qur’an is additional material in Islamic education learning. The timing uses take from learning process of Islamic education. So, before the teacher give the lesson of Islamic education” (Interviewed with Mrs. Sumiyati on Tuesday, 15th September 2015)

basically, there was no specific learning about Al-Qur’an in the school, however, because of the learning of Al-Qur’an is necessary to facilitate the learning of Islamic education and as a preparation for worship such as sholat, do’a etc. The school provides for special learning about Al-Qur’an on the subject of Islamic Education.

After the researchers asked about the curriculum being used, she replied that basically defined that curriculum used in SMPLB is curriculum KTSP, but the teacher unable to apply full of curriculum criteria’s such as in students’ activeness because of the limitation of the students’ ability. It is why, in the
implementation of curriculum, SMPLB still modify the curriculum with the ability of the children Autism. Therefore, for the allocation of time spent on learning the Al-Qur’an use one hour before the Islamic religious education takes place.

**B. Teaching Learning Process of Reciting Al-Qur’an for Autism in the Classroom**

There are many aspects related to learning process and activities such as, the role of a teacher and student, the methods and media used in the learning process, and materials delivered to students. The learning successful can be measured on how the learner changes who was unable to receive the knowledge before to be able. And to achieve these goals need a suitable process in the materials, methods, and media toward children’s learning ability.

From the result of interview with the headmaster of SMPLB Bina Putra (Mrs. Nursih) conducted in 7 September 2015. She states that actually the school decided the curriculum of 2013, but in implementation still using the curriculum KTSP, it is the curriculum 2013 can’t be implemented because the learning process is difficult for the student, with different ability among the student. Even the curriculum KTSP that implemented but the school combine the curriculum with autonomous curriculum it means curriculum that made by it school. The purpose of autonomous curriculum is every students disorder are have different
disability and ability that can be equal such as in other normal students generally. Therefore, the school before decide the learning program, there could be assessment for every single child, the purpose of that assessment is to know all the students condition, so that the learning program adjusted by the child’s condition. Then, to achieve the learning program in the school it is necessary to cooperate with other parties, such as family, for achieving the learning process. Because the learning process is only 1x7 hours in every Monday until Friday, that start from 07.00-14.00 pm. so, others are depend on the family’s environment. Without any support from the family the learning purpose will not achieve well. Because every student with different abilities are should monitored in their behavior especially for Autism, who behavior disorder.

From the observation result on 15th September 2015 in the eighth class of SMPLB Bina Putra about learning process of Al-Qur’an. Before beginning the learning, firstly the teacher should give the opening are greeting salam to the children, and engaged the children to recite do’a, the do’a which they usually reciting are basmallah, alfatihah, and do’a before study, sometimes the teacher indicate a student to lead do’a. After do’a finished, the teacher ask to the students, “how are you?”,” have you eat?” etc. Secondly, when the learning material will begin the teacher ask to the students where they have been reciting the Qur’an, and after that, the teacher deliver the core of learning. And the last is closing, before the teacher engaged the students to finish the study, the teacher allow to
the students to reciting the Qur’an when they are in home. In the closing, the teacher engaged the students to reciting alfatiyah and salam.

Besides, from the result of observation and documentation, the researcher categorized some aspects that related to the learning process of Al-Qur’an, those are:

1. The Material of Learning Al-Qur’an

Materials are one of teaching and learning aspect used by teachers in delivering of learning Al-Qur’an. The purpose of learning in reciting of Al-Qur’an is to equip students with the reading and writing skills of the Al-Qur’an. Thus, they are able to practice it in their lives. In the learning process of Al-Quran, teacher emphasis the activities into three categories, such as, reciting the verses, Tajweed and Makharijul huruf. In reciting verse session, teachers used the guide book Iqro or handbook for Islamic education. In Tajweed session, the teacher in traduces some basic reciting which must be known by children who learn the Al-Qur’an such as;

**Table IV: Tajweed نَّ**

<table>
<thead>
<tr>
<th>Ikhfa</th>
<th>ت ث ج ذ ح ز ش ص ض ط ظ ف ق ك</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idghom</td>
<td>(Bighunnah) ل ر ي ن م و (Bilaghunnah)</td>
</tr>
</tbody>
</table>


Then, for *makhorijul huruf* session, teachers give the material on the *hijaiyyah* letters particularly emphasis on the letters that have similar characteristic, such as:

**Table V: Similar Characteristic of Letter**

<table>
<thead>
<tr>
<th>غ-ق</th>
<th>خ-ق</th>
<th>ي-ز</th>
<th>ج-ز</th>
<th>ح-ه</th>
<th>أ-ع</th>
</tr>
</thead>
<tbody>
<tr>
<td>ظ-ض</td>
<td>ذ-ط</td>
<td>س-ص</td>
<td>ش-ش</td>
<td>ث-ث</td>
<td></td>
</tr>
</tbody>
</table>

According to Mrs. Sumiyati she said.

"Basically, teachers provide the level of learning materials about Al-Qur’an is not too high, because again adapted to the students’ ability. In the level of the children with special needs able to recognize the letters was become proudly, although, it was proudly, teacher should never be bored to provide detail understandings of the Al-Qur’an and a teacher must be patient to teach them". Interviewed with Mrs. Sumiyati on Tuesday, 15th September 2015)
Actually, the teacher give the material still the basic of *tajweed*, such as *idghom*, *ikhfa*, *iqlab*, and *idhar* because the teacher adapted from the student knowledge. They still difficult in pronoun and understand the *tajween* and also *makhorijul hurf*, the teacher teach patient and slowly but sure.

From the observation the researcher saw that when the student read the verse which guided by the teacher, he didn’t read Qur’an well. He just read the verse mumble or not clearly. It’s because the student with under development in interaction, beside that the student didn’t read *tajweed* and *makhorijul hurf* correct and clearly. Than the teacher not correct the student about *tajweed* and *makhorijul hurf*.

As we know that generally, students’ autism is different with others. Thus, they need special attention to help them understanding and mastering every subject of learning process. In learning process of reciting Al-Qur’an at SMPLB Bina Putra, the teacher uses method of *Iqro*’ as a basic learning for the children with the special need. With this method, the teachers are able to know the level of students’ ability in reciting of Al-Qur’an.

That condition hopefully the teacher can teach and deliver the material to the student more intense, that mean more creative, appropriate in choosing the strategy so that the student can accept the material easily.

2. The Method of Learning
In every method implementation has a relation with the learning strategy and approach. According to Hartono as cited in Wina said that strategy in the context of learning is more emphasis in the creation of interaction activities between teacher and students as a tool to achieve the learning objectives which is planned. Approaching in the context of learning, this understood as a view point of someone in the learning process (2011: 130).

Strategy is needed in the process of learning Al-Qur’an. The strategy implemented several approaches in its implementation as a starting point of the approach. The approaches that were chosen will be implemented in certain ways, this was called as the method. Method is the way teachers interact with students as associated with the materials and the learning objectives that have been set. Basically most of the learning method performed on children with the special needs similar with the type of method applied to normal children, but only different in the implementation and it needs an emphasis and modification.

According to Mrs. Sumiyati and researcher had been observed, she said

“Actually Not too much methods which implemented in the class, because sometimes the method that good for the normal students but
not for students Autism” (Interviewed with Mrs. Sumiyati on Tuesday, 15th September 2015)

The method that used are lecturing, iqro’, and drill method. The drill method implemented to exercise the habit. The method used in teaching and learning is not too much, because, with the limitation of cognitive intelligent, autism will difficult to receive the knowledge if there was many methods combined in teaching and learning process. These are the methods she used in teaching process:

a. The Method of Iqro’

Iqro’ method is one of reciting Al-Qur’an method that emphasis to the practice of reciting Al-Qur’an. And the guide book for Iqro’ consist of six volume, start from the lowest level and step by step become a perfect level.

This Iqro’ book become popular in society with the term "IQRO' METHOD” was structured in a compact small sized for about ¼ books and it was divided into six volumes. Those volumes were arranged orderly in term of easiness to more difficult that must be passed gradually by each child. Furthermore, the volume 2 is a continuation from volume 1, and Volume 3 is a continuation from volume 2, and soon. Until completion to volumes 6.
One of the methods used in the teaching of Al-Qur’an for Autism in eighth class SMPLB Bina Putra is using the method which was recorded into the Iqro’ book. According to the result of observation that conducted by the researcher conclude that in its application in the classroom autistic students read the Al-Qur’an with Iqro’ book, one of them have been able to read well, but the others still need help from the teacher. Teacher was guiding the children one by one in a reciting to make sure the level of each student’s ability and difficulty.

In the last page of this book Iqro’ was explained some of the successful keys to master this book.

1) Direct reciting
2) CBSA (the way of students’ active learning)
3) Private / classical
4) MODULE
5) Assistance
6) Practice
7) Systematically
8) Varieties
9) Communicative
10) flexible
However, the successful implementation of the Iqro’ is not run well as planned before (successful keys of Iqro’) it caused of the condition of children with special needs who cannot afford to receive the material. It was difficult for children to inactive since it is known that the condition of a student with autism is a kind of passive behavioral disorder, so it was hard for them to be active in classroom. In addition, Mrs. Sumiyati said that the children with special need in bad mood condition, they would not talk to anyone.

b. Drill Method

This method was applied in the form of habitual exercise. This method seen very effective method in the term of moral learning for student, it’s because students have strong memory recording and immature personality conditions, so the students will be dissolved easily with the habits they did every day. Teachers often remind the students when they will do anything. For examples in the implementation of learning Al-Qur’an as follows: when the students go to school, parents accompanying the students to the school. Parents come to the teacher and asking the children to shake their hand, then the teacher welcomes students and she teaches children to say greeting or Salam. And from the observation in the class the analyzed when beginning the learning activity, the teacher opened with basmalah and some prayers, and when the teacher will do something, he also begins by reciting basmalah.
Actually, the drill method was important method to teach the student disabilities. Most of school there must use this method because this method uses to teach student that to have good attitude or behavior, respectful. How the way they interaction in their environment (friends, teachers, families) in their daily activities of life

c. Lecturing Method

In transferring the material was done with classical methods, namely lecturing, but in presenting the material should not too much, better to deliver the little material and make a repetition, because basically, the teacher should be patient with children who have special need. According to Islamic Education teacher, the autistic children can receive the information conveyed though little by little; it is way this method was used in teaching process.

This method, the strategy used by the teacher is an individual approach where from this strategy can be useful for a teacher to be more familiar with the children and they may know the characteristic of each student, the student’s learning style, level of student’s ability of children. In individual approach may use one on one system, it means that one teacher with one student. Unfortunately, this method was not running optimally because the lack of Islamic Education teachers.
In fact, the teacher only can choose the students one by one to read after finishing the explanation and the teacher pay attention to children and help the students when they face some difficulties.

3. Media

Besides the materials, the learning process supported by tools or media. Education media is a useful tool or intermediary to facilitate the learning process, in order to streamline the communication between teachers and students. Education media is to help the teaching and learning activities and make easier for students to accept and understand the lesson.

Learning media is any tool that can be used to stimulate the thoughts, feelings, and the willingness of learners, so can encourage the learning effectiveness. The media can be any physical or non-physical, which can help to achieve the learning objectives which are set before. (Hartono, 2011: 135).

In order to maximize the achievement of learning objectives, the media was adjusted to the students’ learning style. Then, as a teacher must be creative in the use of learning media to facilitate the students who have different learning styles are able to receive the material given by the teacher.
Generally, children with autism have learning styles in Visual Learner. Children with visual learning style tend to be happy when they look at the books or pictures or watching television. They are easier to receive the information what they seen rather than what they just heard. Thus, according to Mrs. Sumiyati the media used in the learning process of Al-Qur’an in the classroom is in the form of Islamic education book, HVS paper, Poster, and Iq'ro.

Islamic education book become one of media used in learning process, because the learning material of Al-Qur’an will be associated with Islamic education material. Iqro’ sometimes also used in teaching of Al-Qur’an, Poster, and HVS used by the teachers to write down the letters or pieces of verse. That letters or pieces of verse will be written or printed with a large size in order to stimulate the students’ attention, then the student is able to analyze the word and pronounce it.

4. Evaluation

In each learning is expected to run effectively and efficiently. In order to determine and measure the process of learning is required an assessment of the results of the process. This assessment is often called by the learning evaluation. Evaluation of learning is a way to obtain the information on the learning outcomes.

The evaluation is beneficial to know whether the learning material was the right tool to achieve the goal or not, the information on the achievement of
learning objectives that have been set, especially, which was associated with
the learners successful in the process of learning to read the Qur’an.

According to Mrs. Sumiyati, the evaluation conducted in SMPLB Bina
Putra is standard, such as reciting Al-Qur’an accordance with the students’
ability when they read Iqro’ or Al-Qur’an.

On that evaluation, teachers only see how far the students able to read
Al-Qur’an. It means, the teacher not see in detail about their makharijul huruf
because they read cannot clearly. It is good enough to step into next pages
when the students are able to read Al-Qur’an, but the students cannot step into
next pages when they are not understand yet about the letter.

C. The Supporting and demotivating factors in learning process of reciting Al-
Qur’an

in the learning process in the class will not came off from the supporting
and demotivating factors, teachers, students or others factors. from the
information which getting from observation and interview. The teacher said

“the supporting factor in learning process of reading Al-Qur’an is
motivation and support from the family, The students not only study
about the Islamic religion in school but also in home, and the student
have good intellectual. and in the demotivating factors are sometimes
the teachers doesn’t understand because the students always silent
seems like not give the attention to the teacher, look away, then the
teacher confused is the students understand or not with the material that delivered by the teacher. And also sometimes suddenly behave strange, such as mumble, little laughing by themselves etc”.

(Interviewed with Mrs. Sumiyati on Tuesday, 15th September 2015)

the researcher can conclude some factors that supporting and demotivating in learning process of Reciting Al-Qur’an for Autism in SMPLB Bina Putra Salatiga, are:

1. Supporting factors are:

1) Good Cooperation between teacher and parent

   It is the important one to have the cooperation between teacher and parent, to monitor the students out of the school. That in learning Al-Qur’an the teacher give the manual book to the student for monitoring the Qur’anic recitation student when they in their home.

2) The Motivation of family

   This is the most important supporting factor that should exist in the education. The family is the first source of information obtained children. Besides the family is the smallest sphere that can shape their personal. A family is expected to establish good communication between parents and their children. So the family can help motivate children needed for their education. The family is also expected to work
with the school to help and teach children when they were at home, so that their education can be run maximally.

This can be seen from autism students, one of them have good motivation from his family. from the interviewed with Mrs. Sumiyati, Fahmi (children Autism) when in home he always getting much attention from his family, every day his mother/father or sister always teach him to reciting the Holly Qur’an, that’s why he easy to reciting Al-Qur’an but with the mumble voice.

But it was different with Ikhsa the teachers get difficulties to teach him, the children always silent and don’t wont to speak, and sometimes the teacher don’t know is the student understand or not about the material.

From the information from Mr. Hary this happened because he get little motivation from his family, and let in handling his education.

3) intelligence

Autism is a behavior disorder. Children with Autism generally can’t focus in the communication, and they haven’t good communication with each other. In some cases of Autism, they have levels intelligence are low, medium and high.

The children whom became an object researcher in SMPLB Bina Putra are Fahmi with medium intelligent and Ikhsa with low intelligence.
4) Media

There some media that supporting in learning process of reciting Al-Qur’an in SMPLB Bina Putra, are: Iqro’, pepper of HVS and poster which write down the letters of hijaiyyah or part of verse. It was expected to attract attention of the children, to accept the learning process of reciting Al-Qur’an.

But from the observation, the researcher saw the teacher still getting the difficulties in giving material by that media, known that two children they had visual learning. I think the teacher should more creative using the media, like computer or LCD.

2. Demotivating Factors

from the interview result with Mrs. Sumiyati she said:

“... the demotivating factors are sometimes the teachers doesn’t understand because the students always silent seems like not give the attention to the teacher, look away, then the teacher confused is the students understand or not with the material that delivered by the teacher. And also sometimes suddenly behave strange, such as mumble, little laughing by themselves etc”. (Interviewed with Mrs. Sumiyati on Tuesday, 15th September 2015)

And the researcher concludes the demotivating factors from interview and observasi are:
a. The lack of a special learning book of Al-Qur’an for Autism at SMPLB Bina Putra Salatiga

Material is the important thing that should exist in learning process. Sometimes the material is also an important aspect in developing education. It is also in SMPLB, the school which special for students with disabilities that need material that appropriate with the students. There was no special book for learning Al-Qur’an for SMPLB became demotivating factors in learning process. The teacher uses the book which contain of material that not appropriate with the student ability. Because the teacher not to competent in understanding the student autism she had difficult in modify the material of reciting Al-Qu’an

b. inadequate teacher competencies

In the process of learning, the competence was needed by the teacher to achieve the educational purposes. But, in the school which is as an object researchers, the teacher who competence in that field is limited. Not many teachers are competent in the delivery or use of the method according to the children with disorder. As was the case in PAI teacher in charge of learning to reciting Al-Qur’an, The teachers is still difficulties facing students suddenly behaving strangely disturbing the learning process.
c. The mood’s children that suddenly changing.

As we know that teach the normal children and disorder children are different. In normal children the teacher are only required to understand their character and applying appropriate learning strategies. It is different learning for autism, sometimes they have changing willing (mood) when they study such as mumble, giggling own, won’t to study etc. As the result from the observation Fahmi suddenly he want went home without any reason, than the problem solving is calling the teacher who he likes to calm him down.

d. The lack of teachers PAI

SMPLBBina Putra only has two teachers of PAI, while both must handle all the subject of PAI in all degree (SD, SMP, SMA). It was demotivating factors that the teacher can’t teach the children disability with different need intensively

e. Students who have difficulty in communicating

Actually autism is difficult in focus on their interaction or communication with other that also happen in learning process. Lack of eye interaction between the teacher and the children become an obstacle in the learning process.

Bu Sumiyati said that sometimes she difficult to know are the children has understood the material or not. That is because the communication between teachers and children were substandard, and again the teacher
does not just focus on one child but they focus on all children with needs.

D. The Students Respond In learning Process

From the result observation and interview in the eighth class SMPLB Bina Putra Salatiga. How are the children’s responses in the learning process of Quranic literation In that class there are two students Autism, are Fahmi with low Autism and Ikhsa with medium Autism. From the observation the researcher didn’t find good response from the children like the normal children response in their study such as nod, asking question etc. there was only silent, strange behavior, mumble etc.

According to the interview result by the researcher with the Islamic teacher about how the response of the children when teaching Al-Qur’an Mrs. Sumiyati said that

“No much response in the children, the difficulty in eye contact makes the learning process not running well, but if those children ask to do something like reciting, he can do that. And sometimes when giving the material, should out of the context because of the children speak about other. Than the teacher here should response what the children talk and provide understanding of children with gentleness. Their behavior like people doesn’t care but when asked question can answer”.

Easy or difficult the children accept the learning is also influenced by the level of intelligent, mood, and the motivation from the family. BothFahmi
and Ikhsa just little bit different, for Fahmi have reciting Al-Qur’an in long term, even when reciting with whizzing voice, seems like mumble. But if analyzing that student actually he has reciting Al-Qur’an well. But little bit different with Ikhsa, he more difficult in accept the learning and responses, he always keep silent even more doesn’t want to talk, but sometimes follow the teacher with very slowly. Than the teacher here should patient to teach Autism.

In learning process of Al-Qur’an in eighth class of SMPLB Binaputra, the teacher gives the material learning Qur’an that about *tajweed*, citation way (*Makhorijul hurf*) and read the verses or *do’a*. But the teacher doesn’t intends teach the children about *tajweed* and citation way (*makhorijul hurf*) just little introduction, that because the children condition disabilities in the communication. The method that used are drill, lecturing, iqro’ methods, and individual approach. In the implementation of learning Al-Qur’an the teacher there should be many factors that support and demotivating, and in the learning process there should be a response of the children. From the analyzing it is all depend on some factors are teacher competent, children intellectual, children mood and learning style of the children.
CHAPTER V

CLOSURE

This chapter presents conclusion and suggestion. The researcher makes a conclusion based on the result of the research that related to the statement of the `problematic. Then the researcher gives some suggestion for teacher who teach Autism, and for the other researchers.

A. Conclusion

According to research and explanation about “The Problematics of Learning Qur’anic Recitation for Autism Student in Eighth Class of SMPLB Bina Putra Salatiga, can be concluded that:

1. The teacher’s effort in implementation of learning process of reading Al-Qur’an that relating with the method, material, and media. The material include in reciting part of verse from iqro’ or book of PAI. In learning of tajwid and mahorijul hurf, the teacher only a few delivery and explain the material because it difficult for the teacher because of the condition of the children with Autism (always mumble) than they speak doesn’t clear. The teacher’s effort in learning process of reading Al-Qur’an are use method of iqro’, drill, and lecturing method. And the media used by the teacher are book of iqro’, book of PAI, poster of hijaiyyah, and pepper of HVS. the aim of Al-Qur’an learning process is preparing the student with adroitness in reading Al-Qur’an for worship in their lives
2. In the learning process of reciting Al-Qur’an, those always supporting and demotivating factors, supporting factors are good cooperation between teacher and student, the motivation of family, intelligence and media. and the demotivating factors are The lack of a special learning book of Al-Qur'an for Autism at SMPLB Bina Putra Salatiga, inadequate teacher competencies, The mood’s student that suddenly changing, The lack of teachers PAI, Children who have difficulty in communicating

3. The children response the process of reading Al-Qur’an is not good enough, sometimes difficult and sometimes little more easy. That all depend on teacher’s creativity, style, mood and intelligent students.

B. Suggestion

After conducting research, the researcher wants to convey the suggestion that if it can be a consideration to improve the quality in SMPLB Bina Putra Salatiga

1. For the school

   a. The school should improve and more attention in learning Al-Qur’an for children with disabilities, by making the guideline of learning Al-Qur’an or BTQ especially for SMPLB.

   b. Should add the number of teachers, especially teachers PAI that one-on-one learning process can be done well in order to achieve the learning objectives.
2. for the teacher
   
c. Should improve both pedagogic teacher competence and professional competence, especially teacher’s PAI in SLB Bina Putra.

d. The teachers should understand more about learning strategies in order to achieve learning objectives, especially those in the learning of the Qur'an.

e. The teacher should more creative in choosing the media to steal the attention of students

3. for the researcher

   for other researcher, particularly those who have the same problem and are interested in conducting the learning process of reading Al-Qur'an for Autism in their research, it is suggest to apply to the learning process of reciting Al-Qur'an for autism in the same field to validate the result of this research, or in order aspect of research.
REFERENCE


Tohirin, Psikologi Pembelajaran Pendidikan Agama Islam (Berbasis Integrasi dan Kompetensi) 2006. Jakarta: PT Raja Grafindo Persada


YPAC, Buku Pedoman dan Pendidikan Autisme, Ebook.
DAFTAR NILAI SKK

Nama : Arfi Kurnia A. R.    Pembimbing Akademi : Setia Rini, M.Pd
Nim : 111 11 135    Jurusan : FTIK / PAI

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Salatiga, 19 Agustus 2015
Mengetahui,
Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

Achmad Maimun, M.Ag
NIP. 19700510 199803 1 003
# HASIL WAWANCARA SEKOLAH LUAR BIASA BINA PUTRA SALATIGA

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<td>1</td>
<td>Kurikulum apakah yang di terapkan di sekolah ini?</td>
<td>Kepsek</td>
<td>Pada dasarnya sekolah sudah menetapkan kurikulum 2013, akan tetapi dalam penerapannya masih menggunakan kurikulum KTSP, hal tersebut dikarenakan kendala pada ketidak mampuan anak yang tidak mendukung dalam menerapkan kurikulum 2013. selain kurikulum KTSP sekolah juga mengkombinasikan dengan kurikulum mandiri, yaitu kurikulum yang dibuat oleh sekolah yang disesuaikan dengan tingkat kemampuan anak di sekolah tersebut.</td>
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<td>2</td>
<td>Adakah hubungan kerjasama yang dijalin oleh pihak sekolah dengan pihak lainnya dalam rang kamengoptimalkan potensi siswa?</td>
<td>Kepsek</td>
<td>Tentu saja ada yaitu kerjasama antara pihak sekolah dengan pihak orang tua murid, ini perlu untuk mengoptimalkan proses pembelajaran yang ada disekolah. karena sekolah tidak akan berperan banyak jika dari keluarga tidak ada dukungan.</td>
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<td>3</td>
<td>Fasilitas atau latihan apa yang diberikan pada anak autis?</td>
<td>Kepsek</td>
<td>Fasilitas yang diberikan kepada anak autis biasanya computer, karena anak autis sangat menyukai hal-hal yang berkaitan dengan computer, dan latihan-latihan yang biasa diberikan untuk anak adalah latihan-latihan pembiasaan</td>
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<td>1</td>
<td>Bagaimana pendekatan yang dilakukan guru terhadap anak autis?</td>
<td>Guru</td>
<td>Biasanya pendekatan individual, karena pendekatan ini yang dirasa paling ideal untuk menghadapi anak autis,</td>
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<td>2</td>
<td>Apa saja kendala yang sering muncul</td>
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<td>Kendala yang sering muncul ketika proses pembelajaran</td>
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</tr>
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<td>1</td>
<td>saat proses pembelajaran berlangsung?</td>
<td>berlangsung adalah ketika mood atau tingkah anak yang aneh tiba-tiba muncul. seperti bergumam, tidak memperhatikan, tidak adanya kontak mata, tertawa-tawa kecil sendiri dan tiba-tiba ingin pulang.</td>
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<td>2</td>
<td>Bagaimana guru menanggapi kendala-kendala tersebut?</td>
<td>Guru dengan sabar merespon apa yang di katakana oleh si anak serta member pengertian terhadap anak dengan lemah lembut.</td>
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<td>3</td>
<td>Pembelajaran yang berlangsung apakah selalu pada ruang kelas atau justru di lapangan?</td>
<td>Karena sekolah yang terbilang masih kecil maka proses pembelajaran selalu di ruangkelas.</td>
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<td>4</td>
<td>Adakah kompetensi tertentu yang harus dikuasai untuk setiap pembelajaran?</td>
<td>Tentu saja ada, seperti pembelajaran yang ada pada pendidikan agama islam pada materi Al-Qur’an di harapkan anak mampu membaca Al-Qur’an dengan baik dan benar yang sesuai dengan kemampuan mereka</td>
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<td>5</td>
<td>Bagaimana cara guru menjelaskan materi siswa sehingga siswa menangkap apa yang yang dijelaskan oleh guru</td>
<td>Tidak banyak metode yang diterapkan karena metode yang seharusnya bersifat baik bagi siswa normal tetapi tidak bagi siswa autis. Metode yang biasa dilakukan yaitu metode ceramah, drill, dan setelah itu melakukan pendekatan individu. Metode ini diterapkan dalam bentuk latihan membiasakan. dalam metode ceramahpun jangan banyak-banyak dalam menyampaikan pelajaran, cukup beberapa materi saja dan diulang-ulang</td>
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<tr>
<td>6</td>
<td>Adakah tugas-tugas tertentu yang diberikan guru kepada siswa?</td>
<td>Kalau untuk pembelajaran membaca Al-Qur’an tidak ada, hanya saja guru mengingatkan kepada anak nanti kalau dirumah agar mengaji.</td>
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<td>7</td>
<td>Bagaimana guru mengamati perkembangan kemajuan masing-masing siswa?</td>
<td>Guru mengamatinya dengan bagaimana kelancarannya membaca Al-Qur’an, ketika dalam proses pembelajaran Al-Qur’an, selain itu juga, guru memberikan buku pedoman</td>
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<tr>
<td>9</td>
<td>Pernahkah siswa merasa kesulitan dalam mengikuti pembelajaran yang sedang berlangsung?</td>
<td>Kesulitan pasti ada, dan disinilah tugas guru memberikan pembelajaran dan pengarahan dengan kesabaran. karena autis berbeda dengan anak-anak normal lainnya.</td>
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<td>10</td>
<td>Bagaimana persiapan guru sebelum proses pembelajaran?</td>
<td>Sebelum proses pembelajaran dimulai, baiasanya terlebih dahulu mempersiapkan materi dan media yang akan digunakan ketika proses pembelajaran berlangsung.</td>
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<td>11</td>
<td>Bagaimana sistem evaluasi yang diterapkan?</td>
<td>Dalam proses pembelajaran membaca Al-Qur’an evaluasi yang digunakan tidak terlalu ketat karena disesuaikan berdasarkan batas kemampuan anak. jadi evaluasinya sejauhmana anak tersebut mampu membaca Al-Qur’an dengan lancar. jika sudah lancer lanjut ke halaman berikutnya, dan jika belum tetap menetap dihalaman tersebut.</td>
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CURRICULUM VITAE

I. Personal Identity

Name : Arfi Kurnia Arzieah Rosyada
Sex : Female
Marital Status : Unmarried
Place, Date of Birth : Comal, July 25 1993
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Residency : Islamic Boarding School of IAIN Salatiga, Indonesia
Country of Birth : Indonesia
Citizenship : Indonesian
Phone/Mobile : 085228530064
Email : Arfialvaro@gmail.com

II. Educational Background

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<td>TK Swasembada, Tualang Bawang, Lampung</td>
<td>1998-1999</td>
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<td>SDN 02, Bawang Tirto Mulyo, Tulang Bawang, Lampung</td>
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<td>MTs Islam Al-Muhsin, Metro, Lampung</td>
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<td>MAN 1 Bandar Lampung, Lampung</td>
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<td>5</td>
<td>State Institute for Islamic Studies (IAIN) Salatiga</td>
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RESULT INTERVIEW

Respondent : Mrs. Nursih (Headmaster)

Day/Date : Monday, 7 September 2015

1. How is the curriculum in SMPLB Bina Putra Salatiga?

From the interview result that done by researcher with headmaster concerning the curriculum which used by school is actually the school decided the curriculum of 2013, but in implementation still using the curriculum KTSP, it is the curriculum 2013 can’t be implemented because the learning process is difficult for the student, with different ability among the student. Even the curriculum KTSP that implemented but the school combine the curriculum with autonomous curriculum it means curriculum that made by it school. The purpose of autonomous curriculum is every students disorder are have different disability and ability that can be equal such as in other normal students generally. Therefore, the school before decide the learning program, there could be assessment for every single child, the purpose of that assessment is to know all the students condition, so that the learning program adjusted by the child’s condition. Then, to achieve the learning program in the school it is necessary to cooperate with other parties, such as family, for achieving the learning process. Because the learning process is only 1x7 hours in every Monday until Friday, that start from 07.00-14.00 pm. so, others are depend on the family’s environment. Without any support from the family the learning purpose will not
achieve well. Because every student with different abilities are should monitored in their behavior especially for Autism, who behavior disorder.

2. Is there cooperation between the school and the other parties in order to optimize the potential of students?

Of course there is cooperate between school parties with the parent’s students, it is necessary to optimize the learning process in the school. Because the school will give little effect if from the family not gives support.
RESULT INTERVIEW

Respondent : Mrs. Sumiyati (Teacher of PAI)

Day/Date : Tuesday, 15 September 2015

The Material Conversations : Learning Process of Reading Al-Qur’an

The conversation result that done by researcher about learning process of reading Al-Qur’an with Mrs. Sumiyati the teacher of Islamic education are:

1. How the implementation in learning of reading Al-Qur’an in the class?

In implementation, actually the lesson of Al-Qur’an is additional material in Islamic education learning. The timing uses take from learning process of Islamic education. So, before the teacher give the lesson of Islamic education the teacher asks the students to reading the Al-Qur’an including Makhorijuhurf, or other part of verses.

2. What is the purpose of learning Al-Qur’an in that class?

The purpose of learning Al-Qur’an is to prepare the students with adroitness in reading and writing Al-Qur’an than the students can conduct their worship in their lives, that appropriate with their ability such as pray, ablution, reading Al-Qur’an etc.
3. How the teacher prepares before learning process began?
Before learning is beginning, usually the teacher prepares the material and media that will be used in learning process.

4. What are the materials that include in learning of Al-Qur’an which deliver in that class?
   The material give is not too much, sometimes reciting of *Iqro’*, or the teacher gives the part of verse *do’a, tajwid, or Makhorijul hurf*. And it all adjusted by students ability.

5. What are the methods that used the teacher in learning process of reading Al-Qur’an?
Not too much the method which implemented, because the method that good for the normal students but not for students Autism. The method that used are lecturing, *iqro’*, and drill method. The drill method implemented to exercise the habit

6. What are the Medias that used in learning process of reading Al-Qur’an?
The medias that used are book of *Iqro’*, poster, or picture. By the picture the students more understand and most of them love the picture.

7. What is the indicator in learning quranic recitation in the class?
Basically, teachers provide the level of learning materials about Al-Qur’an is not too high, because again adapted to the students’ ability. In the level of the students with special needs able to recognize the letters was become proudly, although, it was proudly, teacher should never be bored to provide detail understandings of the Al-Qur’an and a teacher must be patient to teach them

8. How the evaluation?
The teacher evaluates the students in learning process of reading Al-Qur’an is not too tight is how far the students can read Al-Qur’an fluently, but fluent here different with the fluent of normal student. If the student can recite that he can continue to the next pages, but if haven’t yet still repeat in that pages.

9. What are supporting and demotivating that faced the teacher in learning process of reading Al-Qur’an?
The supporting factor in learning process of reading Al-Qur’an is beside the media, there is motivation and support from the family, the students not only study the religion in school but also in home, and the student intellectual is good. and in the demotivating factors are sometimes the teachers doesn’t understand because the students always silent seems like not give the attention to the teacher, look away, then the teacher confused is the students understand or not with the material that delivered by the teacher. And also sometimes suddenly behave strange, such as mumble, little laughing by themselves etc.

10. How the teacher response these obstacles?
because face the students with different ability (special students) then the
teacher must patient to face the students, should response what the students talk,
and provide understanding of students with gentleness

11. How the students respond in learning process?
Not much response in the students, the difficulty in eye contact make the learning
process not running well, but if that students ask to do something like reading, he
can do that. And sometimes when giving the material, should out of the context
because of the students speak about other. Than the teacher here should response
what the students and provide understanding of students with gentleness. Their
behavior like people doesn’t care but when asked question can answer

12. Learning that goes is always in the classroom or even in the field?
Because the school area small and the class room limited that the learning process
of reading Al-Qur’an always in the class room

13. Are there specific competencies that must be achieved for each learning
Of course must be, for example in material of reading Al-Qur’an, expected that
the child is able to read the Qur'an properly, but it all back to the student ability

14. Are there certain tasks given to the student?
For the learning of reading Al-Qur’an the teacher doesn’t give the task, but the
teacher only remembering the students in the last of learning if they in home to
read the Qur’an (mengaji)

15. What are the facilities and practice that given to the students Autism?
facilities that given to the Autism usually is computer, because the students Autism they do love everything about computer, and the practices that usually given is habituation exercises, such as salam.

General description in SMPLB Bina Putra are including the history of building SMPLB in the year of 1989 and settled by the constitution in the year of 2002, vision and mission, purposes, curriculum, facilities, student, teacher, etc.

For the implementation of Al-Qur’an, its material is additional material in Islamic education lesson. the learning purpose of learning AlQur’an is preparing the students with adroitness in reading and writing the Qur’an, and then the students can conduct their worship in their lives, that appropriate with their ability such as pray, ablution, reading Al-Qur’an etc.
HASIL OBSERVASI

Tanggal : 15 september 2015
Lokasi : Kelas VIII

Hari pertama observasi yang dilakukan peneliti di dalam kelas ialah mengamati tiap aktivitas yang dilakukan oleh guru dan siswa dalam proses pembelajaran. di mulai dari guru memasuki ruang kelas memulai pembelajaran, pembelajaran inti hingga selesai proses pembelajaran. Dari hasil pengamatan observasi oleh peneliti guru memulai pembelajaran dengan mengucapkan salam, setelah salam guru mengajak anak-anak untuk membaca doa’doa, diantaranya membaca alfatehah, dan do’a sebelum belajar. kemudian adanya interaksi antara guru dan murid, guru menanyakan kabar dari tiap-tiap anak. jika di perhatikan sikap anak autis ketika proses pembelajaran, anak tersebut tampak seolah seperti tidak memperhatikan guru atau cuek, bergumam, bahkan terkadang tertawa kecil sendiri. namun sekali-kali anak tersebut tiba-tiba mengajak ngobrol dengan rekannya yang lain namun itu hanya sebentar sekali, hanya berucap beberapa kata saja.
HASIL OBSERVASI

Tanggal : 17 September 2015
Lokasi : Kelas VIII

Pada pertemuan kali ini peneliti datang kesekolah berharap dapat mengamati anak autis untuk membaca Al-Qur’an, namun yang terjadi di luar dugaan. Ketika anak tersebut didatangi dan diminta untuk mengaji, yang terjadi malah anak tersebut beralasan pura-pura ngantuk, pusing, mengamuk, dan akhirnya menangis ingin pulang. Dijelaskan oleh kepala sekolah hal tersebut dikarenakan bahwa pada umumnya anak-anak penyandang autis mereka tidak mau jadwal belajar yang mereka miliki berubah-ubah. Karna ketika itu bukanlah jadwalnya untuk belajar agama. Selain itu juga karena adanya peneliti yang dirasa masih asing sehingga anak tersebut merasa terganggu dengan kehadiran peneliti.
HASIL OBSERVASI

Tanggal : 21 September 2015

Lokasi : Kelas VIII

Dari hasil observasi berikutnya yang dilakukan didalam kelas adalah peneliti menelakukan observasi didalam kelas delapan untuk mengamati anak-anak autis. peneliti mengamati kegiatan guru yang menyimak fahmi dalam membaca iqro’, iqro yang di baca oleh anak autis adalah adalah iqro 6, dimana ayat-ayat yang dibaca oleh fahmi bukan saja susunan huruf dari huruf-huruf hijaiyyah akan tetapi potongan-potongan ayat dari ayat-ayat Al-Qur’an. anak tersebut tampak membaca dengan mudah akan tetapi dengan suara yang tidak begitu jelas (bergumam). dan aktivitas guru ialah menyimak anak tersebut. sebenarnya fahmi sudah dapat membaca alqur’an dengan baik akan tetapi melihat kondisi anak dengan gangguan autis yaitu gangguan dalam berbicara atau berkomunikasi sehingga dalam menyampaikan kata-katanya tidak begitu jelas. dan dalam pengamatan anak tersebut membaca tanpa memperhatikan tajwid dan makhorijul khurf.
Interview with headmaster

Interview with the teacher of Islamic education
Learning process in the classroom

The children Autism Reciting the Iqro’