

ABSTRAK

Ahmad Khairani, 230211020057, *Strategi Guru Pendidikan Agama Islam Dalam Menanamkan Budaya Religius Pada Anak Berkebutuhan Khusus Di SLB Kabupaten Banjar*, Tesis, Banjarmasin, Pascasarjana, Prodi Magister Agama Islam, Universitas Agama Islam Negeri Antasari Banjarmasin, 2026, Pembimbing: (1) Prof. Dr. H. Zulfa Jamalie, M.Pd. (2) Dr. Muhdi, M.Ag.

Kata Kunci : Strategi Guru PAI, Budaya Religius, Anak Berkebutuhan Khusus

Penelitian ini dilatarbelakangi karena era globalisasi saat ini, yang sedang menghadapi krisis moral yang menimbulkan keprihatinan diseluruh lapisan masyarakat. Fenomena ini tercermin dari meningkatnya jumlah kasus-kasus pelanggaran moral. Krisis tersebut semakin kompleks dengan terjadinya berbagai peristiwa yang memprihatinkan, seperti tawuran antar pelajar, penyalahgunaan narkoba, pergaulan bebas dan lain-lain. Oleh karena itu pentingnya penanaman budaya religius sebagai upaya membentuk karakter peserta didik, khususnya anak berkebutuhan khusus yang memiliki karakteristik belajar berbeda dengan peserta didik pada umumnya. Guru Pendidikan Agama Islam memiliki peran strategis dalam menanamkan budaya religius melalui berbagai pendekatan yang disesuaikan dengan kemampuan peserta didik. Penelitian ini bertujuan untuk mendeskripsikan strategi guru Pendidikan Agama Islam dalam menanamkan budaya religius pada anak berkebutuhan khusus di SLB Kabupaten Banjar serta menganalisis dampaknya terhadap perilaku peserta didik berkebutuhan khusus.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan (field research) dengan lokasi penelitian di SLB Negeri 2 Martapura. Subjek penelitian terdiri atas kepala sekolah, guru Pendidikan Agama Islam, dan peserta didik tunagrahita. Objek penelitian ini yaitu Strategi Guru Pendidikan Agama Islam Dalam Menanamkan Budaya Religius Pada Anak Berkebutuhan Khusus. Data diperoleh melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, serta penarikan kesimpulan dengan teknik triangulasi untuk menjamin keabsahan data.

Hasil penelitian menunjukkan bahwa strategi guru Pendidikan Agama Islam dilakukan melalui tiga tahapan, yaitu perencanaan, pelaksanaan, dan evaluasi. Dalam perencanaannya guru menggunakan pendekatan individual, pengalaman, dan pembiasaan dengan menerapkan Strategi *Direct Instroduction* serta menggunakan metode Keteladanan dan Pembiasaan. Pada pelaksanaannya diimplementasikan melalui pembiasaan Senyum, Sapa, dan Salam, doa bersama sebelum dan sesudah belajar, shalat dhuha berjamaah, shalat dzuhur berjamaah, kegiatan Jum'at Taqwa, Pesantren kilat Ramadhan dan kegiatan peringatan hari besar Islam. Pada evaluasi guru melakukan penilaian secara berkelanjutan melalui observasi perilaku peserta didik, pencatatan perkembangan ibadah dan akhlak, komunikasi dengan orang tua, serta refleksi terhadap efektivitas program budaya religius. Dampak perilaku peserta didik dari proses penanaman budaya religius yaitu terlihat pada kebiasaan sehari-hari meliputi meningkatnya sikap hormat kepada guru dan orang tua, berkembangnya sikap toleransi, tumbuhnya rasa tanggung jawab, serta meningkatnya kedisiplinan.

ABSTRACT

Ahmad Khairani, 230211020057, *The Strategies of Islamic Religious Education Teachers in Instilling Religious Culture among Children with Special Needs in Special Schools (SLB) in Banjar Regency*, Master's Thesis, Banjarmasin, Graduate School, Master's Program in Islamic Education, Antasari State Islamic University Banjarmasin, 2026. Supervisors: (1) Prof. Dr. H. Zulfa Jamalie, M.Pd. (2) Dr. Muhdi, M.Ag.

Keywords: *Islamic Religious Education Teacher Strategies, Religious Culture, Children with Special Needs*

This study was motivated by the moral crisis occurring in the current era of globalization, which has become a matter of concern across all levels of society. This phenomenon is reflected in the increasing number of moral violations, including student brawls, drug abuse, promiscuity, and other forms of deviant behavior. Therefore, instilling a religious culture is essential as an effort to develop students' character, particularly children with special needs who have different learning characteristics from those of regular students. Islamic Religious Education teachers play a strategic role in fostering a religious culture through various approaches tailored to the students' abilities. This study aims to describe the strategies employed by Islamic Religious Education teachers in instilling a religious culture among children with special needs in special schools (SLB) in Banjar Regency and to analyze their impact on the behavior of students with special needs.

This study employed a qualitative approach using a field research design. The research was conducted at SLB Negeri 2 Martapura. The research participants consisted of the principal, Islamic Religious Education teachers, and students with intellectual disabilities. The object of this study was the strategies of Islamic Religious Education teachers in instilling a religious culture among children with special needs. Data were collected through observation, interviews, and documentation. The data were analyzed through data reduction, data display, and conclusion drawing, while triangulation techniques were employed to ensure the trustworthiness of the data.

The findings reveal that the strategies employed by Islamic Religious Education (PAI) teachers in fostering a religious culture among students with special needs consist of three interconnected stages: planning, implementation, and evaluation. During the planning stage, teachers adopt individualized, experiential, and habituation-based approaches, supported by the Direct Instruction strategy as well as modeling and habituation methods. The implementation stage included daily practices such as smiling, greeting, and offering Islamic salutations, collective prayers before and after learning activities, congregational Dhuha prayer, congregational Dhuhr prayer, Friday Taqwa activities, the Ramadan Islamic Boarding School Program, and commemorations of Islamic holy days. In the evaluation stage, the teachers conducted continuous assessments through observations of students' behavior, records of students' religious practices and moral development, communication with parents, and reflections on the effectiveness of the religious culture program. The implementation of the religious culture program positively influenced the students' behavior, as reflected in their daily habits, including increased respect for teachers and parents, improved tolerance, a stronger sense of responsibility, and enhanced discipline.