

## ABSTRACT

**Muhammad Rasyid Ridha, SRN: 1601422240.** “Memorizing the Qur’an For Autistic Children (Study at Sekolah Dasar Islam Creative Banjarbaru)”. Undergraduate Thesis, Qur’anic Studies Department, Ushuluddin and Humanities Faculty, Antasari State Islamic University, 2021.

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Memorizing the Qur’an is an effort to maintain and preserve the purity of the Qur’an. This memorization activity is currently carried out by many people without exception, including those with special needs. The phenomenon of memorizing the Qur’an by children with special needs is a must to be researched, considering that there have been no studies related to this before. Sekolah Dasar Islam Creative Banjarbaru is a natural and inclusive school that implements the Qur’an memorization activity for all students, including the children with special needs. This research aims to: 1) Know the model of the Qur’an memorization applied to Autistic Children at SD Islam Creative Banjarbaru 2) Know the method of memorizing the Qur’an for Autistic children at SD Islam Creative Banjarbaru 3) Know the Supporting and Inhibiting Factors in memorizing the Qur’an for Autistic children at SD Islam Creative Banjarbaru. This research is field research that uses descriptive qualitative method with a phenomenological approach viewed from the social phenomenon of society. The results show that there are activities to memorize the Qur’an for the children with special needs at SD Islam Creative Banjarbaru. The activities are carried out in special classes, by the special teachers, because the children with autism certainly need more attention than normal children in general. The expertise and patience of the teacher is certainly needed to guide the memorization of these autistic children. The memorization by reading the verses want to memorize repeatedly using the method *talqîn*: the teacher conveys the reading to students, then the students repeat it, *tikrâr*: repeating the verses that want to be memorized, and *talaqqi*: the students deposit them memorization to the teacher face to face. The supporting and inhibiting factors in memorizing are divided into two: the internal factors that come from the children like mood swings, low memory, and not silent/calm when memorizing; and external factors that come from the teachers, parents, and the environment, such as teacher educational background, the support and cooperation from parents and a cool environment away from the crowds.