

CHAPTER IV

THE MODEL, METHOD AND SUPPORTING AND INHIBITING FACTORS IN MEMORIZING THE QUR'AN AT SD ISLAM CREATIVE BANJARBARU

A. The Biographies of Informan and Students with Special Needs

Sekolah Dasar Islam Creative Banjarbaru now has eight children with special needs with different disorders. In this research, the authors focused on children with autism disorders according to the object of research. The data for children with special needs now who studied at SD Islam Creative Banjarbaru are as follows:

Students With Special Needs					
No.	Name	Place of Birth	Date of Birth	Diagnosis	Class
1	Rindu Trasena	Banjarbaru	01/09/2013	Down Syndrom	1A
2	Said Arya Firjatullah	Kotabaru	13/05/2011	Syndrom Autis	3A
3	M. Raskha Aqila	Martapura	21/04/2009	Cerebal Palsy	4A
4	Daffa Ahmad Roswan	Banjarmasin	07/02/2009	Syndrom Autis, Hyperaktif	4A
5	Umar Kamil Asyura	Banjarmasin	07/01/2009	Syndrom Autis	4B
6	Maulana Mahmud	Sungai Danau	06/01/2010	Syndrom Autis	4B
7	Surya Pratama	Landasan Ulin	02/08/2008	Syndrom Autis	5
8	A. Suhaimi	Martapura	03/03/2010	Slow Leaner	5

From the data above, five children have autism disorders, and all individuals certainly have their way of memorizing the Qur'an, depends on their respective abilities.¹

Based on the problem statement, namely, how does the model activities of memorizing the Qur'an, the methods used in memorizing, and the supporting and inhibiting factors in memorizing the Qur'an for children with autism at SD Islam Creative Banjarbaru, the author has collected data from the results of this research, which is obtained with observation, interviews, and documentation, as for the parties studied, namely the informan, who are special guidance teachers for children with special needs, amounting to 2 people, the authors choose these teachers on the reason that they are the ones who better understand and know the condition of the students at the school. These teachers are assigned to accompany and guide memorization and other school lessons for children with special needs until the end of learning. The informant data in this research are as follows:

Informant				
No.	Name	Profession	Last Education	Long of Teaching
1	Nurmasari	Special Guidance Teacher	Paket C	2 years
2	Jannu Suhartati	Special Guidance Teacher	Paket C	1,5 years

¹Personal Interview with Ustadhah Nurmasari as Teacher of Special Guidance at SD Islam Creative Banjarbaru, on Monday 8 of March 2021, time 09 : 15 PM.

B. The Model Activities of Memorizing the Qur'an for Autistic Children at SD Islam Creative Banjarbaru

The activity of memorizing the Qur'an at SD Islam Creative Banjarbaru can't be separated from the vision and mission of this school, namely as an educational institution that seeks to create an intelligent Qur'anic generation and accustoming the students with reading the Qur'an. Therefore, SD Islam Creative Banjarbaru makes the Qur'an as the main material in learning. So, that every day learning activities will begin with reading the Qur'an which is arranged according to predetermined schedule in each class. This Qur'an memorization activity is carried out thoroughly for all children, including children with special needs.

1. The Model of Memorizing the Qur'an

As previously explained, there are two teachers who handle children with special needs during the pandemic, because the number of students who enter school has shifts, in two shifts are 4 people. Today students go to school tomorrow is not, the day after tomorrow they going to school again. So, in a day one teacher teaches 2 of children with special needs, if for normal times you have to add more teachers. If one teacher immediately holds 4 of children, they will not focus on learning. Because, the children with special needs must be given more attention.

When want to start memorizing activities, the teacher cannot immediately provide rote material to their students. Because, children with special needs are different, including an unstable mood, so the teacher must conditioning the student's mood first and usually invited to play until the student's mood improves. Not only for memorizing activities, to start other lessons too, the mood of students must be good first so that the lessons given are absorbed well.

When giving the rote material, the teacher only focuses on one child, it cannot be directly given to two children at once, because this child with special needs must

pay more attention, if two children at once become unfocused and instead prefer to be silent.²

2. The Time Allocation

Teaching and learning activities at SD Islam Creative Banjarbaru start from Monday – Friday at 08.00 – 11.00 AM. If learning done at home, the teacher sends assignments via phone to student and visits the student's respective home. Before the lessons are carried out, the school activities begin with *muraja'ah* al-Qur'an. Students read the verses of the Qur'an together, usually 2 *sûrahs* of memorization. After that, the learning activities will begin. While the activities of memorizing the Qur'an are carried out after the first break. The learning activities and memorizing the Qur'an are carried out every day during school hours. The sequence of learning activities for students with special needs is as follows:

- a. Student Mood Conditioning
- b. Read a Prayer
- c. Ice Breaking
- d. Training Hard/Soft Motoric
- e. *Muraja'ah* al-Qur'an
- f. Learning Time
- g. Breaking Time
- h. Learning *Ummi*
- i. *Muraja'ah* of Daily Prayer
- j. Memorizing the Qur'an

All of school's activities can be carried out well if the mood of the students is good. If the mood of the students is not good, then school's activities can't be arranged according to the predetermined schedule and can't even be implemented.

²Personal Interview with Ustadhah Jannu Suhartati as special guidance teacher at SD Islam Creative Banjarbaru, on Monday 8 of March 2021, time 09 : 43 PM.

The time used for *muraja'ah* is about 5-10 minutes and time for adding the memorization 5 minutes. Because, this children with special needs gets bored quickly, so it can't be kept on being taught for too long.³

3. The Target of Memorizing the Qur'an

The target in memorizing the Qur'an as in accordance with the target of the *Ummi* Foundation. For the *tahfîz al-Qur'an* at SD Islam Creative, hopefully when students graduate from this school, they will be achieved of 10 juz memorization. As for the target of SD Islam Creative, the students can finish and love the Qur'an so that every day they always read the Qur'an. This is supported by teaching that does not force students, namely the teacher will adjust the method according to the student's ability based on results of research. In the future, each class will be divided into two groups, namely, students who the research results are fluent in reading *hijaiyah letters* and have a strong memory will start memorizing the Qur'an from *sûrah* an-Naba. As for students who are still not fluent in reading *hijaiyah letters* and have weak memory who still cannot memorize the Qur'an with long verses, they will start memorizing from *surah* an-Nâs and this will be socialized to parents of students at the time of parenting.⁴

The Target of *Tahfîz* Lesson Juz 30 With *Ummi* Method

Class	Semester	Level	Program	Halaman	Visual Aid	Face to Face	Memorized Material
I	1	1	Vol 1	1 - 40	Vol 1	45	1. An-Nâs 2. al-Falaq 3. al-Ikhlâs

³Personal Interview with Ustadhah Nurmasari as Special Guidance Teacher at SD Islam Creative Banjarbaru, on Monday 8 of March 2021, time 09 : 15 PM.

⁴Iskandar Zulkarnain, *Kurikulum Darurat Tahun Pelajaran 2020/2021 SD Islam Creative.....*, 15.

							4. al-Lahab
		2	Vol 2	1 - 40	Vol 2	45	5. an-Naşr 6. al-Kâfirûn 7. al-Kauthar
		3	Vol 3	1 - 40	Vol 3	45	8. al-Mâ'ûn 9. al-Quraish 10. al-Fîl
	2	4	Vol 4	1 - 40	Vol 4	45	11. al-Humazah 12. al-‘Aşr 13. at-Takâthur
		5	Vol 5	1 - 40	Vol 5	45	14. al-Qâri’ah 15. al-‘Âdiyât
		6	Vol 6	1-40	Vol 6	45	16. al-Zalzalah 17. al-Bayyinah
II	1	5	Vol 5	1 - 40	Vol 5	45	14. al-Qâri’ah 15. al-‘Âdiyât
	2	7	Al-Qur’an	Juz 1-5	Al-Qur’an	90	18.al-Qadr 19. al-‘Alaq
III	1	8	<i>Ghorîb</i> 1 (<i>Ghorîb</i> 1-14)	Juz 6-15	<i>Ghorîb</i> 1-11	90	20. at-Tîn 21. al-Inshirah 22. ad-Ðuḥâ
	2	9	<i>Ghorîb</i> 2 (<i>Ghorîb</i> 15-28)	Juz 16-30	<i>Ghorîb</i> 12-21	90	23. al-Lail 24. ash-Shams
IV	1	10	<i>Tajwîd</i> 1 (<i>Tajwîd</i>	Juz 1-15	<i>Tajwîd</i> 1-10	90	25. al-Balad 26. al-Fajr

			1-10)				
	2	11	<i>Tajwîd</i> 2 (<i>Tajwîd</i> 11-20)	Juz 16- 30	<i>Tajwîd</i> 11- 20	90	27. al- Ghâshiyah 28. al-A'lâ
V	1-2	12	Develop ment 1	Al- Qur'an Juz 1-30	<i>Ghorîb - Tajwîd</i>	180	29. at-Ṭâriq 30. an-Naba
VI	1-2	13	Develop ment 2	Al- Qur'an Juz 1-30	<i>Ghorîb - Tajwîd</i>	150	31. Memorizing maintenance of juz 30 32. New memorizing maintenance of juz 29

For the children with special needs themselves, there is no specific target. The teacher can't really target him to memorize the several *sûrahs*, it can't be forced, for example, we are targeting 3 *sûrahs* for one semester, but every day he goes to this school his mood and energy are different. So, you have to take it slowly, from the short *sûrah* first, just one verse in one week is okay. The important thing is that he can memorize and stick to it.⁵ The number of memorization children with special needs is as follows:

⁵Personal Interview with Ustadhah Jannu Suhartati as special guidance teacher at SD Islam Creative Banjarbaru, on Monday 8 of March 2021, time 09 : 43 PM.

No.	Name	Number of Memorization	<i>Ummi</i> Volume
1.	Umar Kamil Asyura	An-Nâs – Al-Jin	Vol 6
2.	Daffa Ahmad Roswan	An-Nâs – Al-Mâ'ûn	Vol 1
3.	Said Arya Firjatullah	An-Nâs – Al-Lahab	Vol 1
4.	Maulana Mahmud	An-Nâs – Al-Ikhlâş	<i>Pra Ummi</i>
5.	Surya Pratama	An-Nâs – Al-Ikhlâş	<i>Pra Ummi</i>

Based on the results of the interviews, observations and analysis of the author, it showed that memorizing the Qur'an for children with special needs at SD Islam Creative Banjarbaru was carried out every day according to predetermined schedule. In memorizing the Qur'an, the teacher uses the model of guidance for memorizing the Qur'an, namely: one student children with special needs is guided by one teacher in particular, because these children must be given more attention so that they can follow the memorization well. The memorizing the Qur'an are carried out well if the student's mood is also good.

Muraja'ah and memorizing activities are also carried out in a short time because children with special needs get bored more quickly if they are always given subject of material. However, the teacher also applies a habituation model in memorizing, namely: repeating the memorization material in every day so that it remains embedded in student's memories. The Qur'an learning uses the *Ummi* method and the target for memorizing it refers to the *Ummi* book.

C. The Methods of Memorizing the Qur'an for Autistic Children at SD Islam Creative Banjarbaru

SD Islam Creative Banjarbaru used the *Ummî* method as a reference for learning to read the Qur'an, while for the method of memorizing the Qur'an SDIC has not given the name of the method used in the memorization process, this is what the researchers want to explore more to find out what the actual method is used in that memorizing activities.

In the process, for example, the teacher reads a verse, and the verse repeated several times, three to five times, then the students repeat what the teacher reads. The teacher repeats the previous verse several times and then the students repeat it what the teacher reads again, repeated it until the students really memorized the verse they read, the teacher uses the Juz 'Amma book. The students follow the teacher's reading without looking at the book, if today you have not memorized it then tomorrow you will read the verse until the students memorized it.

For *setoran*, usually one day only for one child, for example Firza today, Tama tomorrow, Umar the next day. And these children with special needs cannot be forced, for example today they have *setoran* a lot of memorization, no, can't like that, but the memorization according to their abilities, the teacher listens to students reading until the students stop reading, until there means they memorized.

For the children with special needs themselves, there is no specific target, the teacher cannot target him to memorize several *surâs*, it cannot be forced, for example, we target three *surâs* for one semester. However, every day he goes to this school, his mood is different, and his energy is different, so you have to take it slowly, from a short *surâ* first, just one verse in a week is okay, the important thing is that he can memorize and stick to it. The number of memorization of children with autism is as follows:

No.	Name	Number of memorization	Umami Volume
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1	Umar Kamil Asyura	An-Nâs – Al-Jîn	6
2	Daffa Ahmad Roswan	An-Nâs – Al-Mâ'ûn	1
3	Said Arya Firjatullah	An-Nâs – Al-Lahab	1
4	Maulana Mahmud	An-Nâs – Al-Ikhlâş	Pra-Ummî
5	Surya Pratama	An-Nâs – Al-Ikhlâş	Pra-Ummî

Apart from that, of course there must be a lot of cooperation with parents, not only special children, regular children must also have guidance from parents, especially during the pandemic and learning at home. So if the children are murajaah in school, at home we will tell their parents again to guide their children, at least the murattal al-Qur'an is turned on, at least for parents to accompany specifically for memorization, it is not possible, because on average their parents also work. So at school, it's murajaah at home it's also murajaah.⁶

Based on the results of observational interviews and analysis, the researchers formulated that there are at least three methods used in memorizing for children with special needs at SD Islam Creative Banjarbaru:

1. *Talqîn*: The *talqîn* method is conveying the reading of the Qur'an to students, while students listen to the teacher's reading carefully, then imitate exactly like the teacher's reading. This method is the first method in teaching the Qur'an, which has existed since the Prophet Muhammad received revelations from Allah through the angel Gabriel.

⁶Personal Interview with Ustadzah Jannu Suhartati as Teacher of Special Guidance at SD Islam Creative Banjarbaru, on Thursday 18 of March 2021, time 09 : 30 PM.

2. *Talaqqî*: students read the memorization of the Qur'an to the teacher in facing each other, while the teacher listens and justifies the student's reading if there are mistakes.
3. *Tikrâr*: memorization method by repeating the part you want to memorize.

D. The Supporting and Inhibiting Factors in Memorizing the Qur'an for Autistic Children at SD Islam Creative Banjarbaru

In every activity to achieve the goals to be achieved, of course, cannot be separated from the supporting and inhibiting factors that accompany it. Likewise with memorizing activities for autistic children where they have disorders that will affect memorizing the Qur'an. Every autistic child has a different disorder, and of course the treatment is also different. The following explains the results of the author's observational interviews and analysis of the factors supporting and inhibiting children with autism in memorizing the Qur'an.

Starting from the students come to school in the morning, their moods are different, some are good and some are bad from home, if the mood is good then the teacher is easier to give rote material, but if the mood is bad, of course no they can memorize, then the mood should be improved by being invited to play with the things they are like.

When memorizing the condition of students who were given the memorization materials is different each other, some did not want to listen to what the teacher was speaking, shaking their heads, so the initiative from the teacher to whisper in the students' ears, some just want to memorize while the teacher's lap, some come to school just to sleep, so when they come to school they immediately lie down, if they do not wake the students they just sleep all day. Some students are

hyperactive and cannot silent, they want to keep walking here and there, so that it makes them tired first, until they are tired, and the teacher can be given rote material.

When the students repeat readings from the teacher sometimes their voices are small so the teacher doesn't hear them, some read wrongly and the teacher reprimands them and immediately cries and it is difficult to stop crying. There are also those who cannot pronounce the letters and their children become dizzy and angry. As for the *makhârijul* letters, many are not fluent yet, because for speaking only is difficult and unclear, especially to read the Qur'an with the appropriate makhraj, but the teacher still tries to justify it, for the memorization itself, *InshaAllâh* mutqin because it is murajaah every day.⁷

Then the factor from the teacher, namely the educational background of the teacher also affects to the memorization activities, moreover, children with special needs need more attention so that the rote memorization material is given come and seeps into them. A teacher can be a supporting or inhibiting factor in the memorization process. If the teacher's background is following his field, it will make it easier to carry out his duties and obligations.

As it was previously known that two of special guidance teachers at SD Islam Kreatif Banjarbaru were graduates of Paket C or the equivalent with senior high school, but there was one teacher who had previously attended an Islamic boarding school, this was difficult to find special teachers with special backgrounds, the teachers at SDIC themselves who have undergraduate degrees have also taught children with special needs but cannot last long, because of course it is difficult to teach children with special needs with different disorders, and prefer to teach ordinary children which is certainly easier. If the educational background of this teacher is

⁷Personal Interview with Ustadhah Nurmasari as Teacher of Special Guidance at SD Islam Creative Banjarbaru, On Thursday 18 of March 2021, time 10 : 30 PM.

following his field, it will make it easier to carry out his duties and obligations, if not then contrarily.

The supporting factor of the teachers themselves is their willingness to always want to learn and teach about children with special needs, because the previous teachers who taught children with special needs always changed, at most one-year changing teachers again. The headmaster also said that he did not see anyone who wants to study here, whatever their background and circumstances, as long as the quota remained, they would be accepted. He also applies this to the teaching staff who want to apply for a job there, he does not see his educational background, the important thing is that they both want to learn and try. And thank God the current teacher has long survived than the previous teachers. This is also part of the application of multiple intelligences in schools.

Even though it is not following their field, the teachers are always want to learn how to understand these children. Of course, through communication from teachers and students almost every day, from there the teacher can understand the different characters of children, the obstacles that exist in them and how to overcome them. Another factor is understanding students with special needs by digging for information self-taught, either by reading books or by searching online with the internet.

The most important factor is the patience of the teacher in guiding students with special needs. Must be able to control emotions and do not get angry to see children who like to fuss when given the lessons or memorization. For example, there is a child who runs here and there, as a teacher who is also a human being is sometimes angry, but yes, just have to be patient, you have to be reprimanded/informed and you have to take it slow and thank God there is a change.

Sometimes these methods cannot be applied properly so a teacher must remain to be patient. Because changing these children cannot be instant, for example,

teacher applies the method to his child today, then tomorrow it is applied to his students, and wants to see the results instantly, it is impossible. So, the teacher must try, be patient, be consistent, and pray.⁸

Then the factor that is no less important is guidance from parents, because when they are given guidance at home, then when at school the children are easier to teach and memorize. The problem here is that some parents who completely surrender their child's guidance to school, just want to see the results without participating in their child's development. Because we know that children with special needs should be given more guidance than normal children in general. Some stubborn parents say that their children can already do this, already memorize this. Even though his son's condition has not been able to memorize this, to be able to do that.

The supporting factors are parents who participate in the development of their children, for example in memorizing the Qur'an, parents playing the *murattal* of the Qur'an at home so that children hear the reading of the Qur'an more often. So at school *murajaah* at home is also *murajaah*, so that children always remember by memorizing *mutqîn*.

One of the parents who played the most role in the child development is Umar's parents, Umar was the most memorized and the best reading among the other children because his parents guided him until the teacher said that: His parents greater guide their children when compared to us as his teacher. This child is also often brought for therapy by his parents, only eating the boiled food, even if there is a

⁸Personal Interview with Ustadhah Nurmasari as Teacher of Special Guidance at SD Islam Creative Banjarbaru, on Wednesday 24 of March 2021, time 10 : 50 PM.

snack, just sunflower seed. And his parents' house also there is no TV, so there is only radio and the radio only plays the murattal of Qur'an.⁹

And the last is environmental factors, as it is known that Sekolah Dasar Islam Creative Banjarbaru is a school with the theme of nature, learning can be in the classroom and outside the classroom, and for children with special needs the class is open, blending with nature. The class is specially made for children with special needs and be on the tree, and there is also a suspension bridge that connects the trees. To enter the class, you have to climb the stairs first, the design of the class made so that children move more and improve their development. The cool and beautiful classroom environment and away from the crowds is certainly be supporting factor for children in memorizing the Qur'an.

From the explanation above, it can be concluded that the supporting and inhibiting factors of autistic children in memorizing the Qur'an are divided into two, namely: Internal and external, internal factors, of course, come from the autistic child itself, and external come from teachers, parents, and school environment.

a. Internal Factor

The factor comes from the child himself and this factor is the most among other factors because every child has a different character. There are supporting and inhibiting factors, as follows:

1. The Supporting Factors
 - a) The child's mood and emotions are good
 - b) Easier to memorize and have a strong memory
2. Inhibiting Factors
 - a) Bad mood

⁹Personal Interview with Ustadhah Jannu Suhartati as Teacher of Special Guidance at SD Islam Creative Banjarbaru, on Wednesday 24 of March 2021, time 10 : 30 PM.

- b) Not calm running here and there
- c) Memorizing while on the lap
- d) Sleepy until sleep
- e) Easily dizzy with the lesson and bored
- f) Angry when so long to study
- g) Cry when reprimanded for his mistakes
- h) His voice is small and unclear

b. External Factors

1. Supporting Factors

a) Teacher

- 1) Strong desire to teach children with special needs
- 2) Learn to understand self-taught children with special needs and daily interactions
- 3) Be patient with different children's characters

2. Inhibiting Factors

- 1) Educational background

b) Parents

1. Supporting Factors

- 1) Participate in children's development in memorizing the Qur'an, at least only by playing murattal at home.
- 2) Doing something to improve the child's physique, for example with therapy, taking care of food, etc.

2. Inhibiting Factors

- 1) Completely hand over the child's rote development to school
- 2) Do nothing to improve the physical condition of their children

c) Environmental School

1. Supporting Factors

- 1) Special Class
- 2) The relaxed environment and away from crowds.¹⁰

¹⁰Personal Interview with Ustadhah Nurmasari as Teacher of Special Guidance at SD Islam Creative Banjarbaru, on Wednesday 24 of March 2021, time 10 : 50 PM.