

## CHAPTER V

### CLOSURE

#### A. Conclusions

Memorizing the Qur'an at SD Islam Creative Banjarbaru for children with special needs with autism disorders are carried out every day. Using the book *Ummi* for learning the Qur'an and the target in memorizing the Qur'an. In the practice, memorizing activities are carried out in special classes for children with special needs and special guidance from teacher. Before memorizing the Qur'an, start with *muraja'ah* first. The time used for *muraja'ah* is 10 minutes and memorizing 5 minutes, not too long because the children with special needs have unstable moods and get bored quickly in memorizing.

The method used in memorizing is *talqîn*, where the teacher conveys the reading of the Qur'an to students and students pay attention and repeat the teacher's reading and the *tikrâr* method, namely repeating the reading that want to be memorized and the method used when deposit memorization is *talaqqi*, where the students deposit their memorization to the teacher with the condition facing each other. While the teacher listens and justifies the student's reading if there are mistake.

The children with special needs (autism) of course have differences with normal children in general. There are several supporting and inhibiting factors in memorizing the Qur'an, these factors are divided into two internal factors that come from the child himself, such as unstable mood, can't be silent and low memory. While external factors come from the teacher such as: the educational background of the teacher, parents such as: participating in guiding their children's memorization at home, and the school environment such as: A quiet environment for memorizing the Qur'an.

## B. Suggestions

After completing this research, the author very aware that this research is still far from perfect, so this research still leaves many shortcomings in it. However, there are some positive findings from this research that become recommendations and teaching for several parties, so the authors provide some inputs as follows:

1. To the leaders of foundations and school principals to always maintain the existing memorization program and continue to improve children's development through memorization programs. For inclusion schools and other special schools, they should also implement a program of memorizing the Qur'an for children with special needs in their respective schools, so that their education is truly fulfilled.
2. To the special guidance teachers should increase the knowledge in providing learning to children with special needs by participating in Special Education training for children with special needs.
3. For parents to always provide support to children by participating in providing guidance on memorizing the Qur'an at home.