

Abstrak

Miftahus Sa'adah: Kurikulum Pendidikan Karakter Bagi Siswa Disabilitas di Sekolah Luar Biasa (SLB) Islam Qothrunnada. Skripsi. Yogyakarta: Program Studi Pendidikan Agama Islam. Fakultas Agama Islam. Universitas Alma Ata Yogyakarta. 2020.

Penelitian ini bertujuan untuk mengetahui isi kurikulum pendidikan karakter SLB Islam Qothrunnada, kendala yang mempengaruhi dalam penerapan pendidikan karakter, dan juga karakter siswa disabilitas terutama pada kelas tunarungu dan autis di SLB tersebut. Penelitian ini merupakan jenis penelitian lapangan (*field research*) dengan menggunakan metode penelitian deskriptif kualitatif. Subjek penelitian ini adalah kepala sekolah, waka kurikulum, 2 guru tunarungu, dan 1 guru autis. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara, dan dokumentasi serta triangulasi untuk keabsahan data.

Hasil penelitian ini menunjukkan bahwa isi kurikulum pendidikan karakter menjadi pedoman di SLB Islam Qothrunnada ini memang berbeda dengan kurikulum SLB pada umumnya, yangmana di dalamnya mencakup segala hal yang berciri khas islami. Kendala yang dihadapi pendidik dalam penerapan pendidikan karakter selain karena mereka anak disabilitas yang paling utama adalah konsistensi guru itu sendiri, dimana anak disabilitas itu butuh pembiasaan dan keteladanan dalam pembentukan karakternya. Untuk karakter siswa disabilitas terutama pada anak tunarungu dan autis di SLB tersebut sudahlah baik, peserta didik mampu menjalankan kegiatan yang ada di sekolah, walau kendala yang dihadapi pendidik dalam menanamkan pendidikan bagi siswa disabilitas setiap anak pasti berbeda-beda.

Kata kunci: Kurikulum, Pendidikan Karakter, Siswa Disabilitas.

Abstract

Miftahus Sa'adah: Character Education Curriculum for Disability Students in Qothrunnada Islamic Special School (SLB). Essay. Yogyakarta: Islamic Religious Education Study Program. Faculty of Islamic Religion. Alma Ata University Yogyakarta. 2020.

This study aims to determine the contents of the Qothrunnada Islamic SLB character education curriculum, the constraints affecting the application of character education, and also the character of students with disabilities especially in the deaf and autistic classes in the SLB. This research is a type of field research using qualitative descriptive research methods. The subjects of this study were the principal, curriculum waka, 2 deaf teachers, and 1 autistic teacher. Data collection techniques used are observation, interviews, and documentation as well as triangulation for the validity of the data.

The results of this study indicate that the contents of the character education curriculum as a guide in the Islamic Qothrunnada SLB are indeed different from the SLB curriculum in general, which includes everything that is specifically Islamic. The obstacle faced by educators in the application of character education other than because they are children with disabilities, the main thing is the consistency of the teacher himself, where children with disabilities need to be habituated and exemplary in shaping their character. For the character of students with disabilities, especially in children with hearing impairment and autism in SLB it is already good, students are able to carry out activities that exist in schools, although the obstacles faced by educators in instilling education for students with disabilities for each child must be different.

Keywords: Curriculum, Character Education, Disability Students.