

RINGKASAN

Penelitian ini dilatarbelakangi oleh pentingnya penyesuaian kurikulum Pendidikan Agama Islam (PAI) bagi peserta didik tunagrahita agar pembelajaran dapat berlangsung sesuai dengan kemampuan, kebutuhan, dan karakteristik individu siswa. Dalam konteks pendidikan inklusif dan pendidikan khusus, diferensiasi kurikulum menjadi strategi yang penting, khususnya dalam penyesuaian Tujuan Pembelajaran (TP) dan Kriteria Ketercapaian Tujuan Pembelajaran (KKTP). Penelitian ini bertujuan untuk menganalisis bentuk diferensiasi kurikulum PAI yang dilakukan guru dalam penyesuaian TP dan KKTP bagi siswa tunagrahita di SDLB C dan C1 Yakut Purwokerto.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian Studi Kasus. Subjek penelitian adalah guru mata pelajaran PAI di SDLB C dan C1 Yakut Purwokerto. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa: 1) Guru PAI di SDLB C dan C1 Yakut Purwokerto telah melakukan diferensiasi kurikulum secara sistematis mulai dari tahap perencanaan, pelaksanaan, hingga evaluasi pembelajaran. Guru tidak hanya mengikuti kurikulum secara normatif, tetapi melakukan penyesuaian materi, metode, dan proses pembelajaran berdasarkan karakteristik serta kemampuan aktual siswa tunagrahita, sehingga pembelajaran menjadi lebih adaptif, konkret, dan sesuai kebutuhan individu siswa. 2) Penyesuaian Tujuan Pembelajaran (TP) dan Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) dilakukan secara adaptif melalui penyederhanaan tujuan menjadi indikator yang lebih konkret, penggunaan kata kerja operasional yang sederhana, serta pengurangan tuntutan berpikir abstrak. Guru juga menetapkan KKTP secara fleksibel dengan menekankan pada perkembangan individu siswa, di mana ketuntasan belajar tidak hanya dilihat dari hasil akhir, tetapi juga dari proses, usaha, dan peningkatan kemampuan siswa melalui penilaian berbasis observasi, praktik, dan interaksi langsung.

Kata Kunci : Diferensiasi Kurikulum, Pendidikan Agama Islam, Tunagrahita, TP, KKTP.

SUMMARY

This study is motivated by the importance of curriculum adjustment in Islamic Religious Education (PAI) for students with intellectual disabilities, so that learning can be carried out in accordance with their abilities, needs, and individual characteristics. In the context of inclusive and special education, curriculum differentiation becomes an essential strategy, particularly in adjusting Learning Objectives (TP) and Learning Objective Achievement Criteria (KKTP). This study aims to analyze the forms of curriculum differentiation implemented by teachers in adjusting TP and KKTP for students with intellectual disabilities at SDLB C and C1 Yakut Purwokerto.

This research employed a qualitative approach using field research as the research design. The subjects of the study were Islamic Religious Education teachers at SLB C and C1 Yakut Purwokerto. Data were collected through interviews, observations, and documentation. The data were analyzed through the stages of data reduction, data display, and conclusion drawing.

The results of the study show that: (1) PAI teachers at SDLB C and C1 Yakut Purwokerto have implemented curriculum differentiation systematically, starting from planning, implementation, to evaluation of learning. Teachers do not merely follow the curriculum normatively, but adjust the materials, methods, and learning processes based on the characteristics and actual abilities of students with intellectual disabilities, making the learning process more adaptive, concrete, and aligned with students' individual needs. (2) The adjustment of Learning Objectives (TP) and Learning Objective Achievement Criteria (KKTP) is carried out adaptively through simplifying objectives into more concrete indicators, using simple operational verbs, and reducing abstract thinking demands. Teachers also apply flexible achievement criteria by emphasizing individual student development, where learning mastery is assessed not only from final outcomes but also from the learning process, effort, and improvement of students through observation, practical activities, and direct interaction.

Keywords: *Curriculum Differentiation, Islamic Religious Education, Intellectual Disability, Learning Objectives, Learning Achievement Criter*