

RINGKASAN

Penelitian ini membahas tantangan guru Pendidikan Agama Islam dalam pembelajaran PAI bagi anak tuna rungu wicara di SMPLB B Yakut Purwokerto, dengan fokus pada hambatan pembelajaran, strategi yang digunakan guru, serta upaya untuk mengatasi kendala komunikasi dan pemahaman siswa. Penelitian ini dilatarbelakangi oleh pentingnya pembelajaran yang adaptif bagi peserta didik berkebutuhan khusus agar proses pendidikan agama dapat berlangsung secara efektif, bermakna, dan sesuai dengan karakteristik individu siswa.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan, sehingga data diperoleh langsung dari lingkungan sekolah melalui wawancara, observasi, dan dokumentasi. Subjek penelitian terdiri atas guru Pendidikan Agama Islam, peserta didik tuna rungu wicara, dan orang tua siswa, sehingga informasi yang diperoleh dapat menggambarkan kondisi pembelajaran secara lebih utuh dan mendalam. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa pembelajaran PAI di SMPLB B Yakut Purwokerto menghadapi beberapa tantangan, terutama dalam hal komunikasi verbal, keterbatasan media pembelajaran, penyesuaian metode mengajar, serta rendahnya dukungan belajar dari lingkungan luar sekolah. Guru PAI berupaya mengatasi hal tersebut dengan menggunakan media visual, bahasa isyarat, komunikasi total, pendekatan individual, dan pembelajaran yang konkret serta kontekstual. Dengan strategi tersebut, guru dapat membantu siswa memahami materi PAI secara lebih mudah dan sesuai dengan kemampuan mereka.

Selain itu, penelitian ini menegaskan bahwa pembelajaran PAI bagi anak tuna rungu wicara tidak cukup hanya berorientasi pada penyampaian materi, tetapi juga pada pembentukan sikap, pembiasaan ibadah, dan penanaman nilai-nilai akhlak melalui proses yang sabar, fleksibel, dan berkesinambungan. Oleh karena itu, peran guru menjadi sangat penting sebagai fasilitator, motivator, dan pembimbing dalam menciptakan pembelajaran PAI yang inklusif dan efektif.

Kata kunci: Guru PAI, Tuna Rungu Wicara, Pembelajaran PAI, Inklusif, SMPLB.

SUMMARY

This study examines the challenges faced by Islamic Religious Education teachers in teaching Islamic Religious Education (PAI) to deaf-mute students at SMPLB B Yakut Purwokerto. It focuses on learning barriers, strategies used by teachers, and efforts to overcome communication and understanding barriers. This research is motivated by the importance of adaptive learning for students with special needs so that the religious education process can be effective, meaningful, and tailored to the students' individual characteristics.

This study used a qualitative approach with field research, so data was obtained directly from the school environment through interviews, observation, and documentation. The research subjects consisted of Islamic Religious Education teachers, deaf-mute students, and their parents, allowing the information obtained to provide a more comprehensive and in-depth picture of the learning environment. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing.

The results indicate that Islamic Religious Education (PAI) teaching at SMPLB B Yakut Purwokerto faces several challenges, particularly in terms of verbal communication, limited learning media, adaptation of teaching methods, and limited learning support from the outside school environment. Islamic Religious Education (PAI) teachers strive to address this by utilizing visual media, sign language, total communication, individual approaches, and concrete and contextual learning. With these strategies, teachers can help students understand Islamic Religious Education (PAI) material more easily and at a pace that suits their abilities.

Furthermore, this research confirms that Islamic Religious Education (PAI) learning for deaf-mute children is not solely focused on delivering material, but also focuses on developing attitudes, cultivating religious habits, and instilling moral values through a patient, flexible, and continuous process. Therefore, the role of teachers is crucial as facilitators, motivators, and guides in creating inclusive and effective Islamic Religious Education (PAI) learning.

Keywords: *Islamic Religious Education Teacher, Deaf and Mute, Islamic Religious Education Learning, Inclusive, Special Junior High School*

