

Humanistic Communication Patterns Of Teachers With Special Needs Students In Quran Memorization At Al-Qawiyah School, Karanganyar

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Abstract

This article explores the humanistic communication patterns employed by teachers in assisting special needs students with Quran memorization at Al-Qawiyah School, Karanganyar. Communication serves as a fundamental tool for conveying information and should ideally act as a bridge to strengthen emotional connections, facilitate learning processes, and support Quran memorization. However, in educational settings, particularly those serving special needs students, communication has not received adequate attention, even though these students face unique challenges in emotional, social, and cognitive aspects. This study aims to analyze the humanistic communication strategies applied by teachers to support Quran memorization for students with special needs. The research employs a descriptive qualitative method with a case study approach. Data were gathered through observation, interviews, documentation, and literature review. Findings suggest that an effective communication pattern significantly influences the Quran memorization process for special needs students. The communication strategies used by teachers involve empathetic approaches, verbal and non-verbal communication, interpersonal communication methods, instructional communication, and tailoring approaches to meet the unique needs of each student. This study is intended to serve as a guide for teachers and educators in communicating effectively with special needs students.

Keywords: Communication Patterns, Humanist Communication, Students with Special Needs

Abstrak

Artikel ini membahas tentang pola komunikasi humanis guru dengan siswa berkebutuhan khusus dalam menghafal al-Quran di sekolah al-qawiyah Karang anyar. Mengingat komunikasi merupakan alat penyampaian informasi yang seharusnya menjadi jembatan untuk memperkuat hubungan emosional, memfasilitasi proses belajar, dan membantu menghafal Al-Qur'an. Smentara, dalam dunia pendidikan, komunikasi terutama dilingkungan pendidikan anak berkebutuhan khusus belum mendapat perhatian maksimal. Padahal anak berkebutuhan khusus menghadapi tantangan tersendiri dalam aspek emosional, sosial dan kemampuan berpikir. Penelitian ini bertujuan untuk menganalisis strategi komunikasi humanis yang diterapkan guru kepada siswa berkebutuhan khusus dalam menghafalkan Al-Qur'an. Metode penelitian yang peneliti gunakan yaitu penelitian kualitatif deskriptif dengan pendekatan studi kasus. Hasil penelitian diperoleh melalui observasi, wawancara, dokumentasi, dan kajian literatur. Pola komunikasi yang efektif akan mempengaruhi proses menghafal Al-

Qur'an bagi anak berkebutuhan khusus. Pola komunikasi yang diterapkan oleh guru melibatkan pendekatan empati, komunikasi verbal dan non-verbal, pendekatan komunikasi interpersonal, komunikasi instruksional serta menyesuaikan dengan kebutuhan masing-masing siswa. Dalam Penelitian ini diharapkan dapat menjadi pedoman bagi guru atau pengajar dalam berkomunikasi kepada siswa berkebutuhan khusus.

Kata kunci: Pola Komunikasi, Komunikasi Humanis, Siswa Berkebutuhan Khusus

Introduction

Conceptually, communication can be understood as the process of sending messages or establishing connections from the communicator to the communicant. Feedback between the communicator, or message sender, and the communicant, or message recipient, is essential for effective communication¹. In the educational context, communication is of utmost importance, as it determines the success of information delivery. Communication is a critical factor for all humans in navigating their lives. Its importance spans all aspects, encompassing human needs and manifesting through various modes of interaction². Through communication, individuals grow and gain broader understanding.

In the realm of special education, communication patterns must align with the specific needs of the child. Special needs children require specific educational support, unlike their peers. They may face challenges in learning processes and development, necessitating educational services tailored to their unique needs³. One major obstacle in learning for children with special needs is communication. Communication barriers often hinder their development. Therefore, appropriate communication strategies enhance the learning process for these students.

Several key factors can support the memorization of the Quran, including understanding its meaning, motivation, structured memorization routines, memorization automation, supportive facilities, and repetition⁴. High motivation is particularly critical for special needs students, as it facilitates their Quran memorization process. The communication strategies teachers use in educating children must be adaptable to each student's capabilities.

¹ Giandari Maulani, Kelik Wachyudi, and West Java, *Komunikasi Pendidikan (Januari , 2024)*, 2024.

² SAIHU, "Komunikasi_Pendidik_Terhadap_Anak_Berkebutuhan_Khu," *JURNAL PENDIDIKAN ISLAM, VOL 1, NO. 3, TAHUN 2019 Magister* 1, no. 3 (2019): 418–40.

³ Safira Aura Fakhiratunnisa, Asyharinur Ayuning Putriana Pitaloka, and Tika Kusuma Ningrum, "Konsep Dasar Anak Berkebutuhan Khusus," *Masaliq* 2, no. 1 (2022): 26–42, <https://doi.org/10.58578/masaliq.v2i1.83>.

⁴ Farohatus Sholichah, "Tingkat Kecukupan Gizi, Status Gizi, Dan Status Anemia Mahasiswa Penghafal Al Quran Di Uin Walisongo Semarang," *Journal of Nutrition College* 10, no. 1 (2021): 62–71, <https://doi.org/10.14710/jnc.v10i1.28985>.

In communication, the diversity of communicants and communicators influences the effectiveness of message delivery. Teachers, as communicators, must adapt their approaches to meet the needs of their students. Not all students with special needs can easily receive messages from teachers, as each child's abilities vary. The learning process in education essentially involves stages of communication. The message sender, or communicator, initiates by crafting the content or lesson material, and in an educational setting, this role is often assumed by the teacher. The receiver, or communicant, is typically an individual or group of students, the target of the communication. When a teacher explains learning material, the students act as the communicants or recipients⁵.

Communication patterns must be tailored to the child's condition, especially for special needs students. According to Heward and Orlansky (1992:8), disabilities or special needs refer to children who have physical or cognitive challenges that distinguish them from typical children, whether above or below the norm, often relating to physical, mental, or emotional limitations. Therefore, specialized educational programs must be provided for each individual⁶. Inclusive education is vital, as it ensures that special needs children receive the same educational opportunities without discrimination⁷. Equitable education is a right for all children, including those with disabilities, who deserve the same access to education as other children.

The success of special needs education is significantly dependent on the communication patterns that teachers employ with their students. In teaching special needs students Quran memorization, communication must align with each child's abilities. Each special needs child has distinct abilities based on their classification, and teachers must adopt teaching methods that address these specific needs. Effective communication between teachers and students is key to facilitating the learning process in schools.

The communication patterns teachers use with special needs students for Quran memorization are crucial for educational success. Effective communication ensures that messages are fully conveyed to the students. Effective communication goes beyond knowledge transfer, incorporating a humanistic approach that emphasizes empathy for students' limitations. Communication patterns for special needs students (SEN) are among the most significant challenges in education. Teaching special needs students requires effective communication methods that

⁵ Ralph Adolph, “濟無No Title No Title No Title,” 2016, 1–23.

⁶ Gina Gantini Evarahma, “Komunikasi Bagi Anak Berkebutuhan Khusus,” *Jurnal Bimbingan Penyuluhan Islam* 4, no. 1 (2022): 135–70, <https://e-journal.metrouniv.ac.id/index.php/JBPI/article/view/5236>.

⁷ Mirna Sahrudin, Novianti Djafri, and Arifin Sukung, “Pengelolaan Pendidikan Inklusif Jambura Journal of Educational Management,” *Jambura Journal of Educational Management* 4, no. 1 (2023): 162–79.

foster emotional and academic development. Interpersonal communication between teachers and students is also needed to achieve educational objectives.

Special needs children differ from other children in terms of communication skills, sensory abilities, mental characteristics, social behavior, and physical attributes. Children in this category include those with vision impairments, hearing loss, autism, cerebral palsy, Down syndrome, learning disabilities, intellectual disabilities, hyperactivity or attention disorders, and language or communication disorders⁸. Disabilities such as ADD, dyslexia, dysgraphia, and dyscalculia also affect communication processes. Given these classifications, communication patterns must align with each child's abilities.

In educating special needs students for Quran memorization, teachers must recognize and understand each student's characteristics, learning styles, and motivation levels to support effective memorization. The communication patterns adopted by teachers extend beyond instructional aspects to include psychological and emotional support, helping students overcome their unique challenges. Communication strategies used by teachers should be adapted to each child's abilities. Effective communication facilitates the learning process and helps build essential teacher-student relationships.

For special needs education, teacher communication is essential not only for knowledge transfer but also for shaping students' social characters. Humanistic communication emphasizes empathy and respect for individuals. This approach involves empathy, attention, and understanding between teachers and students, creating an environment where students feel valued and respected. Effective teacher-student relationships foster a positive learning atmosphere, building trust and resulting in a supportive communication pattern⁹. Teacher communication strategies with special needs students in Quran memorization play a crucial role in their development, creating pathways for positive interactions.

Humanistic theory aims to "humanize" individuals, meaning each individual's behavior is shaped by their understanding of themselves and their environment¹⁰. Humanistic communication in teaching Quran memorization to special needs students incorporates several approaches: empathy, verbal and non-verbal communication, interpersonal communication, instructional communication, and adapting to each student's needs. Humanistic communication serves as the foundational approach in teaching Quran memorization to special needs students.

⁸ Sulthon, "Pendidikan Anak Berkebutuhan Khusus," *Journal Manajemen Pendidikan Islam* 2, no. 1 (2020): 235, <https://play.google.com/store/books/details?id=xFoaEAAAQBAJ>.

⁹ Yani Hendrayani, Shilvy Narulita Eka Sari, and Anjang Priliantini, "Pola Komunikasi Guru Kepada Siswa Penyandang Disabilitas," *Jurnal Penelitian Komunikasi* 22, no. 2 (2019): 181–94, <https://doi.org/10.20422/jpk.v22i2.622>.

¹⁰ Perspektif Multikulturalisme, "M. Jamhuri] [317," 2018, 317–34.

Applying humanistic educational principles in schools provides several benefits, including: 1) Character formation through humanistic concepts integrated into the curriculum; 2) Positive development of students' personalities as an outcome of humanistic education; and 3) Emphasis on humanity, allowing students freedom to express themselves¹¹. Through humanistic communication, Quran memorization can be taught effectively to students, emphasizing the principle of "humanizing" students so that special needs children feel valued and treated equally to other children.

Humanistic communication highlights aspects such as empathy, care, and respect for individuals, focusing on the needs and approaches that foster warm, open interactions. Special needs children require extra attention, and an appropriate communication pattern helps them feel appreciated and respected.

Based on this background, this study focuses on analyzing the humanistic communication patterns used by teachers at Al-Qawiyyah School in Karanganyar for Quran memorization with special needs students. This study examines how teachers design effective communication strategies suited to each student's needs. The research goes beyond technical aspects of Quran memorization to explore how teachers create a supportive educational environment for holistic student development.

Research Method

In this study, the researcher employed a qualitative research method. Qualitative research is descriptive in nature and tends to utilize analytical approaches¹². The study was conducted at Al Qawiyyah School in Karanganyar, located in Betis, Rt 01/10, Tawang Sari, Kerjo, Karanganyar, Central Java. This location was selected because it offers an inclusive Qur'anic memorization program for students with special needs. Data collection methods in this qualitative research included in-depth interviews with teachers, direct classroom observations, documentation, and literature review.

Interviews served as a primary method for gathering data through direct interaction with respondents to obtain relevant information. The researcher conducted structured, semi-structured, and in-depth interviews. For structured interviews, the researcher prepared a list of specific questions in advance, guiding the interview process to ensure comprehensive inquiry. Semi-structured interviews allowed flexibility, as the researcher could further explore responses provided by the participants. In-depth questioning was utilized to gather rich and complex data. The researcher interviewed teachers and the principal of Al Qawiyyah to gain insights pertinent to the research focus.

¹¹ (Sabaruddin, 202)

¹² Ismail Suardi Wekke, *Metode Penelitian Sosial*, 2020.

Observation involved collecting data by directly observing the phenomena or behaviors under study. Through observation, the researcher was able to understand how communication patterns were implemented by teachers when instructing students with special needs in memorizing the Qur'an. This approach enabled the researcher to obtain accurate, real-time information directly from the classroom environment. Observations were conducted by attending and observing the teaching process firsthand, with a focus on identifying the communication strategies employed by teachers to facilitate students' Qur'anic memorization.

Documentation involved collecting research data from written or recorded sources for analysis. The documentation materials used included books, reports, articles, photos, videos, audio recordings, and official documents relevant to the research topic. Documentation was used to support the data gathered from interviews and observations, enhancing data accuracy. This form of data collection contributed to a more comprehensive and reliable set of findings.

Literature review involved reviewing relevant sources, including books, journals, articles, and other publications associated with the research topic. The purpose of the literature review was to compile findings related to a specific topic or issue¹³. This process included analyzing relevant literature to build a theoretical foundation for the research. As Marzali explains, reading various journals, books, and publications relevant to the study allows researchers to establish a solid research foundation. The literature review was thus utilized as both a reference and foundational framework for the research.

Result and Discussion

Humanist Communication Patterns of Al-Qawiyah School's Instructors

Communication plays a critical role in the learning process for children with special needs. Directed communication fosters clear goal achievement and enhances understanding. Effective communication arises when an appropriate communication pattern is used. Communication patterns refer to the methods of interaction between two or more individuals, involving the transmission and reception of messages in a way that ensures mutual understanding¹⁴. This comprehension of messages influences the actions and behaviors of the recipients, underscoring the importance of communication patterns in education.

The humanist communication pattern applied at Al-Qawiyah School is designed to align with the school's classroom structure. Research findings indicate

¹³ Rafinur Fauzan Asbar and Ramdhan Witarsa, "Kajian Literatur Tentang Penerapan Pembelajaran Terpadu Di Sekolah Dasar," *Jurnal Review Pendidikan Dan Pengajaran* 3, no. 2 (2020): 225–36, <https://doi.org/10.31004/jrpp.v3i2.1220>.

¹⁴ Base Fish, "No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title" 2507, no. February (2020): 1–9.

that Al-Qawiyah School in Karanganyar organizes its classes according to specific categories based on memorization abilities. These categories include the Proactive Class, Semi-Proactive Class, and Therapy Class, each tailored to the students' unique memorization capacities:

Proactive Class: Designed for students with strong memorization abilities in reciting the Qur'an. This class aims to help students memorize one juz (chapter) per semester.
Semi-Proactive Class: Intended for students who require a longer period for memorization, with a target of memorizing one juz per year.
Therapy Class: Focused on students who are not yet able to memorize the Qur'an. This class emphasizes therapies aimed at developing students' cognitive and motor skills.

Each class accommodates students with varying classifications based on their memorization abilities, ensuring that communication processes are optimally understood by all students. Below are the details of students and their respective classifications.

Tabel 1. Tabel Jumlah peserta didik beserta klasifikasinya

No	Special Needs	Number of Students
1.	Down Syndrome	2
2.	Cerebral Palsy	9
3.	Autism Spectrum Disorder (ASD)	9
4.	Cerebral Palsy Spastik Diplegi	1
5.	Attention Deficit and Hyperactivity Disorder (ADHD)	3
6.	Mental Retardation (Mental Disability)	8
7.	Visually impaired	1
8.	SLD	1

With the diverse range of special needs at Al-Qawiyah School, communication is key to the success of students in memorizing the Qur'an. By adjusting classes to meet each student's memorization capabilities, communication between teachers and students is enhanced. Students with limited communication skills begin in the Therapy Class, where, after achieving communicative fluency, they may advance to the Semi-Proactive or Proactive classes.

Each child with special needs presents unique characteristics that differentiate one from another. Due to these distinct characteristics and challenges, children with special needs require educational services tailored to their individual abilities and potentials¹⁵. Recognizing these varied traits is essential for teachers in understanding each student.

Interviews with teachers reveal several communication approaches that align

¹⁵ Nila Ainu Ningrum, "Strategi Pembelajaran Pada Anak Berkebutuhan Khusus Dalam Pendidikan Inklusi," *Indonesian Journal of Humanities and Social Sciences* 3, no. 2 (2022): 181–96, <https://doi.org/10.33367/ijhass.v3i2.3099>.

with humanist communication principles at Al-Qawiyah School in Karanganyar:

Empathy Approach of the Instructors Empathy lies at the heart of humanist communication, as it attends to students' emotional, physical, and cognitive conditions. In Qur'an learning, teachers strive to understand students' emotions, feelings, and abilities through an empathetic approach. Such communication encourages students to be more open and confident in memorizing the Qur'an. According to Hapsari & Mardiana, empathy from teachers enhances students' motivation to learn¹⁶. An empathetic approach strengthens the teacher-student relationship, fostering a deeper bond, which is crucial in Qur'an memorization.

Verbal and Non-Verbal Communication of the Instructors For children with special needs, verbal and non-verbal communication is both essential and unique¹⁷. Verbal communication uses simple, clear language that is easy to understand. Teachers engage students with gentle greetings, positive feedback, and personal attention. Non-verbal communication, such as body language or sign language, bridges the communication gap, conveying care and support to students, further facilitating Qur'an learning¹⁸.

Interpersonal Communication Approach of the Instructors Interpersonal communication between teachers and students with special needs builds a close, personal relationship¹⁹. Teachers not only serve as educators but also provide personal support. Interpersonal communication bolsters students' confidence, especially in memorization contexts. According to Abdullah, effective interpersonal communication includes openness, empathy, positivity, and support, all vital for building trust and understanding²⁰.

Instructional Communication Approach of the Instructors Instructional communication is fundamental in the educational process. In this context, teachers act as communicators, and students as recipients, within the classroom²¹. Instructional communication is used to guide children with special needs in adding,

¹⁶ Fish, "No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title."

¹⁷ Indah Husnul K., "Komunikasi Verbal Dan Non Verbal Dalam Diklat," *Komunikasi Verbal Dan Non Verbal Dalam Diklat* 03, no. 02 (2021): 406–12.

¹⁸ Hadianto Ego Gantiano, "Analisis Dampak Strategi Komunikasi Non Verbal," *Dharma Duta* 17, no. 2 (2020): 80–95, <https://doi.org/10.33363/dd.v17i2.392>.

¹⁹ Widya P Pontoh, "PERANAN KOMUNIKASI INTERPERSONAL GURU DALAM MENINGKATKAN PENGETAHUAN ANAK (Studi Pada Guru-Guru Di TK Santa Lucia Tuminting)," *Jurnal Komunikasi* 21, no. 2 (2013): 318, <https://doaj.org>.

²⁰ Tin Rustini, "Pendekatan Komunikasi Interpersonal Guru Dalam Teacher Interpersonal Communication Approach In Improving Social Interactions Of Autistic Children" 1, no. 2 (2022): 174–80.

²¹ Miftahul Khoiriyah, "Pola Komunikasi Instruksional Guru Dan Peserta Didik Kelas VI Sekolah Dasar Dan Madrasah Ibtidaiyah Negeri," *Jurnal Komunikasi Dan Informatika* 5, no. 1 (2023).

repeating, and presenting their Qur'an memorization to the teacher²². It involves both verbal and non-verbal strategies to clarify instructions for students, ensuring they understand the teacher's guidance, which ultimately supports their memorization process.

These communication approaches demonstrate that humanist communication serves as the foundational principle in educating children with special needs²³. Individualized and character-sensitive communication enhances effectiveness and strengthens teacher-student relationships, allowing students to thrive.

At Al-Qawiyah School, humanist communication patterns involve individualized approaches to meet each student's needs in Qur'an memorization. The school's learning methods include Ziyadah (adding or memorizing new verses), Muraja'ah (reviewing previously memorized verses), and Tasmi' (reciting memorized verses for correction). Before each lesson, students gather for morning exercises to refresh their bodies and minds, aiding concentration during class. After these activities, students commence their memorization tasks in class.

The humanist communication pattern applied by instructors has shown significant results in students' Qur'an memorization progress. Among the 34 students, one student with cerebral palsy has memorized an impressive eight juz of the Qur'an. Despite facing developmental challenges, this achievement highlights the essential role of teachers in facilitating memorization.

Humanist communication fosters students' motivation and confidence, which is particularly important for children with mental health challenges²⁴. By making students feel accepted, this approach supports the growth of their self-esteem, creating an inclusive, comfortable learning environment. Consequently, students feel secure at school, and this comfort positively impacts their Qur'an memorization, encouraging active participation in every learning session.

The Impact of Humanistic Communication Patterns on Quran Memorization Process

The humanistic communication patterns applied by teachers at Al-Qawiyah School in educating children with special needs in Quran memorization have a positive impact on the children's development. This type of communication not only enhances their memorization of the Quran but also helps improve their

²² Azizah Ayu Shintiyana, "Komunikasi Instruksional Guru Dalam Meningkatkan Keterampilan Sosial Anak Berkebutuhan Khusus Di Sekolah Inklusif Galuh Handayani Surabaya," *Commercium*, 3(2), 2020, 1–11.,
<https://ejournal.unesa.ac.id/index.php/Commercium/article/view/35773/31991>.

²³ Shintiyana.

²⁴ Utomo AHP, "Cerebral Palsy Tipe Spastic Diplegi Pada Anak Usia Dua Tahun," *Medula* 1, no. 4 (2013): 25–34.

communication skills. Such effects are evident in the progress students make in memorizing the Quran. The memorization process for children with special needs is indeed challenging; teachers must accompany them with patience and empathy, as these children's behaviors and attitudes are often influenced by their emotional or sensory conditions.

Humanistic communication impacts students' mindset and habits, making it easier for them to be guided and directed by teachers. The following outlines some positive effects found in research on humanistic communication patterns applied by teachers in Quran memorization.

1. Enhanced Quran Memorization Skills

The humanistic communication approach used by teachers has significantly improved students' Quran memorization achievements. Empathetic communication creates a comfortable environment for students, making Quran memorization less daunting. Additionally, both verbal and non-verbal communication, along with interpersonal and instructional communication approaches grounded in humanism, enable students to achieve maximum memorization. The school's targeted memorization goals can be well-achieved under this approach.

The improvement in students' memorization skills depends on the communication patterns and tools used to educate children with special needs. Memorizing the Quran requires focus, memory strength, and strong determination from the students. Through humanistic communication, teachers can encourage students with special needs to study and memorize the Quran. Though challenging, this teaching approach enables teachers to understand each student's unique characteristics.

2. Comfort in the Quran Memorization Process

Observational findings show that students feel comfortable and secure in a learning environment with supportive communication. They do not feel burdened by demands beyond their capacities. Students' comfort in Quranic learning is evident in their enthusiasm during class. Interviews with teachers reveal that some students even ask to attend classes during school breaks, as they feel at ease in the learning environment.

This sense of comfort is closely related to the communication patterns employed by teachers, who devote considerable attention to each student, with each teacher responsible for six students per class. Teachers, through humanistic communication, can understand and guide students in Quran memorization, creating an environment where students feel comfortable learning and memorizing the Quran.

3. Increased Confidence in Quran Memorization

The humanistic communication patterns used by teachers enhance students' self-confidence. Empathetic approaches and motivational support from teachers help inspire students in their Quran memorization journey. Confidence is crucial for children with special needs, as they differ from typical children and may perceive themselves as imperfect or inadequate.

Self-confidence is a belief in one's abilities and potential, enabling individuals to pursue their goals and aspirations. It helps individuals recognize their strengths, whereas lack of confidence leads to self-doubt. Through humanistic communication, teachers foster a sense of capability and potential in students, regardless of their physical and cognitive limitations. Beyond Quran memorization, teachers also play a role in strengthening students' mental resilience²⁵. This mental fortification positively impacts students' confidence, making Quran memorization easier and more readily absorbed once confidence is established.

Conclusion

Pola komunikasi humanis yang diterapkan guru di Sekolah Al-Qawiyah Karanganyar berperan penting dalam proses menghafal Al-Quran. Melalui pendekatan empatik, Penggunaan pola verbal dan nonverbal, komunikasi intrapersonal, dan komunikasi instruksional mampu mendukung penuh proses menghafal Al-Quran siswa berkebutuhan khusus. Dengan komunikasi humanis mampu menciptakan lingkungan belajar yang inklusif dan kondusif.

Ketika guru berkomunikasi dengan penuh kesabaran dan pengertian siswa merasa dihargai dan termotivasi untuk menghafal Al-Quran tanpa rasa tertekan. Pola komunikasi humanis yang diterapkan mampu mengurangi rasa kecemasan dan tidak percaya diri yang sering kali dialami oleh siswa berkebutuhan khusus, sehingga mereka dapat lebih fokus dalam proses hafalan. Penerapan pola komunikasi humanis mampu membuat suasana kelas menjadi kondusif.

Interaksi yang hangat antara guru dan siswa membuat daya ingat siswa, serta kepercayaan diri mereka dalam menghafal Al-Quran meningkat. Pola komunikasi humanis ini, selain meningkatkan kemampuan akademik, juga berperan dalam pembentukan karakter siswa yang lebih baik. Dalam penelitian ini pola komunikasi humanis mampu membantu siswa berkebutuhan khusus menghafal Al-Quran. Pencapaian hafalan mereka juga membuktikan bahwa pola komunikasi humanis mampu membuat mereka mencapai target hafalannya.

Penelitian ini menyimpulkan bahwa pola komunikasi humanis yang diterapkan guru di Sekolah Al Qawiyah Karanganyar berperan penting dalam mendukung perkembangan siswa berkebutuhan khusus dalam menghafal Al-Quran. Pola komunikasi ini mampu menciptakan lingkungan belajar yang inklusif,

²⁵ Muzakkir et al., "Kepercayaan Diri Anak Berkebutuhan Khusus Dalam Mengikuti Pendidikan Inklusi," *Jurnal Bimbingan Konseling* 5, no. 20 (2020): 24–32.

penuh dukungan, dan mendorong siswa untuk terus belajar dengan percaya diri. Meskipun terdapat tantangan, pola ini dianggap efektif dalam membantu siswa menghafal Al-Quran dengan cara yang sesuai dengan kebutuhan dan kemampuan mereka.

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