

## ABSTRAK

Penelitian ini dilatarbelakangi oleh: 1) Kurangnya guru PAI profesional khusus tunarungu, 2) kurangnya bimbingan dan pengajaran pendidikan Agama Islam pada siswa tunarungu , 3) untuk mengetahui model pembelajaran PAI pada siswa runa rungu. Tujuan umum penelitian ini adalah untuk mengetahui Model Pembelajaran Pendidikan Agama Islam Pada Siswa Tuna rungu. Tujuan khususnya yaitu untuk: 1) mendeskripsikan perencanaan pembelajaran Pendidikan Agama Islam di kelas VIII, 2) mendeskripsikan pelaksanaan pembelajaran Pendidikan Agama Islam di kelas VIII, serta 3) mendeskripsikan evaluasi pembelajaran PAI di kelas VIII SMPLBN Cicendo Kota Bandung Tahun Ajaran 2016-2017. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kualitatif. Instrumen penelitian dalam penelitian ini adalah peneliti sendiri. Teknik pengumpulan data dilakukan dengan cara pengamatan, wawancara, dan studi dokumen. Analisis data dengan cara reduksi data, penyajian data, dan penarikan kesimpulan. Pada pengolahan data hasil penelitian diketahui bahwa perencanaan pembelajaran PAI yang terdapat di SLBN Cicendo Kota Bandung mengacu pada Kurikulum 2013 yang terdiri dari program tahunan, program semester, silabus, RPP, sumber bahan ajar, tujuan pembelajaran, dan assesment. Pada pelaksanaan pembelajaran PAI di kelas VIII SMPLBN Cicendo Kota Bandung menggunakan pendekatan komunikasi total (komtal), metode pembelajaran yang digunakan adalah *Metode Maternal Reflectif (MMR)*, ceramah, diskusi, tanya jawab, dan penugasan. Model pembelajaran yang digunakan adalah *Model Contextual Teaching and Learning*. Evaluasi pembelajaran dilakukan secara berkala seperti Ulangan Harian, Ulangan Tengah Semester, dan Ulangan Semester. Evaluasi yang digunakan yaitu tes tertulis, lisan, dan kinerja. Berdasarkan hasil penelitian diketahui bahwa perencanaan pembelajaran PAI kelas VIII sudah baik dilihat dari komponen perencanaan yang sudah lengkap. Pada pelaksanaan pembelajaran PAI kelas VIII berjalan sesuai dengan kurikulum pusat dan guru bisa menyesuaikannya dengan kondisi lapangan. Untuk evaluasinya berjalan dengan baik, aspek yang dievaluasi adalah aspek kognitif, afektif, dan psikomotor.

Kata Kunci: **Model Pembelajaran, Pendidikan Agama Islam, Tuna Rungu**

## **ABSTRACT**

This study is conducted based on: 1) a small number of professional Islamic Education subject teachers for deaf students, 2) lack of guidance and teachings of Islamic Education on deaf students, 3) desire to know Islamic Education learning model for deaf students. The general objective of this present study is to identify Islamic Education learning model for deaf students. In particular, the specific objectives are to: 1) describe the lesson planning of Islamic Education in class VIII, 2) to describe the implementation of Islamic Education learning in class VIII, and 3) to describe the evaluation of Islamic Education learning in class VIII at SMPLBN, Cicendo, Bandung City, Teaching Year of 2016-2017. The method employed in this study was descriptive method, specifically using qualitative approach. The instrument of this study was the researcher herself. In addition, the technique of data collection was carried out through observation, interviews, and document studies. In this present study, the data were analyzed by means of reducing data, presenting data, and drawing conclusion. Through data processing, the results of this study showed that lesson planning of Islamic Education subject existing in SLBN Cicendo, Bandung City referred to the Curriculum of 2013 consisting of annual program, semester program, syllabus, lesson plan (RPP), source of teaching materials, learning objective and assessment. In the implementation of Islamic Education learning in class VIII at SMPLBN Cicendo, Bandung City, it was used the total communication approach (komtal) and the learning methods that were applied covered the Maternal Reflectif Method (MMR), lecture, discussion, question and answer, and assignment. With respect to the learning model, it was used the Contextual Teaching and Learning Model. Then, the learning evaluation was carried out regularly such as in the moments of Daily Assignments, Mid-term Examination, and Final Examination. The evaluation was executed through written test, oral test, and performance test. Therefore, based on the results of this study, it was identified that the lesson planning of Islamic Education subject in class VIII was considered to be good. The implementation of Islamic Education learning in class VIII, ran in accordance with the central curriculum and the teachers could also adapt it to the real conditions. In regard to the evaluation process, it worked well and the aspects that were evaluated were in the areas of cognitive, affective, and psychomotor aspects.

**Keywords:** **Learning Model, Islamic Education, Deaf**