THE ROLE OF PRIVATE TUTORING ON THE LEARNING
ACHIEVEMENTS OF ABK STUDENTS AT THE COLOMADU STATE
EXTRAORDINARY SCHOOL
ACADEMIC YEAR 2018/2019

RESEARCH PAPER
Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Department of Islamic Education

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FACULTY OF ISLAMIC STUDIES
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2019
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Muhammadiyah University of Surakarta
In
Surakarta
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THE ROLE OF PRIVATE TUTORING ON THE LEARNING ACHIEVEMENTS OF
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STATE EXTRAORDINARY SCHOOL
ACADEMIC YEAR 2018/2019

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Test Date : January 11, 2019

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Herewith, I declare that in this research paper, there is no such thing as plagiarism of previous literary work which has been raised to obtain bachelor degree, nor there are opinions or masterpieces which have been written or published by others, except those which are referred in the manuscript and mentioned in the literary review and bibliography. Therefore, if it is proved that there are some untrue statements in this declaration, I will hold full responsibility.

Surakarta, Januari 21, 2018

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Diah Putri Fatmala
G000144007
MOTTO

يا أيها الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انْشُزُوا فَانْشُو فَرْقَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِيْنَ أَوْتُوا الْعِلْمَ دَرَجَاتٌ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ (11) Means :

"O believers! When it is said to you, "Give spaciousness in the assemblies," then expose, surely Allah will give spaciousness to you, and if it says, "Stand up," then stand up, Allah will raise the degree of those who believe among you and people who are given some degree of knowledge. And the Almighty God what you do."
DEDICATION

Gratefully I dedicate this paper to:

1. My Precious Parents,
   Mr. SUTRISNO & Mrs. DARIYEM

2. My Beloved Husband
   ZULKARNAIN WINDIARTO

3. My Great Brother and Sisters,
   DĪMAS ADJI SAPUTRA&DIAJENG ZILVANA ILMI

4. My Beloved Family

5. My Beloved Friends

6. All those who Love Me
GUIDELINES TO ARAB-LATIN TRANSLITERATION


1. Single Consonant

<table>
<thead>
<tr>
<th>Arabic font</th>
<th>Name</th>
<th>Latin Letters</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>ا</td>
<td>Alif</td>
<td>Not symbolized</td>
<td>Not symbolized</td>
</tr>
<tr>
<td>ب</td>
<td>ba’</td>
<td>B</td>
<td>Be</td>
</tr>
<tr>
<td>ت</td>
<td>ta’</td>
<td>T</td>
<td>Te</td>
</tr>
<tr>
<td>ث</td>
<td>sa’</td>
<td>š</td>
<td>Es (with a dot above)</td>
</tr>
<tr>
<td>ج</td>
<td>Jim</td>
<td>J</td>
<td>Je</td>
</tr>
<tr>
<td>ح</td>
<td>ḥa’</td>
<td>ḥ</td>
<td>Ha (with a dot below)</td>
</tr>
<tr>
<td>خ</td>
<td>kha’</td>
<td>Kh</td>
<td>Ka dan Ha</td>
</tr>
<tr>
<td>د</td>
<td>Dal</td>
<td>D</td>
<td>De</td>
</tr>
<tr>
<td>ذ</td>
<td>Žal</td>
<td>Ž</td>
<td>Zet (with a dot above)</td>
</tr>
<tr>
<td>ر</td>
<td>ra’</td>
<td>R</td>
<td>Er</td>
</tr>
<tr>
<td>ز</td>
<td>Zai</td>
<td>Z</td>
<td>Zet</td>
</tr>
<tr>
<td>س</td>
<td>Sin</td>
<td>S</td>
<td>Es</td>
</tr>
<tr>
<td>ش</td>
<td>Syin</td>
<td>Sy</td>
<td>Es dan Ye</td>
</tr>
<tr>
<td>ص</td>
<td>šād</td>
<td>š</td>
<td>Es (with a dot below)</td>
</tr>
<tr>
<td>ض</td>
<td>ḍaḍ</td>
<td>ḍ</td>
<td>De (with a dot below)</td>
</tr>
<tr>
<td>ط</td>
<td>ṭa’</td>
<td>ṭ</td>
<td>Te (with a dot below)</td>
</tr>
<tr>
<td>ظ</td>
<td>ṭa’</td>
<td>ų</td>
<td>Zet (with a dot below)</td>
</tr>
</tbody>
</table>
### 2. Double Consonant Because Syaddah is Written in Duplicate

<table>
<thead>
<tr>
<th>ع</th>
<th>'ain</th>
<th>‘</th>
<th>Comma upside down</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Arabic font</th>
<th>Name</th>
<th>Latin Letters</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>غ</td>
<td>Gain</td>
<td>G</td>
<td>Ge</td>
</tr>
<tr>
<td>ف</td>
<td>fa’</td>
<td>F</td>
<td>Ef</td>
</tr>
<tr>
<td>ق</td>
<td>Qāf’</td>
<td>Q</td>
<td>Qi</td>
</tr>
<tr>
<td>ك</td>
<td>Kāf’</td>
<td>K</td>
<td>Ka</td>
</tr>
<tr>
<td>ل</td>
<td>Lam</td>
<td>L</td>
<td>El</td>
</tr>
<tr>
<td>م</td>
<td>Mim</td>
<td>M</td>
<td>Em</td>
</tr>
<tr>
<td>ن</td>
<td>Nun</td>
<td>N</td>
<td>En</td>
</tr>
<tr>
<td>ه</td>
<td>ha’</td>
<td>H</td>
<td>Ha</td>
</tr>
<tr>
<td>ء</td>
<td>Hamzah</td>
<td>´</td>
<td>Apostrof</td>
</tr>
<tr>
<td>ي</td>
<td>ya’</td>
<td>Y</td>
<td>Ya</td>
</tr>
</tbody>
</table>

### 3. Ta’ Marbutah

a. If turned off written h

<table>
<thead>
<tr>
<th>عبة</th>
<th>Written</th>
<th>hibah</th>
</tr>
</thead>
<tbody>
<tr>
<td>جزية</td>
<td>Written</td>
<td>Jizyah</td>
</tr>
</tbody>
</table>

(This provision is not applicable to Arabic words that have been absorbed into Indonesian, such as shalat, zakat, etc., except if the original pronunciation is desired).

When followed by the article “al” and the second reading is separate, it is written with “h”.

---

viii
ب. If ta’ marbutah lives or with harakat fathah, kasrah and dhammah written “ِ”

<table>
<thead>
<tr>
<th>كرامة الأولياء</th>
<th>Written</th>
<th>Karāmah al-auliyā</th>
</tr>
</thead>
</table>

4. Short Vowels

<table>
<thead>
<tr>
<th>Kasrah</th>
<th>Written</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatḥah</td>
<td>Written</td>
<td>a</td>
</tr>
<tr>
<td>Ḍammah</td>
<td>Written</td>
<td>u</td>
</tr>
</tbody>
</table>

5. Long Vocals

<table>
<thead>
<tr>
<th>Fatḥah + alif example: جاهلية</th>
<th>Written</th>
<th>ā → jāhiliyah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatḥah + alif example: جاهلية</td>
<td>Written</td>
<td>ā → yas’ā</td>
</tr>
<tr>
<td>Kasrah + ya’ mati example: كريم</td>
<td>Written</td>
<td>ī → karīm</td>
</tr>
<tr>
<td>Ḍammah + wāwu mati example: فروع</td>
<td>Written</td>
<td>ū → furūḍ</td>
</tr>
</tbody>
</table>

1. Double vowels

<table>
<thead>
<tr>
<th>Fatḥah + ya’ die example: بينكم</th>
<th>Written</th>
<th>ai → bainakum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatḥah + wāwu mati example: قول</td>
<td>Written</td>
<td>au → qaulun</td>
</tr>
</tbody>
</table>

2. Article “ال”

The article “ال” is transliterated with “al” followed by a hyphen “-,” both when meeting qamariyyah letters and syamsiyyah letters, for example:

| الفضل | Written | al-qalamu |
3. Capital Letters

Although Arabic writing does not recognize capital letters, but in transliteration capital letters are used for the beginning of sentences, self-name, etc. such as the provisions of EYD. The beginning of the article on self-name is not written in capital letters; example:

| وما محمد | Written | Wa mā Muḥammadun illa rasūl | الارسول | al-syamsu |  |
ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

Assalamu’alaikum Warrahmatullahi Wabbarakatuh

الحمد لله ربّ العالمين

Alhamdulillahi Robbil’aalamiin, all praise being to Allah SWT, Lord of the world, the Most Merciful, who blesses the researcher so that she could complete her research paper as a partial fulfillment of the requirements to attain a Bachelor Degree of Islamic International Education of Faculty of Islamic Studies at Universitas Muhammadiyah Surakarta. Praise to the greatest Prophet Muhammad SAW, his family, his companions, and his followers. Amin.

Thanks to the instructions and mercy of Allah Almighty, the researcher can complete the preparation of this paper, in order to fulfill the task and obtain a bachelor’s degree in education from the Islamic Religious education study program, under the title “THE ROLE OF PRIVATE TUTORING ON THE LEARNING ACHIEVEMENTS OF ABK STUDENTS AT COLOMADU STATE EXTRAORDINARY SCHOOL ACADEMIC YEAR 2018/ 2019”.

The researcher would like to express her sincere gratitude for everyone who gave contribution and support in accomplishing this research. Thus, the researcher would like to express her deepest gratitude and appreciation to:

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2. Dr. Muhammad Ali, S.Ag., the Head of Islamic Religious Education of Universitas Muhammadiyah Surakarta.

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4. The examiners who has given a great chance and easiness for the researcher to get through one of the major steps in her life.

5. All the lecturers in the Faculty of Islamic Studies who have helped and guided for all of their beneficial knowledge that has taught to the researcher. And especially for Mrs. Nurul Latifatul Inayati, S.Pd.I,M.Pd.I, which always accompanies the steps of 2014 international class religious education program students.

6. The Director BKUI and the Islamic Religious Education study program who have been providing information and allow the research.

7. The administrative staff of the Islamic religious faculty of UMS who have assisted in the matter of correspondence and others.

Wassalamu’alaikumWarrahmatullahiWabarrakatuh

The Researcher

Diah Putri Fatmala
PERANAN LES PRIVAT TERHADAP PRESTASI BELAJAR SISWA ABK DI SEKOLAH LUAR BIASA NEGERI COLOMADU

2018/2019

Abstrak

Siswa ABK merupakan siswa yang memiliki keterbelakangan fisik maupun mental yang dapat menghambat proses belajar dan perkembangan dirinya di sekolah maupun di lingkungan sekitar sehingga siswa ABK memerlukan dampingan, latihan dan bimbingan khusus yang dapat membantunya dalam belajar dan berkembang.

Tujuan penelitian ini adalah untuk mengetahui tentang peranan les privat terhadap prestasi belajar siswa ABK di sekolah serta upaya-upaya yang seharusnya dilakukan sekolah untuk membantu para siswa ABK mendapatkan pendidikan yang layak. Penelitian ini merupakan penelitian lapangan. Penelitian ini bersifat deskriptif kualitatif, dengan metode pengumpulan data melalui observasi, wawancara, dan dokumentasi.

Hasil penelitian ini adalah pertama, les privat merupakan program pembelajaran tambahan yang dilakukan di luar sekolah yang dapat membantu siswa ABK dalam memahami dan mendalami pelajaran di sekolah serta dapat membantu orang tua dalam membimbing anaknya agar dapat berinteraksi sosial dan berperilaku yang baik di lingkungan, maka les privat memiliki peranan penting dalam membantu siswa belajar dan mengembangkan dirinya. Kedua, upaya lain yang diupayakan sekolah untuk membantu siswa ABK adalah dengan meyediakan fasilitas tambahan yang dapat menyalurkan bakat siswa ABK.

Kata kunci: siswa ABK, Sekolah SLB N Clomadu dan Orang Tua
THE ROLE OF PRIVATE TUTORING ON THE LEARNING ACHIEVEMENTS OF ABK STUDENTS AT THE COLOMADU STATE EXTRAORDINARY SCHOOL ACADEMIC YEAR 2018/2019

Abstract

ABK students are students who have physical and mental retardation that can hinder the learning process and their development in school and in the surrounding environment so that ABK students need assistance, training and special guidance that can help them in learning and developing.

The purpose of this study was to find out about the role of private tutoring on the learning achievements of ABK students in schools as well as the efforts that should be taken by schools to help ABK students get proper education. This research is a field research. This research is descriptive qualitative, with methods of collecting data through observation, interviews, and documentation.

The results of this study are first, private tutoring is an additional learning program conducted outside of school that can enable ABK students to understand and explore school subjects and can help parents guide their children so they can interact socially and behave well in the environment, then tutoring private has an important role in helping students learn and develop themselves. Secondly, another attempt by the school to help ABK students is by providing additional facilities that can channel the talents of ABK students.

Keywords: ABK students, School SLB N Colomadu and Parents
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LETTER OF APPLICATION FOR RESEARCH PERMIT

INSTITUTION RESEARCH PERMIT