

The Adaptive Role of Parents in Enhancing Quran Memorization for Children with Special Needs (Intellectual Disability)

Luthfia Firoos Safitri^{1*}, Herinto Sidik Iriansyah², Fitriyani³

¹Miss Lufi Education Tutoring Center, Indonesia

²Pancasila and Citizenship Education Study Program, STKIP Kusuma Negara, Jakarta, Indonesia

³Primary School Teacher Education Study Program, STKIP Kusuma Negara, Jakarta, Indonesia

*luthfiafirooss@gmail.com

Abstract

The education of children is primarily the responsibility of parents, a duty that becomes even more critical for Children with Special Needs who have intellectual disabilities. This research aims to describe the role of parents in improving the memorization of the Al-Qur'an for children with special needs. The results show that parents play a highly significant role as both motivators and facilitators. As motivators, parents provide extrinsic support such as praise and patience, as well as understanding children's enthusiasm and adjusting their learning abilities. As facilitators, they create a comfortable learning environment and provide supporting facilities, including a Qur'an and murottal audio media. The memorization process is carried out regularly after Maghrib prayer using the Sima'i Method (listening), which involves the stages of Modeling, Imitation, and Evaluation under patient guidance. The combination of the Sima'i method with murottal audio media proves effective, as children with intellectual disabilities tend to absorb information more efficiently through auditory channels. In conclusion, the active role of parents encompassing extra guidance, emotional support, and the provision of adaptive strategies and facilities is a key factor in producing tangible and consistent progress in the Qur'an memorization.

Keyword: Children with Special Needs, Intellectual Disability, Qur'an Memorization, Role of Parents

1 INTRODUCTION

Children's education is a fundamental responsibility of every parent, whose role is not only to meet physical needs but also to be the first and main educator. This role becomes even more challenging when parents raise children with special needs. A child with an intellectual of dyslexia is one whose IQ is below average, so they requiring special attention, appropriate methods, and a supportive learning environment to develop their potential optimally. The sincere and natural affection of parents serves as the main foundation in carrying out this role. This study examines how the role of parents, particularly those of children with intellectual dyslexia, is manifested in two main forms: the role of parents as motivators and facilitators.

This qualitative research uses a case study method conducted naturally, without manipulation or intervention. The focus of the research is to describe and deeply analyze the various parental roles in supporting the improvement of Qur'an memorization in children with intellectual disabilities in Grade VI at SD Islam Al-Ihya (Al-Ihya Islamic Elementary School). The research subject is a sixth-grade student at SD Islam Al-Ihya (Al-Ihya Islamic Elementary School), Sawangan, Depok, diagnosed with an intellectual disability, along with his parents who are directly involved as the main learning companions. The study was conducted during the even semester of the 2024/2025 academic year. The results indicate that parents play a highly significant role in supporting their child's Qur'an memorization, from creating a conducive learning environment, utilizing learning media such as audio tools, to building effective communication.

As motivators, parents provide extrinsic encouragement through motivational words, praise, and rewards, which have proven effective in enhancing the child's learning enthusiasm. Mrs. Izzatullaila, the mother of a child with intellectual dyslexia, emphasized

the importance of patience and attention in motivating her child, as well as her ability to understand fluctuations in the child's learning spirit. Meanwhile, as facilitators, parents take responsibility for providing adequate learning facilities, such as a comfortable study desk, a Qur'an with tajwid, and supportive learning media. These two roles complement each other in creating a conducive and supportive learning environment.

The process of memorizing the Qur'an for children with intellectual dyslexia requires a highly structured and adaptive approach. The implementation, based on the Sima'i Method, emphasizes the importance of listening to minimize the challenges of reading and writing that these children often face. By mutual agreement between the child and the parent, memorization sessions are routinely held every day after Maghrib prayer. The parent begins by preparing a focused learning atmosphere, ensuring the child sits face-to-face without distractions, then recites the verses repeatedly. The child then imitates the recitation under patient guidance and correction until it becomes accurate. The final stage is evaluation, where the parent listens to the child's memorization and provides further correction if necessary.

In addition to the method, the use of murottal audio media serves as an essential learning aid. This media enables the child to repeat and review memorization independently. With features such as a remote control and guidebook, the child can easily select surahs and adjust the volume for comfort. The combination of the Sima'i method and murottal audio media has proven highly effective, as children with dyslexia tend to absorb information more efficiently through auditory channels. This approach has resulted in significant and consistent improvement in the child's Qur'an memorization.

The findings show that parents play a vital role in supporting their child's Qur'an memorization by creating a conducive learning environment, utilizing audio-based learning media, and establishing effective communication. Based on these findings, the study concludes that the parents of the subject have been actively involved by providing extra guidance and direction, offering emotional and motivational support, applying learning strategies and methods suited to the child's abilities, setting a good example, and providing facilities that support the child's learning process.

Therefore, this article aims to provide an in-depth explanation of how active parental roles and proper parenting patterns, combined with appropriate methods and media, can lead to significant progress for children with special needs in the process of memorizing the Qur'an.

2 RESEARCH METHODS

The research approach utilized in this study employed a qualitative method with a case study design. This methodological framework was selected to achieve a deep, detailed, and holistic understanding of the complex phenomenon—the adaptive role of parents—within its specific, real-life context (Sugiyono, 2018). Through the case study, the researcher was able to collect rich, thick, and detailed data specific to the unique role of the parents and the specialized Qur'an memorization methods applied to the single child participant. The study was conducted naturally, without external manipulation or intervention, to observe the phenomena as they occurred organically within the family unit and the local school environment.

The research subject is a male student, Faiz Alvino Rizky (Vino), enrolled in Grade VI at SD Islam Al-Ihya (Al-Ihya Islamic Elementary School), Sawangan, Depok, who was diagnosed with an intellectual disability (IQ score of 54). The subject's parents are directly involved as the main learning companions and were the primary informants. The study was executed during the even semester of the 2024/2025 academic year. The research procedure was divided into four main stages:

1. Observation Stage: Observing and recording general preliminary data.
2. Interview Stage: Selecting and focusing the data on the main research problem.

3. Documentation Stage: Collecting documents such as letters, photos, daily grades, and report cards.
4. Conclusion Stage: Analyzing data in depth to draw conclusions.

In this study, the researcher used the Miles and Huberman data analysis model, which consists of three main activities in qualitative data analysis, namely:
 Data Reduction – the process of selecting, focusing, simplifying, abstracting, and transforming raw data that is then organized into written field notes.

Data Display – the process of presenting data as an organized set of information to allow conclusions to be drawn. Conclusion Drawing/Verification – a continuous process of interpreting the collected data, which may evolve as new data emerge, leading to the final conclusion (Emzir & Pd, 2012; Watkins et al., 2019).

Table 1. Observation and Interview Guidelines

No	Observed Aspect	Description
1	Parental Support and Motivation	Giving praise, creating an enjoyable learning atmosphere, and consistently being present to guide and encourage the child.
	Understanding the Child's Ability	Recognizing differences in learning pace, consulting child development specialists, and acknowledging the child's strengths in Qur'an memorization.
2	Learning Facilities or Media	Using murottal speakers regularly and providing a comfortable learning environment.
	Parental Learning Strategies	Applying a multisensory approach, giving short and clear instructions, and maintaining a calm and supportive learning environment.

3 RESULT AND DISCUSSION

3.1 The Adaptive Role of Parents in Improving Qur'an Memorization

The foundational premise of this study is that parents are the first and foremost educators, a role that profoundly influences a child's holistic development (Syatina et al., 2021). The case of Faiz Alvino Rizky (Vino), a child with an intellectual disability (IQ score of 54), this IQ score explains the learning difficulties he experiences, such as not being able to read and count in class. Despite this diagnosis, the student showed extraordinary talent in memorizing the Koran, where his abilities exceeded the targets set. This success underscores the importance of appropriate learning strategies adapted to the child's learning methods applied by their parents. The parental role in supporting Vino's religious and academic development can be systematically analyzed through two essential, complementary functions: Motivator and Facilitator.

3.2 The Parent as Motivator (Emotional and Psychological Support)

Motivation provided by the parents is largely extrinsic, driven by sincere affection and consistent supportive actions. Observations and interviews confirm that parents act as primary sources of moral support through continuous praise, verbal encouragement, gifts and advice. Mrs. Izzatullaila said this support firmly: "I provide support with patience and full attention. Giving praise when the child successfully completes a task, and also reminding him that small efforts and progress are important." This highlights a core strategy of celebrating small victories, which builds momentum and self-confidence.

Parents also have an Adaptive Emotional Response, parents actively monitor fluctuations in children's motivation. When enthusiasm decreases (due to boredom or tiredness), parents' responses are empathetic and adaptive: they will reduce the learning

load, look for more fun ways to learn, and remind children that "everyone has a different learning speed", this empathetic approach, which is confirmed by teacher observations.

3.3 The Parent as Facilitator (Environmental and Resource Provision)

As facilitators, the parents took full responsibility for creating a conducive learning environment and providing the necessary adaptive tools.

Parents ensure a comfortable study space (a special study table, although learning is also sometimes done in the family room so you don't get bored). Next, they establish a very consistent study routine, arranging memorization sessions every day after the Maghrib prayer (at 18.30) by mutual agreement with the child. These routines provide necessary and often important structure for children with special needs (Iriansyah et al., 2022).



Figure 1. Murottal speaker, guidebook and remote control

Figure 1 proves that parents actively provide special learning media, especially the Murottal ZB-806BT Speaker with remote control and guidebook. This facility directly supports children's learning strengths (hearing), while addressing their weaknesses (reading/writing), demonstrating an adaptive and targeted approach in allocating learning media for children.

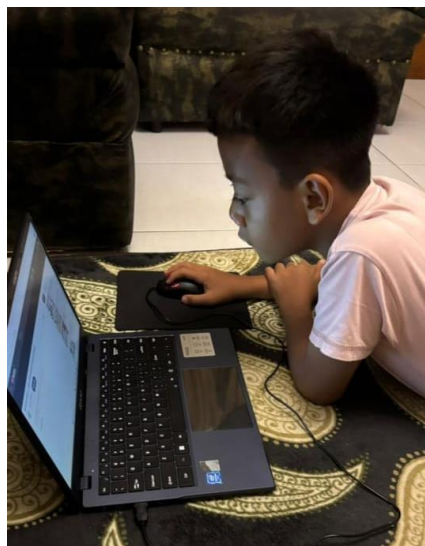


Figure 2. Child is learning use a laptop

Gifting laptops also shows a commitment to diversifying learning resources beyond traditional textbooks, as a means for children to get to know and use digital learning media safely and wisely, including trips to the library.

3.4 Implementation of the Sima'i Method and Learning Outcomes

The process of Qur'an memorization for Vino required a highly structured and specialized pedagogical approach. The parents effectively utilized and adapted the Sima'i Method (listening-based memorization), emphasizing auditory input to leverage the child's natural strength and bypass the reading difficulties associated with his disability.

The implementation of the Sima'i Method was executed in a four-stage, repeatable cycle:

- a. Preparation: Creating a focused learning atmosphere; sitting face-to-face to ensure concentration; removing distractions; and starting with a foundational recitation (e.g., Al-Fatihah).
- b. Modeling: The parent repeatedly recites the target verses, ensuring the child listens and internalizes the correct makhorijul huruf (articulation) and tajwid (rules of recitation).
- c. Imitation: The child repeats the recitation, and the parent guides the process with patient and gentle correction, reinforcing the correct reading without scolding.
- d. Evaluation: The parent listens to the child's recitation to assess accuracy and retention, providing further correction and repetition cycles as needed.

This face-to-face, listening-intensive approach, combined with the continuous, independent practice enabled by the murottal audio media, was deemed highly effective. As observed in the data, children with intellectual disabilities often exhibit superior auditory processing when compared to their literacy skills (Syahidah, 2022), making this combination a powerful pedagogical tool.

To achieve optimal results, both appropriate methods and the use of effective learning media are essential. One of the most beneficial tools for children with intellectual disabilities is audio murottal media—recorded Qur'anic recitations that help children practice repeatedly at home.

This approach is highly effective because it eliminates reading and writing activities, which are often challenging for children with dyslexia. The combination of the Sima'i Method and murottal media allows the child to independently repeat memorization. With tools such as murottal speakers, remote controls, and guidebooks, parents can easily help the child choose surahs to review. This combination, aligned with the teacher's recommendations, has resulted in significant and consistent improvement in Qur'an memorization.

Progress was evident not only in the increasing number of memorized verses but also in academic scores from formative and summative assessments, proving that with suitable methods and media adapted to individual needs, children with intellectual dyslexia can overcome their limitations and reach their full potential in Qur'an memorization.

Table 2. Summary of Formative and Summative Assessments

Name	Formative 1	Formative 2	Mid-Semester (STS)	Final Evaluation (PSAJ)	Practical Exam
Vino	70	75	80	85	85

Based on Table 2, the researcher found that in the first daily test, the child scored 70, and in the second, 75, showing improvement. In the mid-semester test (STS), the score increased to 80, and in both the final evaluation (PSAJ) and practical exam, the child achieved 85. These results indicate that the child with intellectual dyslexia successfully reached scores above the minimum passing grade (75) and maintained consistent progress, demonstrating steady academic growth.

4 CONCLUSION

The research findings confirm that the role of parents exerts a significant and determining influence on improving the Qur'an memorization ability of children with intellectual disabilities. Parents in this case study effectively fulfilled a dual, adaptive role as both motivators and facilitators.

As motivators, they provided unwavering moral support, consistent praise, and deep emotional understanding that fostered the child's enthusiasm and self-confidence, specifically through the crucial strategy of adapting the learning load based on the child's daily emotional state and fatigue levels.

As facilitators, parents established a comfortable, structured learning environment and provided specialized resources, notably the murottal audio media, which directly catered to the child's auditory learning strength.

The specialized Sima'i Method (listening-based), implemented through the stages of preparation, modeling, imitation, and evaluation, proved highly effective by minimizing the cognitive demands of reading and writing. The combination of this method with the use of murottal speakers and a structured study routine after Maghrib prayer accelerated the child's memorization progress. The demonstrable improvement in academic scores, rising from 70 to 85, validates the effectiveness of this holistic and adaptive parental approach.

In conclusion, the study affirms that with consistent emotional support, adaptive learning strategies, and robust home-school collaboration, parents are the essential agents enabling children with intellectual disabilities to develop their potential optimally in the domain of Qur'an memorization.

5 ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all parties who, directly or indirectly, have provided input, guidance, and moral support throughout the process of writing this paper. Special thanks are extended to Islam Al-Ihya (Al-Ihya Islamic Elementary School) for their cooperation and willingness to participate. I hope this work will be beneficial and offer valuable insight to parents, teachers, and the wider community in understanding and maximizing the potential of children with intellectual disabilities.

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