

**PENINGKATAN EMPATI SISWA REGULER TERHADAP
SISWA BERKEBUTUHAN KHUSUS MELALUI
PEMBELAJARAN AKIDAH AKHLAK
DI SDIT MUTIARA HATI**

**Diajukan Untuk Memenuhi Persyaratan Memperoleh
Gelar Sarjana Pendidikan Agama Islam (S.Pd)**



Disusun oleh :

Khanifah Umayyah Akhwani

41182911220078

PROGRAM STUDI PENDIDIKAN AGAMA ISLAM

FAKULTAS AGAMA ISLAM

UNIVERSITAS ISLAM 45 BEKASI

1447 H /2026 M

**PENINGKATAN EMPATI SISWA REGULER TERHADAP
SISWA BERKEBUTUHAN KHUSUS MELALUI
PEMBELAJARAN AKIDAH AKHLAK
DI SDIT MUTIARA HATI**

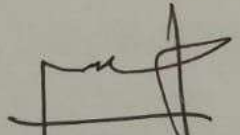
Skripsi

**Diajukan untuk Memenuhi Persyaratan Memperoleh
Gelar Sarjana Pendidikan Agama Islam (S.Pd)**

Oleh

KHANIFAH UMAYYAH AKHWANI
41182911220078

Pembimbing



Dr. Irham, S.Pd.i., M.A

**PROGRAM STUDI PENDIDIKAN AGAMA ISLAM
FAKULTAS AGAMA ISLAM
UNIVERSITAS ISLAM 45 BEKASI
1447 H/2026 M**

PERNYATAAN KEASLIAN

Yang bertandatangan di bawah ini :

Nama : Khanifah Umayyah Akhwani

NPM : 41182911220078

Dengan ini menyatakan bahwa skripsi yang berjudul, "PENINGKATAN EMPATI SISWA REGULER TERHADAP SISWA BERKEBUTUHAN KHUSUS MELALUI PEMBELAJARAN AKIDAH AKHLAK DI SDIT MUTIARA HATI" adalah benar merupakan karya saya sendiri dan tidak melakukan tindakan plagiat dalam penyusunannya. Adapun kutipan yang ada dalam penyusunan karya ini telah saya cantumkan sumber kutipannya dalam skripsi. Saya bersedia melakukan proses yang semestinya sesuai dengan peraturan perundangan yang berlaku jika ternyata skripsi ini sebagian atau keseluruhan merupakan plagiat dari karya orang lain.

Demikian pernyataan ini dibuat untuk dipergunakan seperlunya.

Bekasi, 11 Juni 2026



Khanifah Umayyah Akhwani

41182911220078

LEMBAR PENGESAHAN

Skripsi berjudul "PENINGKATAN EMPATI SISWA REGULER TERHADAP SISWA BERKEBUTUHAN KHUSUS MELALUI PEMBELAJARAN AKIDAH AKHLAK DI SDIT MUTIARA HATI" telah diujikan dalam sidang munaqasyah Program Studi Pendidikan Agama Islam Fakultas Agama Islam Universitas Islam "45" Bekasi pada 11 Juni 2026. Skripsi ini telah diterima sebagai salah satu syarat memperoleh gelar sarjana S.Pd pada Program Studi Pendidikan Agama Islam Fakultas Agama Islam.

Bekasi, 11 Juni 2026

Sidang Munaqasyah

Dekan/

Ketua Sidang

Dr. Akmal Rizki G.H, MA.

NIDN. 0410049201

Ketua Program Studi/

Sekretaris Merangkap Penguji 1

Dr. Irham, M.A.Pd.

NIDN. 0406058602

Penguji II

: Dr. Akmal Rizki Gunawan Hsb., M.A (.....)

NIDN. 0410049201

Penguji III

: Dr. Acep Mulyadi, Drs., M.Pd. (.....)

NIDN. 040566803

Penguji IV

: Abdul Ghofur, M.A., M.Ud. (.....)

NIDN. 0412018302

ABSTRACT

Khanifah Umayyah Akhwani. 41182911220078. *IMPROVING THE EMPATHY OF REGULAR STUDENTS TOWARD STUDENTS WITH SPECIAL NEEDS THROUGH AQIDAH AKHLAK LEARNING AT SDIT MUTIARA HATI*. Islamic Education Study Program. Islamic University "45" Bekasi.

This study was motivated by the low level of empathy shown by regular students toward students with special needs at SDIT Mutiara Hati, as indicated by limited social interaction, lack of involvement in playing together, and avoidance behaviors toward students with special needs in the inclusive classroom environment. This study aimed to improve the empathy of regular students toward students with special needs through Aqidah Akhlak learning. The study employed a Classroom Action Research (CAR) method using the Kammis and McTaggart model, which was conducted in two cycles consisting of planning, implementation, observation, and reflection stages. The research subjects consisted of 28 regular students and 1 student with special needs from class I Bukhori at SDIT Mutiara Hati in the 2025/2026 academic year. Data collection techniques included observation, interviews, and documentation.

The results showed that the average level of student empathy increased from 44% in the pre-action stage to 66% in cycle I and reached 86% in cycle II. The improvement was reflected in student behavioural changes, such as their willingness to play together, help student with special needs, avoid less interactional barriers, and accept differences more positively. Factors influencing the improvement of student empathy included social support, teacher, communication strategies, cognitive abilities, and gender. It can therefore be concluded that Aqidah Akhlak learning implemented through appropriate teacher communication strategies and play-based learning methods was affective in improving student empathy. This finding is further supported by the theory of Noerdjati Ajidharma, which states that through play activities, students can naturally develop various new skills, especially social skills.

Keywords: Empathy, Regular Students, Students with Special Needs, Aqidah Akhlak Learning

ABSTRACT

Khanifah Umayyah Akhwani. 41182911220078. *IMPROVING THE EMPATHY OF REGULAR STUDENTS TOWARD STUDENTS WITH SPECIAL NEEDS THROUGH AQIDAH AKHLAK LEARNING AT SDIT MUTIARA HATI*. Islamic Education Study Program. Islamic University "45" Bekasi.

This study was motivated by the low level of empathy shown by regular students toward students with special needs at SDIT Mutiara Hati, as indicated by limited social interaction, lack of involvement in playing together, and avoidance behaviors toward students with special needs in the inclusive classroom environment. This study aimed to improve the empathy of regular students toward students with special needs through Aqidah Akhlak learning. The study employed a Classroom Action Research (CAR) method using the Kammis and McTaggart model, which was conducted in two cycles consisting of planning, implementation, observation, and reflection stages. The research subjects consisted of 28 regular students and 1 student with special needs from class I Bukhori at SDIT Mutiara Hati in the 2025/2026 academic year. Data collection techniques included observation, interviews, and documentation.

The results showed that the average level of student empathy increased from 44% in the pre-action stage to 66% in cycle I and reached 86% in cycle II. The improvement was reflected in student behavioural changes, such as their willingness to play together, help student with special needs, avoid less interactional barriers, and accept differences more positively. Factors influencing the improvement of student empathy included social support, teacher, communication strategies, cognitive abilities, and gender. It can therefore be concluded that Aqidah Akhlak learning implemented through appropriate teacher communication strategies and play-based learning methods was affective in improving student empathy. This finding is further supported by the theory of Noerdjati Ajidharma, which states that through play activities, students can naturally develop various new skills, especially social skills.

Keywords: Empathy, Regular Students, Students with Special Needs, Aqidah Akhlak Learning

DAFTAR ISI

LEMBAR PENGESAHAN DOSEN PEMBIMBING	i
PERNYATAAN KEASLIAN SKRIPSI.....	ii
LEMBAR PENGESAHAN SIDANG SKRIPSI.....	iii
ABSTRAK	iv
DAFTAR ISI.....	vi
DAFTAR TABEL	ix
DAFTAR GAMBAR.....	x
DAFTAR LAMPIRAN	xi
KATA PENGANTAR.....	xii
BAB I PENDAHULUAN.....	1
A. Latar Belakang Masalah	1
B. Permasalahan.....	7
1. Identifikasi Masalah	7
2. Fokus Masalah	7
3. Rumusan Masalah	8
C. Tujuan Penelitian.....	9
D. Manfaat Penelitian.....	9
E. Penelitian Relevan Terdahulu	10
BAB II KAJIAN TEORI.....	24
A. Hakikat Empati.....	24
1. Jenis-jenis Empati.....	27
2. Faktor yang Memengaruhi Empati	28
a. Dukungan Sosial	28
b. Strategi Komunikasi Guru	29
c. Kemampuan Kognitif.....	30
d. Jenis Kelamin.....	30
B. Anak Berkebutuhan Khusus (ABK).....	31
1. Pengertian Anak Berkebutuhan Khusus (ABK).....	31

2. Jenis-jenis ABK.....	33
3. Karakteristik Cara Belajar ABK.....	37
4. Tantangan Siswa ABK dalam Mengikuti Pembelajaran.....	40
C. Hakikat Pendidikan Inklusif.....	43
1. Pengertian Pendidikan Inklusif.....	43
2. Landasan dan Tujuan Pendidikan Inklusif.....	46
3. Pelaksanaan Pendidikan Inklusif di Sekolah.....	48
4. Tantangan dan Hambatan Pendidikan Inklusif.....	49
5. Konsep Siswa Reguler dalam Pendidikan Inklusif.....	52
D. Pembelajaran Akidah Akhlak.....	54
1. Pengertian dan Tujuan Pembelajaran Akidah Akhlak.....	54
2. Relevansi Pembelajaran Akidah Akhlak dengan Penguatan Empati Siswa.....	56
3. Metode Pembelajaran yang Relevan.....	58
4. Strategi Guru dalam Meningkatkan Empati Siswa Reguler.....	59
5. Peran Pembelajaran Akidah Akhlak dalam Meningkatkan Empati Siswa.....	61
BAB III METODOLOGI PENELITIAN.....	63
A. Tempat dan Waktu Penelitian.....	63
1. Lokasi Penelitian.....	63
2. Waktu Penelitian.....	63
B. Jenis Penelitian.....	64
1. Penelitian Tindakan Kelas (PTK).....	64
2. Tujuan Penelitian Tindakan Kelas (PTK).....	64
3. Model PTK Kemmis & Mc Taggart.....	65
C. Desain Penelitian.....	66
D. Subjek Penelitian.....	67
E. Prosedur Penelitian.....	67
F. Sumber Data.....	72
G. Teknik Pengumpulan Data.....	72
H. Kisi-kisi Instrument Penelitian.....	74

I. Kriteria Keberhasilan Tindakan	78
J. Teknik Analisis Data	79
BAB IV HASIL PENELITIAN DAN PEMBAHASAN	81
A. Profil SDIT Mutiara Hati	81
B. Kondisi Awal empati Siswa Sebelum Pembelajaran Akidah Akhlak (Prasiklus)	83
C. Pelaksanaan Tindakan (Proses Pembelajaran)	86
a. Pra-siklus Perencanaan Siklus	86
b. Pelaksanaan Siklus I	86
1) Pembelajaran Siklus I Pembelajaran 1	87
2) Siklus I Observasi Pembelajaran 1	89
3) Siklus I Refleksi Pembelajaran 1	90
4) Siklus I Pembelajaran 2	91
5) Pembelajaran Siklus I Observasi Pembelajaran 2	93
6) Siklus I Refleksi Pembelajaran 2	94
c. Siklus II	95
a. Siklus II Pembelajaran 1	96
b. Siklus II Observasi Pembelajaran 1	99
c. Siklus II Refleksi Pembelajaran 1	100
d. Siklus II Pembelajaran 2	100
e. Siklus II Observasi Pembelajaran 2	101
f. Siklus II Refleksi Pembelajaran 2	104
D. Perubahan Empati Siswa dan Faktor yang Memengaruhinya	105
E. Faktor-faktor yang Memengaruhi Perubahan Empati Siswa	112
BAB V PENUTUP	117
A. Kesimpulan	117
B. Saran	118
DAFTAR PUSTAKA	120
LAMPIRAN-LAMPIRAN	122

DAFTAR TABEL

Tabel 3.1 Jadwal Penelitian	63
Tabel 3.2 Tabel Kisi-kisi Instrument Observasi Sikap Empati Siswa	75
Tabel 3.3 Tabel Kisi-kisi Instrument Wawancara dengan Wali Kelas	76
Tabel 3.4 Tabel Kisi-Kisi Instrumen Wawancara / Refleksi Siswa	77
Tabel 3.5 Tabel Kisi-kisi Instrument Observasi Proses Pembelajaran	78
Tabel 3.6 Tabel Kisi-kisi Instrumen Dokumentasi	78
Tabel 4.1 Tabel Asumsi Penyebab Masalah	84
Tabel 4.2 Tabel Peningkatan Empati Siswa	105
Tabel 4.3 Tabel Lembar Hasil Wawancara Siswa	106

DAFTAR GAMBAR

Gambar 3.1 Latar Desain Penelitian PTK	67
Gambar 3.2 Triangulasi Data	79
Gambar 4.1 Grafik Peningkatan Sikap Empati	109

Ulangan 2 Hasil Turnitin Plagiasi

cek turnitin bab 1-5.pdf

- 1. Judul: Ulangan 2 Hasil Turnitin Plagiasi
- 2. Nama: ...
- 3. NIM: ...
- 4. Kelas: ...

Document Details

Document ID: ...
Document Name: ...
Submission Date: ...
Submission Time: ...
Document Size: ...
Document Type: ...

122 Pages
22,324 Words
147,295 Characters



Page 1 of 122 - Cover Page

Submission ID: ...



Page 2 of 122 - Integrity Overview

Submission ID: ...

24% Overall Similarity

The overall index of all matches, including overlapping matches, for each document.

Filtered from the Report

- Bibliography
- Quoted Text

Top Sources

- 1. Internet sources
- 2. Publications
- 3. Submitted works (Student Papers)