



Inclusive Education Learning Process in Islamic Religious Education Subjects for Children with Special Needs

Tisya Khairunnisa¹, Martono¹, Nurul Azizah², Siti Aniqatul Albar³, Grady Wallace Raines⁴

¹ STAI Pengembangan Ilmu al-Qur'an Sumatera Barat, Indonesia

² Institute of Islamic and Arabic Sciences (LIPIA) Jakarta, Indonesia

³ Indonesian Putra University YPTK Padang, Indonesia

⁴ Cornell University, New York, US

✉ tisyakhairunnisa17@gmail.com*

Article Information:

Received 14th April, 2024

Revised 20th May, 2024

Accepted 25th Juni, 2024

Keywords: *Islamic Religious Education, Education, Inclusive Education Schools*

Abstract

Inclusive education is a fundamental right that provides children with disabilities access to education alongside their peers. This study examines the implementation of inclusive learning within Islamic Religious Education (PAI) at the Creative Islamic Elementary School (SDIK) Makkah in Padang City. Employing a descriptive qualitative approach, data were collected through observations, interviews, and documentation from school principals, PAI teachers, and special guidance teachers (GPK). The findings reveal that the lesson planning in PAI classes is inclusive, covering all students, including those with special needs (ABK), with additional objectives tailored by GPK according to ABK abilities. In the learning implementation phase, GPKs actively support ABK, prioritizing their participation. Evaluations are customized to ABK's unique capabilities and learning characteristics, differing from standard assessments. Key supportive factors include knowledgeable principals, dedicated GPKs, and adequate infrastructure, while challenges arise from fluctuating ABK moods, teachers' instructional dilemmas, and limited parental engagement due to busy schedules. This research contributes to the body of knowledge on inclusive education by providing insights into effective practices and obstacles, offering a valuable reference for future studies on inclusive learning in PAI subjects.

How to Cite : Tisya Khairunnisa, Martono, Nurul Azizah, Siti Aniqatul Albar, Grady Wallace Raines. (2024). Inclusive Education Learning Process in Islamic Religious Education Subjects for Children with Special Needs. *Ri'ayatu al-Qur'a: Jurnal Pendidikan Islam*, 6(2) 6-12.

e-ISSN : 3026-4758

Published by : The Institute for Research and Community Service

INTRODUCTION

Education is the right of all citizens without distinction of origin, socio-economic status, or physical condition of a person, including children with disabilities as mandated in Article 31 paragraph 1 of the 1945 Constitution, which states that every citizen has the right to receive education. (Itasari, 2020) Hanifah & Musyadad, 2024) Satar et al.,2024) Haikal, 2022) . In line with the development of educational services, there is an educational program called inclusive education, which is an educational service that includes children with special needs together with children of the same age to study in public schools (Fauzan et al., 2021) ; (Meka et al., 2023) ; (Sukadari, 2020) ; (Herawati, 2018) . Learning for ABK (Children with Special Needs) requires a separate strategy according to their individual needs. The method used so that children do not get bored easily in their learning is by using various methods (Supriyadi, et al., 2023 ; Mardiana et al., 2024 ; Armaida & Jatiningasih, 2023 ; Supriyadi et al., 2023) . By providing equal opportunities for ABK to obtain education and teaching, it will help them in forming an educated, independent and skilled personality (Satar et al., 2024 ; Asyari et al., 2023 ; Chaerizanisazi et al., 2024 ; Mardiana et al., 2020) . The characteristics of the inclusive education learning process include having a flexible planning, implementation, and evaluation system and support from teachers who can guide children with special needs in learning (Susilowati et al., 2022 ; Agustin, 2019 ; Nurfadhillah et al., 2022 ; Hanaa & Eani, 2022) . To find out, it is necessary to review how the learning process is carried out in inclusive schools at the Makkah Creative Islamic Elementary School (SDIK) in Padang City, whether or not it is in accordance with these provisions. In this case, the researcher conducted a special review of the Islamic Religious Education (PAI) subject.

Previous research conducted by (Puspita, 2021) from the Faculty of Tarbiyah and Tadris, State Islamic Institute (IAIN) Bengkulu in her thesis entitled "Inclusive Learning Process for Children with Special Needs (ABK) at SDIT Al-Aufa, Bengkulu City". This thesis discusses how the Inclusive Learning Process for ABK in Mathematics subjects in Class IVA with types of ABK with mild mental retardation and ABK with moderate mental retardation. The results of the study show that (1) The inclusive learning process for children with special needs (mental retardation) in mathematics subjects in class IVA SDIT Al Aufa is carried out by class teachers assisted by GPK. The learning objectives and learning materials used are the same for regular children and ABK. In the ongoing learning process, ABK are not accompanied by special assistant teachers or shadow teachers as in other inclusive schools. The evaluation used is a written and oral test that is adjusted to the child's abilities. (2) Supporting and inhibiting factors in the implementation of inclusive learning in mathematics subjects for children with intellectual disabilities consist of child, teacher and environmental factors.

In line with the research (Hidayat, 2016) entitled "Learning of Islamic Religious Education in Inclusive Classes at Annida Sokaraja Integrated Islamic Elementary School, Banyumas Regency in 2014/2015". The results of the study showed that (1) Learning of Islamic Religious Education for students with special needs at Annida Sokaraja IT Elementary School in inclusive classes in terms of learning

objectives have differences between normal students in regular classes. (2) Learning for students with special needs and normal students in the classroom receives the same material. However, for students with special needs, because they have limitations compared to normal students, students with special needs focus on receiving from the assistant teacher. (3) The evaluation carried out by the Islamic Religious Education teacher is in the form of an assessment that is realized with numbers, while the assistant teacher or Aid Teacher uses the observation method in the form of a description of each development of students with special needs.

Furthermore, research by (Malitasari, 2019) entitled "Implementation of Inclusive-Based Islamic Religious Education Learning at Sd Negeri 1 Surotrunan, Alian District, Kebumen Regency, Central Java Province". The results of the study showed that (1) The planning carried out, students with disabilities and non-disabilities were given different targets, such as slow learner students whose learning targets to be achieved by students were different from other non-disabled students. (2) Implementation carried out the use of this method was applied in a varied manner by considering its relevance based on the disability category of students in each class. (3) Inhibiting factors for the Implementation of the Inclusive-Based Islamic Religious Education Curriculum are Human Resources which are still lacking, the psychological condition of students, lack of learning motivation and attitudes of students and the intensity of study hours which are still lacking. (4) The supporting factors are the availability of adequate inclusive-based facilities and infrastructure, the availability of special guidance teachers (GPK) who assist PAI teachers from the preparation of lesson plans to the implementation of PAI learning itself, a comfortable school environment and the existence of a connection between parents and PAI teachers, especially students with disabilities who have difficulty learning PAI. (5) The results of the evaluation of Inclusive-Based PAI learning at SD Negeri 1 Surotrunan Alian Kebumen show that PAI learning is carried out based on a curriculum that is prepared based on the abilities and conditions of students.

Based on previous research that researchers found in Scopus data, to answer the most frequently used keywords in research related to the inclusive education learning process in Islamic Religious Education subjects in Elementary Schools, researchers conducted an analysis using the Vos Viewer application, Vos Viewer is an analysis tool that is often used by previous researchers (Rahman et al., 2024).

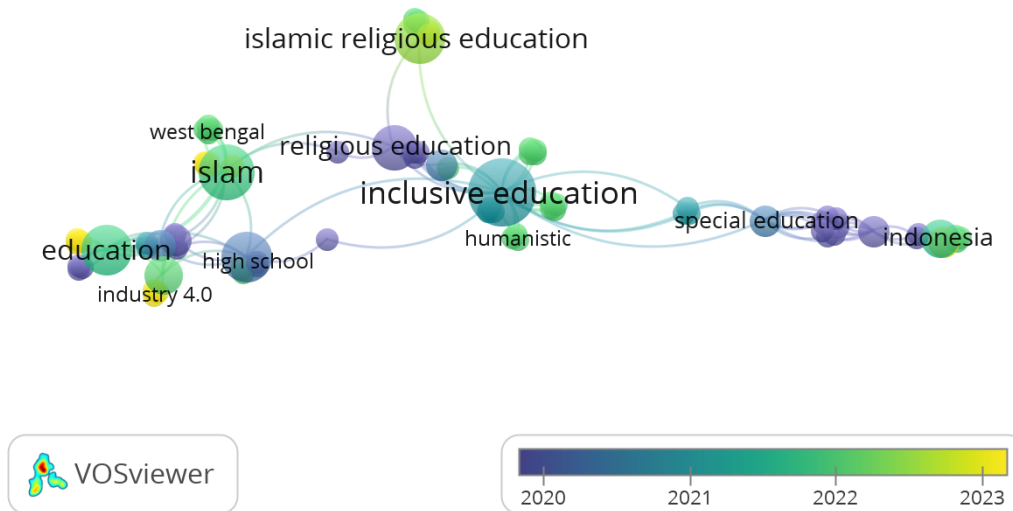


Figure 1. Results of analysis with the keywords inclusive education, Islamic education (2020-2023)

Figure 1 analyzed on August 16, 2024 at 20:00 WIB, using the keywords "Islamic Religious Education", "Education", "Inclusive Education School". Studies on inclusive education in Islamic Religious Education subjects developed from various countries are still few, while inclusive education that connects to Elementary Schools (SD) has not been found, this research is proven by the results of the researcher's analysis by looking at *Scopus-based research data* from various countries. In fact, this research is worth doing because there has been no research discussing inclusive education in Islamic Religious Education subjects applied in Elementary Schools so this research is very worthy of being done.

METHODS

The research methodology used is a descriptive qualitative research method. Descriptive research is research that aims to determine the conditions and circumstances of which the results are explained in the form of a research report. (Bernard et al., 2018) ; (Mukminah et al., 2021) ; (Manalu et al., 2020) ; (Hudain & Ishak, 2020) . Data collection was carried out by observation, interviews and documentation, informants were the principal, PAI subject teachers, and special guidance teachers. (Engkizar et al., 2022) (Rahman et al., 2023) ; (Thalib, 2022) ; (Jailani, 2023) . All interview results were then analyzed thematically using Nvivo 12 qualitative analysis software. The data obtained were then analyzed thematically using the *miles and huberman analysis technique* . (Manshur & Munawaroh, 2023) ; (Rahmah et al., 2024) ; (Annisa & Mailani, 2023).

RESULT AND DISCUSSION

The results of the research and discussion show that the inclusive school learning process in the subject of Islamic Religious Education (PAI) can be focused by researchers on a series of planning, implementation, evaluation, and factors that can support and hinder the learning process.

The findings related to planning in Islamic Religious Education learning at the Creative Islamic Elementary School (SDIK) Makkah are that the planning made is aimed at all students including ABK, Special Guidance Teachers (GPK) do not have their own written planning but only follow the Islamic Religious Education subject planning or according to what has been made by the Islamic Religious Education subject teacher. Meanwhile, GPK has its own targets that are adjusted to the abilities of ABK.

Findings on the implementation of Islamic Religious Education learning applied by Islamic Religious Education subject teachers at SDIK Makkah, Padang City based on existing learning objectives include Introductory activities, Core activities, and Closing activities, which are the same as the implementation in non-inclusive schools. The implementation of learning for children with special needs at SDIK Makkah, Padang City requires a Special Guidance Teacher (GPK) to assist children with special needs, which is different from general elementary schools outside, some of which do not require a GPK. In the implementation process of Islamic Religious Education subjects, teachers always prioritize or prioritize the participation of children with special needs who want to be active in moving forward rather than other normal students.

The findings regarding the evaluation of SDIK Makkah Kota Padang are the same as schools in general, but what makes it different is that SDIK Makkah provides evaluation standards that are adjusted to the abilities and characteristics of ABK and does not force ABK or equate their assessments with normal students.

Findings on the supporting and inhibiting factors faced by Islamic Religious Education teachers in implementing Islamic Religious Education learning in class I include. The supporting factors are; Principals who understand inclusive education management, the presence of Special Guidance Teachers (GPK) who guide Children with Special Needs (ABK), children are able to sit still, children are able to communicate in simple language, teacher factors include class teachers who accept and want to guide the condition of ABK (slow learners), and environmental factors with very adequate school infrastructure or facilities and a pleasant learning environment. The inhibiting factors are; child factors include children's *moods* that often change, teacher factors include when teachers are in a dilemma in implementing learning methods, and environmental factors include some parents of Children with Special Needs (ABK) who are sometimes too indifferent, because their parents are very busy.

CONCLUSION

Inclusive education as a new trend in the education system. Inclusive education is present as a logical consequence of the upholding of human rights throughout the world. Inclusive education is increasingly important for education after *Education For All* was declared. Inclusive education is one of the educational models that is specifically designed, and is a new breakthrough in the world of education, especially for children with special needs to avoid segregation. Likewise, the learning process in inclusive classes, although the students are heterogeneous, there is no significant difference with the learning process in regular classes. According to researchers in this study, the PAI learning process in inclusive classes can be said to be quite successful, and success in the learning process is influenced by the implementation that is quite good and in accordance with inclusive education guidelines. In addition, in this study,

there still needs to be an improvement in terms of planning, which must be planned more carefully by special guidance teachers so that children with special needs can be more optimal in the learning process at school.

REFERENCES

- Agustin, I. (ND). Problems in the Implementation of Inclusive Education in Elementary Schools in Soko District, Tuban Regency. *ELSE (Elementary School Education Journal): Journal of Elementary School Education and Learning* , 3 (2), 17–26.
- Annisa, IS, & Mailani, E. (ND). Analysis of Factors Causing Students' Difficulties in Thematic Learning Using the Miles and Huberman Methods in Class IV of Elementary School 060800 Medan Area. *Innovative: Journal Of Social Science Research* , 3 (2), 6460–6477.
- Armaida, KA, & Jatiningsih, O. (ND). Civics Learning Strategy on Understanding of National Defense of Grade VIII Students at Inclusive School of Muhammadiyah 2 Middle School, Kediri. *Moral and Citizenship Studies* , 11 (2), 413–428.
- Asyari, D., Kamila, JT, Nurnanzhiifa, K., Rahmawati, LC, & Dewi, MS (ND). Effectiveness of Inclusive Learning Management in Non-SDLB Elementary Schools. *Journal On Education* , 5 (2), 3830–3839.
- Bernard, M., Nurmala, N., Mariam, S., & Rustyani, N. (ND). Analysis of Mathematical Problem Solving Ability of Junior High School Students in Grade IX on Plane Structure Material. *SJME (Supremum Journal Of Mathematics Education* , 2 (2), 77–83.
- Chaerizanisazi, C., Ruslan, R., & Riswal, M. (ND). *Improving Learning Ability of Children with Special Needs with Individual Learning Method (Case Study: SD Inpres Laikang, Makassar City)* . Multidisciplinary Scientific Journal.
- Fauzan, HN, Francisca, L., Asrini, VI, Fitria, I., & Firdaus, AA (ND). History of Education for Children with Special Needs (ABK) Towards Inclusion. *Pensa* , 3 (3), 496–505.
- Haikal, RM (ND). Teachers' Problems in Teaching Students with Special Needs at Azahra Special Needs School. *Scientific Journal of Educational Profession* , 7 (2b), 643–648.
- Hanaa, H., & Evani, EM (ND). The Important Role of Special Guidance Teachers in Inclusive Education at SDI Al-Muttaqin. *Journal of Elementary Education Review: Journal of Educational Studies and Research Results* , 8 (3), 167–171.
- Hanifah, SN, & Musyadad, F. (ND). The Role of Class Teachers in Learning for Children with Special Needs in Elementary Schools. *Dikdastika: Scientific Journal of Elementary School Education* , 10 (1).
- Herawati, NI (ND). Re-Interpretation and Re-Orientation of Inclusive Education. *Eduhumaniora | Journal of Elementary Education, Cibiru Campus* , 10 (2), 128.

- Hidayat, K. (ND). *Islamic Religious Education Learning in Inclusive Classes at Annida Sokaraja Integrated Islamic Elementary School, Banyumas Regency in 2013/2014*. <https://Eprints.Uinsaizu.Ac.Id/213/1/Cover%2C%20Babi%2CV%2CdaftarPustaka.Pdf>
- Hudain, MA, & Ishak, M. (ND). Contribution of Hand Reaction Speed and Arm Muscle Strength to Gyaku Tsuki Chudan Punch Speed. *SPORTIVE: Journal Of Physical Education, Sport And Recreation*, 4 (1), 46–52.
- Itasari, ER (ND). Legal Protection for Persons with Disabilities in West Kalimantan. *Integralistik*, 31 (2), 70–82.
- Jailani, MS (ND). Data Collection Techniques and Scientific Research Instruments in Education Using Qualitative and Quantitative Approaches. *IHSAN: Journal of Islamic Education*, 1 (2), 1–9.
- Malitasari, WRN (ND). *Implementation of Inclusive-Based Islamic Religious Education Learning at Sd Negeri 1 Surotrunan, Alian District, Kebumen Regency, Central Java Province*.
- Manalu, ACS, Manalu, S., & Zanthi, LS (ND). Analysis of the Difficulties of Grade IX Junior High School Students in Solving Circle Problems. *Jurnal Cendekia: Journal of Mathematics Education*, 4 (1), 104–112.
- Mansur, A., & Munawaroh, UN (ND). Hermeneutical Analysis of Family Values and Education in the Novel Rasa by Tere Liye. *Peneroka Journal: Study of Indonesian Language and Literature Education*, 3 (2), 267–278.
- Mardiana, A., Muzakki, I., Sunaiyah, S., & Ifriqia, F. (ND). Implementation of Individual Learning Program for Mentally Disabled Students in Inclusive Classes. *SITTAH: Journal Of Primary Education*, 1 (2), 177–192.
- Meka, M., Dhoka, FA, Poang, F., Dhey, KA, & Lajo, MY (ND). Inclusive Education as an Effort to Overcome Social Problems for Children with Special Needs. *Citra Bakti Inclusive Education Journal*, 1 (1), 20 –30.
- Mukminah, M., Wijaya, H., & Hirlan, H. (ND). *Learning Problems During the Covid-19 Pandemic at Nurul Ulum Mertak Tombok Elementary School* (Vol. 5, Issue 1). *JISIP* (Journal of Social Sciences and Education).
- Murniyetti, M., Engkizar, E., & Anwar, F. (ND). Patterns of Implementation of Character Education for Elementary School Students. *Journal of Character Education*, 7 (2). <https://Doi.Org/Https://Journal.Uny.Ac.Id/Index.Php/Jpka/Article/Download/12045/8608>
- Nurfadhillah, S., Ningsih, DA, Haq, AS, Andriyanto, A., & Ramdhan, F. (ND). Analysis of Inclusive Education Management at Poris Gaga 2 Public Elementary School, Tangerang City. *Masaliq*, 2 (6), 764–775.

- Puspita, Y. (ND). *Inclusive Learning Process for Children with Special Needs (ABK) at SDIT Al Aufa, Bengkulu City*.
- Rahmah, M., Nisa, ZA, Oktaviani, IP, & Kanzunudin, M. (ND). Analysis of Religious Values of the Folk Tale “Sunan Muria Mosque” in Kudus Regency. *Journal of Islamic Religious Character Education*, 2 (4), 287–300.
- Rahman, I., Kaema, MT, Nurhapipah, N., Nelwati, S., Sabri, A., & Rahmanda, R. (ND). *Systematic Literature Review: Analysis Of Project-Based Learning Models From Elementary To High School* (Vol. 9, Issue 2). Islamic Sciences.
- Rasdiany, AN, Akmal, F., Pasaleron, R., Dafrizal, D., Ningsih, R., & Rahman, I. (ND). Systematic Literature Review: The Impact of Social Competence on Teacher Communication Intelligence. *Journal of School Leadership and Management*, 9 (2), 239–251.
- Satar, A., Raynaldi, A., & Putri, DA (ND). Emotional Classification of Children with Special Needs Academically. *Journal of Education, Language and Culture*, 3 (1), 44–52.
- Sukadari, S. (ND). Services for Children with Special Needs Through Inclusive Education. *Elementary School: Journal of Elementary School Education and Learning*, 7 (2).
- Supriyadi, A., Patmawati, F., & Waziroh, I. (ND). Expository Learning Strategy for Children with Special Needs of Deaf Type in Islamic Religious Education Subject. *Edupeidia: Journal of Islamic Education and Pedagogy Studies*, 7 (2), 177–188.
- Susilowati, T., Trisnamansyah, S., & Syaodih, C. (ND). Inclusive Education Management in Improving the Quality of Education. *JIIP-Scientific Journal of Educational Sciences*, 5 (3), 920–928.
- Thalib, MA (ND). Training in Data Collection Techniques in Qualitative Methods for Cultural Accounting Research. *Seandanan: Journal of Community Service*, 2 (1), 44–50.

Copyright holder:

Tisya Khairunnisa, Martono, Nurul Azizah, Siti Aniqatul Albar, Grady Wallace Raines

First publication right:

Ri'ayatu Al-Qur'an: Jurnal Pendidikan Islam

This article is licensed under:

CC-BY-SA