





 Review Article

Implementation of Islamic Religious Education Learning in Inclusive Schools in Indonesia

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Abstract

The basic principles of inclusive education that values differences and promotes equality are very much in line with Islamic values that encourage respect for humanity, patience, and compassion for others. However, in practice, teaching Islamic Religious Education (PAI) in inclusive schools requires significant adjustments, both in curriculum preparation and in material delivery. Teachers are not only required to understand religious teachings in depth, but also need to have adaptive pedagogical skills, so that they can convey religious concepts, such as the pillars of faith, the pillars of Islam, or the stories of the prophets, in a way that can be understood by students with various limitations. Islamic Religious Education learning in the context of inclusive schools presents its own challenges for teachers, especially in dealing with students with special needs who have diverse abilities and learning styles. This study explores various strategies used by teachers in teaching Islamic Religious Education in an inclusive environment, including differentiation methods, curriculum adaptation, and collaboration between teachers, parents, and support staff. The results show that the success of Islamic Religious Education learning in inclusive schools is highly dependent on the ability of teachers to adapt learning methods to the needs of each student, as well as support from the school and family environment. The findings highlight the need for continuous professional development programs to enhance teachers' adaptive pedagogical skills in inclusive education settings. It is recommended that schools strengthen collaboration with families and support staff to create a more inclusive learning environment for Islamic Religious Education.

Keywords: Educational Collaboration, Inclusive Schools, Islamic Religious Education, Learning Differentiation, Special Education

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1. INTRODUCTION

Inclusive education is an educational approach that aims to ensure that all children, regardless of physical, intellectual, social, emotional, or linguistic differences, have the same opportunity to learn and thrive in the same school environment. An inclusive school is a regular/regular school that provides inclusive education by accommodating all students, both normal children and children with special needs, namely children with physical, intellectual, social, emotional, mental, intelligent, special talents, alienated tribes, victims of natural disasters, social/poor, having differences in skin color, gender, ethnicity, race, language, culture, religion, place of residence, political groups, twins, orphans, orphans, abandoned children, homeless children, abandoned children, children involved in the juvenile court system, children affected by armed conflict areas, beggars, children affected by HIV/AIDS (ODHA) drugs, nomadic children and others according to their abilities and needs (Rahim, 2016).

The main principle of inclusive education is that every student, including those with special needs or disabilities, should be admitted to a regular school located in his or her community, where they receive support to fulfill their full academic and social potential. This concept is based on the idea that education is a human right of every child, and an inclusive environment can provide fair and equitable learning opportunities for all students, both students with and without special needs. Inclusive education is not only beneficial for students with limitations, but also for regular students, as it can build a sense of mutual understanding, empathy, and tolerance. However, the implementation of inclusive education in many countries, including Indonesia, still faces various challenges, ranging from the readiness of teaching staff, the availability of supporting facilities, to the development of a curriculum that is responsive to the needs of diverse students. Nevertheless, inclusive education continues to evolve in response to the urgent need to create a more open and flexible education system, where no child is left behind, and every student gets the opportunity to learn according to their individual needs and potential. According to (Witasoka, 2016) The concept of inclusive education is meaningful as an educational concept that represents all aspects related to openness in accepting children with special needs to obtain their basic rights as citizens. Inclusive education is meaningful as a conscious and planned effort in organizing the learning process for all students, including children with special needs or children who have reading and writing difficulties. This inclusive education concept provides the rights and obligations of students with disabilities on an equal basis with other students, but the educational concept still adjusts to the type of needs of students with disabilities. If every school implements this concept of inclusive education, then students with disabilities who have the potential to have the opportunity to get education with other students in inclusive schools.

Islamic Religious Education (PAI) in inclusive schools plays an important role in shaping the character and spiritual values of all students, including those with special needs. In the context of inclusive education, Islamic Religious Education serves not only as an effort to convey religious teachings in general, but also as a means to ensure that every student, regardless of their physical, mental, or emotional ability background, can access learning that is relevant and meaningful for their spiritual and moral development. Inclusive schools, which integrate students with special needs alongside regular students in a single learning environment, present its own challenges for educators. Teachers of Islamic Religious Education in inclusive schools are faced with the responsibility of designing teaching methods that can reach a wide range of students' abilities and learning styles, including those who experience difficulties in aspects of communication, cognition, or mobility.

The basic principles of inclusive education that values differences and promotes equality are very much in line with Islamic values that encourage respect for humanity, patience, and compassion for others. However, in practice, teaching Islamic Religious Education in inclusive schools requires significant adjustments, both in curriculum preparation and in material delivery. Teachers are not only required to understand religious teachings in depth, but also need to have adaptive pedagogical skills, so that they can convey religious concepts, such as the pillars of faith, the pillars of Islam, or the stories of the prophets, in a way that can be understood by students with various limitations. The use of interactive and diverse learning media, such as visualizations, educational games, and multisensory approaches, is very important to ensure that all students can understand and apply Islamic values in daily life. Not all schools accept the inclusion classroom program as in the study (Anjarsari, 2018) At the high school level, the percentage is 100% using the Regular Class Model. This number is of course a perfect number, from the 3 samples that the researcher took. All schools at the high school level apply the Regular Classroom Model. As at the junior high school level, students at the high school level are very able to socialize with their peers and are able to participate in learning activities well. Students with special needs who want to enter an Inclusion School at the high school level must be recommended or when junior high school is already enrolled in inclusion. So that students with special needs already have experience on how to adapt and interact

Religious education in inclusive schools also emphasizes the importance of shaping Islamic character that includes values such as tolerance, empathy, and justice, which are highly relevant to the goals of inclusive education in general. An inclusive environment that encourages interaction between regular students and students with special needs can reinforce these values, as students learn to appreciate differences and see them as strengths, not weaknesses. Therefore, the success of Islamic Religious Education learning in inclusive schools is highly dependent on strong collaboration between teachers, students, parents, and support staff, as well as the support of the school environment that encourages the implementation of religious education that is inclusive, adaptive, and responsive to the needs of all students

Inclusive education aims to provide equal access to education for all students, regardless of physical, mental, or emotional differences. In this context, Islamic Religious Education learning becomes more complex because it must include various strategies so that all students, including those with special needs, can understand and apply religious teachings. Inclusive schools face unique challenges in implementing Islamic Religious Education, as students with different types of special needs require different teaching methods than the average student. Teachers must be able to adjust the material, delivery methods, and evaluations according to the needs of each student. This article aims to examine the implementation of Islamic Religious Education (PAI) learning in inclusive schools in Indonesia and how teachers adapt teaching to be relevant and effective for all students.

2. METHODS

This study uses a qualitative descriptive method with a case study approach on several inclusive schools in Indonesia. Data collection was carried out through observation, in-depth interviews with Islamic Religious Education teachers and support teachers, as well as questionnaires given to parents and students. The subjects of this study are Islamic Religious Education teachers, special assistant teachers, students with special needs, and parents of students in inclusive schools in various regions in Indonesia. Teachers participating in this study have diverse educational backgrounds and inclusive classroom teaching experiences. The research was conducted at SMA Muhammadiyah 1 Ponorogo which implements an inclusive school program in Indonesia that has implemented Islamic Religious Education learning that has students with various special needs and has implemented an inclusive education model in their curriculum.

The data in this study were collected through various techniques to get an in-depth picture, namely: The researcher made direct observations of the Islamic Religious Education learning process in an inclusive classroom. These observations include interactions between teachers and students, the use of learning methods, and adaptations made by teachers in teaching students with special needs. In-Depth Interviews: Interviews are conducted with Islamic Religious Education teachers, special assistant teachers, students with special needs, regular students, parents, and principals. This interview aims to gain an in-depth view of the challenges, strategies, and experiences in learning Islamic Religious Education in an inclusive environment. Supporting data is also collected through documentation, such as curriculum, lesson plans, and teaching materials used by Islamic Religious Education teachers in inclusive schools. The main instrument in this study is the researcher himself as a qualitative instrument. Researchers play an active role in conducting observations, interviews, and data analysis. In addition, the researcher also used semi-structured interview guidelines and observation formats to direct the data collection process according to the focus of the research. The data collected was analyzed using thematic analysis techniques. The steps of data analysis include data reduction, data presentation and drawing conclusions: Conclusions are drawn based on the findings that emerge from the analysis process. The researcher looked for patterns and relationships between the challenges faced and the solutions applied by teachers in teaching Islamic Religious Education in inclusive schools.

3. RESEARCH AND DISCUSSION

3.1. Learning Process in Inclusive Schools

Islamic religious education is a compulsory lesson in high school that must be followed by all Muslim students, because it contains religious values (Abdurrohman & Syamsiar, 2017). The learning process of Islamic Religious Education in inclusive schools is a complex effort and requires a holistic approach, where teachers must be able to integrate various adaptive teaching methods to answer the learning needs of students with very diverse ability backgrounds, including regular students and students with special needs. In an inclusive environment, Islamic Religious Education teachers are not only responsible for delivering religious materials, such as the pillars of faith, the pillars of Islam, morals, and worship, but must also ensure that all students can understand and internalize those teachings through methods that are accessible to each individual, regardless of any physical, cognitive, or emotional limitations they may have. Learning in inclusive classrooms often involves the use of visual media such as images and videos, multisensory methods to help students with learning disabilities, and practical activities that allow students to be directly involved in the application of religious teachings, for example through prayer simulations, prayer readings,

or the stories of prophets presented interactively. In addition, teachers must differentiate in instruction and assignments, where the same material is delivered in different ways according to the abilities of each student, for example by giving simpler explanations to students who have cognitive limitations, while other students may be challenged with more complex concepts. Collaboration with a special assistant teacher is essential in this process, where the assistant teacher helps adapt the material to make it more acceptable to students with special needs, as well as providing additional support in the form of individual supervision. The Islamic Religious Education learning process in inclusive schools also involves the important role of parents in strengthening what is taught in school, creating synergy between the formal learning environment and the home environment. Overall, this process aims not only to provide an in-depth understanding of religion, but also to form an inclusive Islamic character, where the values of tolerance, empathy, and mutual respect are taught in the context of daily interactions between regular and special needs students. The results of the study show that Islamic Religious Education learning at SMA Muhammadiyah 1 Ponorogo is carried out in various ways to ensure that all students, both regular students and students with special needs, can participate. Islamic Religious Education teachers usually use more visual and practical teaching methods, such as image-based learning media, videos, and interactive activities that involve students directly. This is very helpful for students with special needs, especially those with hearing impairments or cognitive limitations, to more easily understand religious concepts. According to the Principal, SMA Muhammadiyah 1 Ponorogo is open to all children to develop themselves, both children in normal conditions and those with special needs. For students experiencing special needs, the school facilitates the development of their talents. Of course, the development of this talent is adjusted to their conditions and needs.

The Islamic education learning model is specifically designed to meet the diverse needs of students, including those with special needs, through an inclusive and adaptive approach that contains three main elements, namely curriculum adaptation, learning approaches, and evaluation and assessment. Curriculum adaptation includes modification of materials, strategies, and learning activities that are tailored to the abilities of students. The learning approach focuses on needs-friendly methods, such as individualized, cooperative, and thematic learning. Meanwhile, evaluation and assessment focus on an inclusive assessment process, with an emphasis on formative assessment and constructive feedback to support holistic student development.

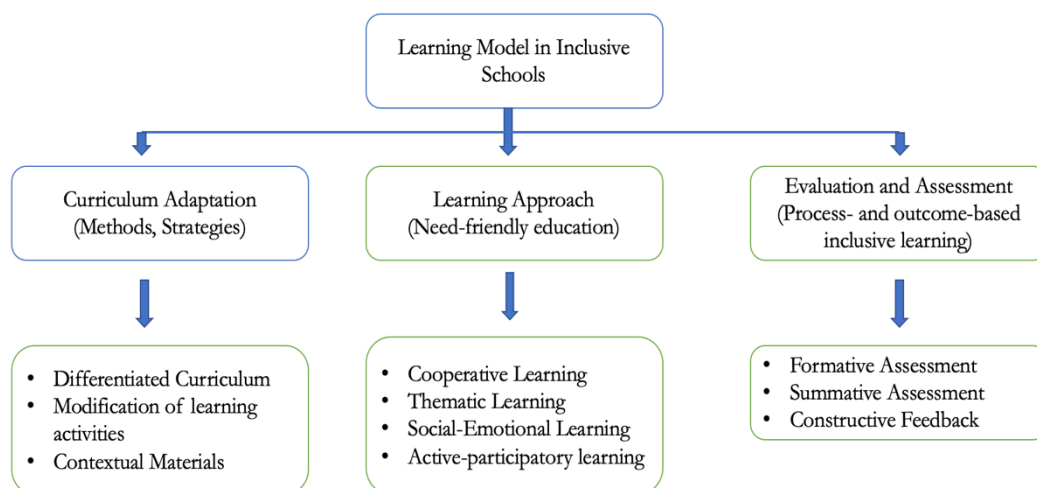


Figure 1. Learning Model in Inclusive Schools

3.2. Challenges in Learning in Inclusive Schools

Teachers face various challenges in teaching Islamic Religious Education in an inclusive environment. One of the biggest challenges is the difference in cognitive abilities between regular students and students with special needs. The development of inclusive attitudes in students requires more qualified teachers of Islamic Religious Education and Ethics subjects so that the materials they teach have a positive impact on the formation of inclusive attitudes (Faridi, 2020). Teachers must adapt the material so that it

can be accepted by students with a wide spectrum of abilities. In addition, time constraints are also a problem, where teachers have to provide more time for students with special needs so that they can follow the learning well. The limitation of teacher training is also one of the obstacles, because many Islamic Religious Education teachers have not received special training in handling students with special needs. They often use the same teaching methods for all students, without paying attention to individual differences, which causes students with special needs to have difficulty keeping up with learning.

Inclusive learning involves the presence of educators who are able to teach students with diverse backgrounds and abilities, the use of various learning materials for each subject, and the preparation of careful resources and evaluations by educators. Student development is a very important aspect. Through this guidance, it is hoped that students can develop themselves and show their best abilities (Ni'mah & Mustofa, 2024). The challenges faced in the implementation of inclusive education include: most schools that implement inclusive education still need to continue to equip the ability of educators so that they can provide the right services to each child according to their heterogeneous needs, supporting facilities and infrastructure that can be used by children with special needs in maximizing their learning potential according to their specificity are still limited, in terms of assessment Inclusive schools need to increase collaboration with related parties (psychologists, psychiatrists, therapists, networks between schools and related organizations such as growth and development doctors), relationships and cooperation with parents and the community also need to be fostered so that a friendly learning environment is created (Purbasari et al., 2022). Teachers must be able to adapt and differentiate the material, such as simplifying abstract religious concepts to be more concrete and easy to understand for students with cognitive limitations, as well as using various appropriate teaching methods, such as visual or multisensory learning, to help students who have difficulty following lessons verbally or textually. In addition, limited time and resources are also a significant challenge, where teachers must pay more attention to students with special needs without neglecting regular students, which can lead to difficulties in classroom management. The lack of specific training on inclusive classroom instruction is also an obstacle, as many Islamic Religious Education teachers have not been equipped with the pedagogical skills needed to effectively deal with students with different types of special needs. In addition, the diversity in the level of students' cognitive abilities makes the evaluation process difficult, because teachers must design fair assessment methods and can measure students' religious understanding with very different ability backgrounds. Suboptimal collaboration between Islamic Religious Education teachers and special assistant teachers, or lack of support from schools and parents, often adds to the burden faced by teachers in making inclusive learning a success, as the success of inclusive education requires strong synergy between all stakeholders. These challenges, if not managed properly, can hinder the goal of inclusive education, which is to provide equal opportunities for all students to learn and develop their potential optimally, including in religious learning which has an important role in shaping the character and morals of students. The results of the evaluation showed that children with special needs at SMA Muhammadiyah 1 Ponorogo were indeed very limited to be able to develop themselves as normal students. This is related to their physical limitations. However, various efforts are made to provide services to them as much as possible according to the self-development they want

3.3. Teaching Strategies in Inclusive Classrooms

According to Asroni's opinion in Muqoyyidin that in implementing inclusive-multicultural Islam-based learning is: a) An educator must be able to be democratic, both in attitudes and non-discriminatory attitudes. b) Educators should have a high level of concern for certain events related to religion. c) Educators should explain that the essence of religious teachings is to create peace and prosperity for all mankind, so bombings, military innovations, and all forms of violence are prohibited by religion. d) Educators must be able to provide an understanding of the importance of dialogue and deliberation in solving various problems related to cultural, ethnic, and religious diversity. e) Educators should not be fixated on one method only, but must be able to elaborate various methods such as lectures, discussions, field trips or bunding studies, and others (Al Karimah, 2020). Teachers who successfully implement Islamic Religious Education learning in inclusive schools use various learning differentiation strategies. One of them is the use of an individualized approach in teaching, where teachers pay more attention to students with special needs, as well as modify teaching materials to make them easier to understand. For example, abstract concepts in Islamic Religious Education, such as faith and morals, are conveyed through stories, illustrations, and simulations that involve students' daily experiences. Collaboration between Islamic

Religious Education teachers and special assistant teachers is also an important strategy. In some cases, the accompanying teacher assists Islamic Religious Education teachers in facilitating learning by adjusting instruction or providing additional assistance to students in need. According to (Agustina, 2018) The implementation of learning should begin by developing a curriculum that is used as a guideline for Islamic Religious Education teachers in Inclusive schools.

The teaching strategy of Islamic Religious Education in an inclusive classroom requires an innovative and adaptive approach, where teachers must be able to accommodate the different learning needs of students, both regular students and students with special needs, through various flexible and responsive learning methods. One of the main strategies implemented is learning differentiation, where teachers compile teaching materials with different levels of difficulty, as well as providing various ways for students to access information according to their abilities, for example through the use of visualizations such as images, videos, or physical aids for students with cognitive difficulties, as well as practical activities that involve hands-on experience to deepen their understanding of religious concepts. The multisensory approach is also often used to assist students with different types of limitations, such as involving vision, hearing, and physical movement in teaching Islamic Religious Education concepts, such as prayer, fasting, or moral values, allowing students with special needs to learn through a variety of sensory pathways. In addition, Islamic Religious Education teachers in inclusive classrooms typically use a collaborative learning model, where teachers work closely with special adjunct teachers to provide additional guidance and support to students with special needs, ensuring they can follow lessons well without falling behind regular students. Accompanying teachers often assist in tailoring instruction, providing positive reinforcement, and providing individualized assistance to students who need special attention, thus creating a more supportive and inclusive learning environment. According to (Surat et al., 2021) The role of the assistant teacher is to help the classroom teacher achieve educational goals. They must also better understand the condition and development of children's abilities. In practice, the accompanying teacher is next to the child and observes their development every day during their activities at school. Accompanying teachers also act as companions for children at school and help them monitor their progress at home

To achieve the expected learning outcomes, educators need to plan and implement the best learning strategies. The success of learning and teaching depends on the factors that support efficient and effective learning. In schools, especially the field of curriculum or learning is divided into three stages, namely learning plans, activities or learning implementation and assessment of learning outcomes. The findings in this study are four, including (1) Islamic Religious Education learning planning for students in an inclusion setting, (2) the implementation of learning with various strategies, (3) Evaluation of Islamic Religious Education learning results, (4) Obstacles faced both in planning, implementing and evaluating Islamic Religious Education learning in inclusion schools. (Sabella, 2023). The thematic approach is also one of the effective strategies, where Islamic Religious Education teaching is integrated with other lessons in one big theme, which makes the material more relevant and easy for students to understand through its relevance to their daily lives. In addition, teachers often involve parental participation in the learning process, encouraging them to reinforce religious values taught in school with activities at home, such as reading prayers or inviting children to participate in religious activities with their families. Thus, Islamic Religious Education teaching strategy in an inclusive classroom not only rests on students' academic abilities, but also emphasizes character education and Islamic values, such as tolerance, patience, and empathy, which are especially relevant in an inclusive environment, where students learn to respect differences and support each other in the learning process.

According to Anton Mukminin as an accompanying teacher in SMA Muhammadiyah 1 Ponorogo that for one study group, there are a maximum of 4 types of children with special needs. So one thing we do is to socialize to teachers and school residents that our school is an inclusive school, the second is when it has been socialized, inshaallah, the teachers already understand, that the curriculum of children is a little different from the regular one, which means that the curriculum must pay attention to the competence of children with special needs in terms of talents we see at a glance. Then the plan was made at the beginning of the year, the planning was the same as the RPP, Syllabus but the emphasis was different, adjusted to their ability. And involving all school residents, at the end of every year at our school there is a management review including planning for a year

3.4. Support from Parents and Schools

The process of human development is greatly influenced by events and conditions in the larger environment. These larger environments are for example public policies and other practices that significantly affect the nature of the environment and interact with each other (Ady Dharma, 2023). Inclusive schools must be able to create a child-friendly environment so that students feels safe and comfortable in adapting normally and is able to develop optimally. The classroom environment is the product of physical conditioning, psychological states as well as social and cultural interactions among students that affect the learning process of students (Kusmaryono, 2023). Support from parents and schools has a very important role in learning success, especially in inclusive schools, where students with special needs need extra attention and support to ensure that they can follow the learning well, including in Islamic Religious Education (PAI) subjects. Parents, as the first educators at home, play a key role in reinforcing the material taught in school, for example by helping children understand difficult religious concepts, such as the pillars of faith and the pillars of Islam, through relevant daily activities, such as praying together, reading the Qur'an, or carrying out regular worship. Active involvement of parents in monitoring their children's learning progress, communicating regularly with teachers, and providing emotional support to children is essential, especially for students with special needs who may require adaptation or adjustment in the way they learn and understand the material. In addition, schools also have a great responsibility to create an environment that supports inclusion, where every student, regardless of their physical or cognitive abilities, feels accepted and valued. Social factors such as social interaction between students, teachers, and school staff can affect student interaction and confidence, which in turn can affect learning outcomes (Winei et al., 2023).

Support from schools can be in the form of providing learning facilities that are friendly to students with special needs, such as visual aids or disability-friendly classrooms, as well as providing training to teachers to understand how best to teach students with special needs in the context of inclusive learning. This is also in accordance with the research (Rohim & Lestari, 2016) that the teachers of SMA Muhammadiyah 4 Yogyakarta usually place students with special needs in front of the teacher and close to other regular students, this is because students are inclusive for the blind, they can hear clearly what is explained by the teacher, and students who are deaf can see the teacher's lip language, and hyperactive children can follow the lesson calmly. Collaboration between parents and schools is very important, where good communication between both parties can ensure that the needs of each student are met optimally, both academically and socially-emotionally.

The support provided by parents and schools in an integrated manner not only boosts students' motivation and confidence, but also helps them develop their academic and spiritual potential to the fullest, while building strong character and well-embedded Islamic values. Without solid support from these two parties, it will be difficult for the learning process in inclusive schools to run effectively, especially in facing the challenges faced by students with special needs in understanding subject matter that is sometimes abstract, such as religious teachings. The inclusive education model in developing student talents at SMA Muhammadiyah 1 Ponorogo begins by conducting an analysis of student needs, distributing questionnaires to regular students, and for students with special needs who have received information from the source school or previous school, and directing students to counseling guidance to determine supervisors to guide compulsory and elective extracurriculars

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the implementation of Islamic Religious Education in inclusive schools in Indonesia faces various significant challenges, but also has great potential in creating an inclusive and diverse learning environment, where every student, both with special needs and regular students, can actively participate in the religious learning process. Islamic Religious Education teachers in inclusive schools are required to develop adaptive and innovative teaching strategies, such as using differentiation methods, multisensory approaches, and collaboration with special assistant teachers, so that students with various abilities can access and understand teaching materials better. The inclusive education model in developing student talents at SMA Muhammadiyah 1 Ponorogo begins by conducting an analysis of student needs, distributing questionnaires to regular students, and for students with special needs who have received information from the source

school or previous school, and directing students to counseling guidance to determine supervisors to guide compulsory and elective extracurriculars

In addition, parental involvement and school support are essential in creating a learning atmosphere that is responsive to student needs, as well as helping in the development of a more inclusive curriculum. Despite the challenges faced, such as limited teacher training in handling students with special needs and limited support facilities, the results of the study show that with the right approach, Islamic Religious Education learning in inclusive schools can run effectively and be able to shape the character and values of Islam in all students. In conclusion, the successful implementation of Islamic Religious Education in inclusive schools depends on the willingness of all parties to work together in creating inclusive, equitable, and meaningful learning for each individual involved.

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Conflicts of Interest. The authors declare no conflicts of interest.

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