

COMPREHENSIVE UNDERSTANDING INCLUSIVE EDUCATION

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FOREWORD

This book is a symbol of intellectual enthusiasm in studying knowledge about how to understand inclusive education comprehensively, which will be published in 2023. The writing of this book was based on the importance of updating the latest research on educational science studies with the theme of Understanding Inclusive Education Comprehensively which is a current issue and problem.

This book consists of 9 articles which are included in 9 chapters in this book. Efforts to prepare this book were made to document the works produced by the authors so that they can be useful to a wider audience. Writing the book also has consequences for building Indonesian education with more dignity and integrity.

In closing, there is no ivory that is not cracked. Of course, there are many shortcomings in the preparation of this book, so criticism and input are always needed for the development of educational studies both in theory and in implementation.

Big things certainly start from simple things. Hopefully the writings in this book will become useful knowledge for the development of education today and tomorrow.

Jakarta, September 2023

Authors

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PROLOGUE

According to the Indonesian Ministry of Education and Culture, in 2022 there are 40,928 schools (elementary, middle, advanced and vocational schools) that have implemented inclusive education, and 135,946 students with special needs (SSN) have implemented learning in them. This shows our seriousness in guarding the world of inclusive education. Education is a priority aspect of national development as an effort to realize the golden generation of 2045 for all children of our nation Indonesia, including children with disabilities. This book is part of our seriousness in participating actively in the issue of inclusive education. Moreover, this book was written by young people which shows that young people and campuses must be involved in this issue.

Inclusive education is the implementation of education which unites children with special needs with normal children in general to learn together. The word 'inclusion' originates of the English used for describing the integration for children with special needs into general school program. This education is a system and a model of educational services requires children with special needs (CSN) to study at nearby schools in regular classes with friends of their age. Inclusive education is a school that

accommodates all students in the same class. This school provides educational programs decent and active, but adapted to ability and the needs of each student with the help and support of the teachers.

Islam pays great attention to education, and of course it also relates to CSN. In other words, Islamic religious education will proceed by paying attention to these problems. Issues of faith, worship, piety, and morals will be internalized by teachers of Islamic religious education. Islamic religious teachers will pay attention to the potential, interests and talents of all students, both those with special needs and not.

However, for the record, along with the times, science and technology, Islamic religious teachers and Islamic observers must always adapt and develop themselves. Research and community service on inclusive education models and techniques must be part of this adaptation and development. Islamic colleges and campuses with their tridharma are very important to make the issue of inclusive education in the scheme of educational struggles.

1

INCLUSIVE SCHOOLS AS AN ALTERNATIVE SOLUTION TO EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Education is the right of all children. This right is a right granted by the state to all its citizens, and the government guarantees that education will continue. Education is given to normal children and children with special needs. Because, through education children can develop their potentials. In addition, children are potential successors to the nation who will build civilization in the future ¹. As in Law no. 20 of 2003 article I paragraph I concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively build their potential to have religious spiritual

¹ Hibana, (2019). Pendidikan Inklusif Bagi Anak Berkebutuhan Khusus. *Proiding of the 4thAnnual Conference on Islamic Early Childhood*, p.37.

strength, self-control, personality, intelligence, noble character as well as the skills needed by himself, the community, the nation and the state. Therefore, all children have the right to education, there is no discrimination between normal children and children with special needs. This is in accordance with Permendiknas No. 70 of 2009, article 2, states that the government realizes the implementation of education that respects diversity and is not discriminatory for all students.

Education is very necessary for all children without exception, this is intended to avoid social inequality for those children with special needs ². Even though in reality children with special needs are still discriminated against, because society still thinks that children with special needs have limitations in carrying out activities. In addition, sometimes the family also considers that children with special needs do not deserve equality as children in general in terms of education and social. This can have an impact on the child's psychology and his future.

In Indonesia, not all education has been fulfilled and is not in accordance with the national education plan, especially for children with special needs. There are at least one million children with special needs and only 49,647 children who receive education ³. One solution that can be done to provide education to children with special needs is

²Auhad Jauhari. (2017), Pendidikan Inklusi Sebagai Solusi Mengatasi Permasalahan Sosial Anak Penyandang Disabilitas. *Journal of social science teaching*. p. 24.

³ Auhad Jauhari. (2017),), ... p. 24

inclusive education. Because Children with Special Needs also have the right to get quality education. This is in accordance with Law Number 20 of 2003 paragraph 2 which states that citizens who have physical, emotional, mental, intellectual and social disabilities have the right to education.

Education for children with special needs can be through inclusive schools. The existence of inclusive schools is very helpful for children with special needs to get an education that is equal to children in general, regardless of their background, abilities or special needs. In addition, in inclusive schools children with special needs are also taught together with other children so that they feel part of the same school community. This is what makes the author interested in explaining why inclusive schools are an alternative solution to the education of children with special needs.

The method used is literature study. In writing this article, the author tries to describe in the literature from various sources with in-depth theoretical knowledge from experts. These knowledge sources, obtained from journals, books, and research results, are related to inclusive schools and children with special needs.

In obtaining social welfare, it is necessary and important for children to receive education, including children with special needs who have special potential or talents that are different from normal children (Candra Pratiwi 2015). The right to education is contained in article

31 of the 1945 Constitution which states that all citizens have the right to education. But in reality, in Indonesia there are still many children who have not received equality in education. Therefore, teachers must provide opportunities for children with special needs to study in schools that are not only in special schools but also in schools that allow abnormal children to learn together with normal children.⁴

The implementation of inclusive education in Indonesia is explained in the National Government Regulation no. 70 of 2009 concerning inclusive education for students who have disabilities and potential intelligence and or special talents. The purpose of implementing inclusive education is to provide opportunities for students with special needs and the implementation of school activities that pay attention to diversity, not discriminate against students who have physical, mental and social disabilities, or have knowledge that is possible and also extraordinary to obtain appropriate training. quality according to their needs and capacities.⁵

Inclusive schools are schools that serve all students regardless of physical, intellectual, social, emotional, language, ethnic or other cultural conditions, such as children with disabilities and special educational needs ⁶.

⁴ Jamilah Candra Pratiwi, (2015). Sekolah Inklusif Untuk Anak berkebutuhan Khusus: Tanggapan Terhadap Tantangan Kedepannya. *Proceedings of the National Education Seminar* . p. 238.

⁵ PK-LK Directorate. (2011). Pedoman Umum Penyelenggaraan Pendidikan Inklusif (Permendiknas No. 70 of 2009). Jakarta, p. 9.

⁶ Sari Rudiwati, (2011). Potret Sekolah Inklusif di Indonesia, p.5

Inclusive schools not only facilitate educational programs tailored to the needs and competencies of each child, but also provide the support and assistance needed by educators to ensure student success ⁷. Inclusive school according to Stainback and Stainback (1990) is a school that accommodates all students in one class. In addition, this school also has an equal educational program . Where all students can take part in learning with a comfortable and conducive atmosphere. Here all students can develop a tolerant attitude, because they can make friends with friends who are in good health and children with special needs.

The fundamental principle of an inclusive school is that, whenever possible, all students regardless of their difficulties or differences, should learn together. Therefore, the class must be able to identify and respond to questions raised by the teacher, discuss various topics of interest to students, and demonstrate the quality of education provided to students by focusing on curriculum quality, organizational quality, strategy quality for students, quality resources. between the two, and the quality of education provided to students as a whole. Through the preparation of the right curriculum, quality implementation, choosing the right teaching strategy, optimal use of resources, and establishing partnerships with the community around the

⁷ Melda Fajra, Nizwardi Jalinus, Jalius Jama, Oskah Dakhi. (2020). Pengembangan Model Kurikulum Sekolah Inklusi Berdasarkan Kebutuhan Perseorangan Anak Didik, *Journal of Education*, 21(1), p.52.

school, inclusive schools must recognize and respond to their various needs. students, accommodate a variety of learning styles and speeds, and ensure the delivery of high-quality education for all students.⁸

An inclusive school is an education unit that provides education for all students at the same school without difficulty, in a friendly and humane way to maximize the potential development of students and help them become good, efficient and dignified human beings⁹. In contrast to special schools (SLB) which only exempt regular students from CSN, inclusive schools usually examine CSN with the following conditions: slow learners, autism and also include students with extraordinary intellectual potential (genius). On the other hand, people with special needs - blind, deaf, speech impaired, mentally disabled, disabled - can study in special schools. Learning at SLB is specifically designed with special facilities and infrastructure according to the level of limitations and needs, such as: special programs, therapy room facilities, therapy equipment, study rooms, and capable and competent staff to serve CSN according to different needs.

In inclusive schools, learning takes place in regular classes, but at certain times the learning is modified according to the abilities of the individual with special needs. If necessary, students who need special education

⁸ Hamsi Mansur. (2019). *Pendidikan Inklusif Mewujudkan Pendidikan Untuk Semua*. Yogyakarta: Parama Publishing. p. 29

⁹ PK-LK Directorate (2011). ... p.9.

study outside the regular class and are accommodated in their own room, where they receive special attention from the accompanying teacher. Students whose learning is disrupted due to significant physical and psychological disorders, can choose between inclusive school options or special schools. Because serious physical or mental disorders can interfere with student learning.

Models for student selection and entrance tests are not really needed in inclusive schools, because it is not always necessary to place students in special classes based on certain skills or talents¹⁰. However, students are encouraged to study together, even though they have different talents and abilities. Inclusive educational institutions accept students from several candidates according to the capacity of the place and available learning opportunities. The aim is to apply the principle of a zero reject inclusive school (without rejection)¹¹.

Children with Special Needs (CSN)

Another term to refer to Children with Special Needs (CSN) is "*children with special needs*". Children with special needs are children whose physical, mental, intellectual, social and emotional differences distinguish them from

¹⁰Abdul Kadir, (2015). Penyelenggaraan Sekolah Inklusi di Indonesia. *Journal of Islamic Religious Education*, p. 12.

¹¹Abdul Kadir, (2015). ... p.12.

other children and require special education services ¹². In simple terms, a child with special needs is someone who in carrying out their daily activities requires special services ¹³. This includes children who experience difficulties or who benefit from growth and development in terms of intelligence, senses and limbs. As according to Efendi (2006), children need special conditions that are different from children in general.

Children with special needs are children who in the process of growth and development experience abnormalities or differences both emotionally, intellectually and so on, when compared to their peers, so they need to get special education and services (Imam Setiawan, 2020). According to *the World Health Organization* (WHO), people with special needs can be referred to as *Impairment, disability, handycaped*, namely:

1. Impairment is a condition in which a person experiences a loss or abnormality in the psychological, physiological or general anatomical structure at the organ level.
2. Disability is a condition in which a person experiences a lack of ability, which may be due to an impairment.
3. Handicapped refers to the financial loss a person experiences as a result of an impairment or disability that prevents them from fulfilling their normal roles or

¹² Jamilah Candra Pratiwi (2015). Sekolah Inklusi Untuk Anak Berkebutuhan Khusus : Tanggapan Terhadap Tantangan Kedepannya. *National Seminar Proceedings*. p. 239.

¹³Khariun Nisa et.al. (2018). Karakter dan Kebutuhan Anak Berkebutuhan Khusus. *Jurnal Abadimas Adi Buana*. p. 34.

responsibilities. It can also be interpreted as a condition that prevents them from interacting with other people or the environment.¹⁴

So, children with special needs are children who for some reason experience conditions that ultimately affect the growth and development of children, which can cause abnormalities or abnormalities, and any conditions that have a major influence on the development and growth of children. ¹⁵So that the child experiences intellectual, physical, emotional, or social deviations, which can cause:

- a) Blind, which is a condition where children experience visual impairment and require special education. There are three kinds of disorders namely, blind, functional blind, and low vision.
- b) Deafness can be interpreted as a hearing disorder, which is a condition in which a child loses all or part of his hearing resulting in impaired verbal communication.
- c) Mental retardation, namely children who experience obstacles and intellectual development that is below average, making it difficult for them to carry out their responsibilities.

¹⁴ Imam Setiawan, (2020), A to Z Anak Berkebutuhan Khusus, Jawa Barat : CV Jejak, p. 29-30.

¹⁵ Sari Rudiwati, (2011). *Potret Sekolah Inklusif di Indonesia*, p. 5.

- d) Physically disabled, which is a condition where children experience disturbances or abnormalities in the organs of movement in the long term.
- e) Tunalaras, namely children who show deviant behavior at moderate, severe, or very severe levels. This disorder usually occurs in children and adolescents and is caused by disturbances in emotional, social development, or both. As the child gets older, he begins to develop the potential to require special services and education
- f) Intelligent and special talent children are children who have intelligence, creativity, and responsibility for tasks above normal children of their age, and require special education services to maximize their potential.
- g) Autistic children, namely a child who lives in his own world. Because autism itself comes from the word "auto" which means alone.¹⁶

Based on the definition above, it can be concluded that children with special needs are children who experience disturbances in their growth both intellectually, emotionally, physically, mentally, socially, and so on , which can lead to blind, deaf, mentally retarded, mentally disabled, quadriplegic, intelligent children and special talents, and autistic children, so they need special services.

¹⁶Hamsi Mandur,(2019). *Pendidikan Inklusif Mewujudkan Pendidikan untuk Semua*. Yogyakarta : Parama Publishing. p. 42-69.

The Role of Special Teachers in Inclusive Education

The existence of special education teachers is very important because regular (general) teachers feel very overwhelmed when dealing with students who have learning disabilities or problems, children with special needs require more time and attention from accompanying teachers than normal children, if the teacher is used to providing education to children with special needs, then the results may not be as expected. Therefore, regular (general) teachers need the help of special education teachers to facilitate classroom learning for children with special needs or disabilities. Special education teachers are teachers with special education training or have received special education in inclusive schools (Ministry of National Education, 2007).

Special education teachers have two roles, namely pedagogic and non-pedagogic roles. The pedagogical role is responsible for teaching, planning lessons, providing instruction, creating alternative curricula, preparing intervention programs, creating or modifying content and materials, and adapting tasks in ways that make them accessible to children with special needs. Non-pedagogic roles, namely, administration, emotional support, and encouragement of independence and self-confidence in students.¹⁷

¹⁷Nissa Amalia et al, (2021). Peran Guru Pendidikan Khusus di Sekolah Inklusi. *Journal of Education*, page 362.

Inclusive School Model

Several models of inclusive schools that can be held are (Ashman, 1994 in Elisa: 2013).

1. Regular class (Full Inclusive). Children with special needs learn with normal children all day long in regular classes using the same curriculum.
2. Regular class with Cluster. Children with special needs learn with normal children in regular classes in special groups.
3. Regular Class with Pull Out. Children with special needs study with normal children in regular classes but at certain times are withdrawn from the regular class to another room to study with a special supervising teacher.
4. Regular Class with Cluster and Pull Out. Children with special needs study with normal children in regular classes in special groups, and at certain times are withdrawn from regular classes to other classes to study with special supervising teachers.
5. Custom Classes with Multiple Integrations. Children with special needs learn in special classes at regular schools, but in certain fields they can learn with normal children in regular classes.
6. Full Special Class. Children with special needs learn in special classes at regular schools.

Characteristics of Inclusive Schools

Inclusive schools have their own characteristics that differentiate them from regular schools. The characteristics of inclusive schools include:

1. Not discriminatory. Therefore, inclusive schools must ensure that all children get educational services.
2. Recognition and appreciation of the individual diversity of children. Inclusive schools need to foster a warm, friendly and welcoming environment for all students, respect diversity, and must be prepared to manage diverse classes by implementing a flexible and dynamic curriculum and individual learning based on the conditions and needs of children; learning climate in accordance with the principles of CBSA (Active Student Learning Method) and children's abilities.
3. Every child benefits from a safe and comfortable learning environment. Every child, including those with special needs, can use school physical facilities safely and comfortably (accessible).
4. Teachers work with teams. During planning, implementation, and evaluation, teachers are required to collaborate with other professions or resources. The learning process is integrated and unsegregated, and that includes putting the disciplinary team into action.
5. Association of parents and community at school. Parents are required to be involved in several ways

in the educational process by the teacher. In negotiating solutions to the problem of how to educate children at home and at school, the active involvement of parents in their children's education is essential.¹⁸

Based on the description above, it can be concluded that all citizens have the right to get education, both normal and special needs children, in accordance with law number 20 of 2003, and confirmed in National Ministerial Regulation number 70 of 2009 by providing opportunities for children with special needs to attend regular schools. An inclusive school is a school that accommodates all children regardless of their physical , intellectual , social , emotional , linguistic , ethnic , cultural and other conditions, for example intelligence and or special talents to obtain education together with normal children in regular schools. Therefore, inclusive schools are a solution to get education for children with special needs. In addition, class models that can be carried out for the education of children with special needs also vary, and inclusive schools have characteristics that support children with special needs to receive education.

¹⁸Hamsi Mansur (2019). Pendidikan Inklusif Mewujudkan Pendidikan Untuk Semua. Parama Publishing, Yogyakarta, p. 31-32,

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2

RESPONSIVE GOVERNMENT AND COMMUNITY AGENCIES IN IMPLEMENTING INCLUSIVE EDUCATION

Getting an education is a right for every citizen. Education is important to be carried out by every citizen in order to create human beings who are knowledgeable, have noble character, and are responsible in all respects to support a better future for the nation. The purpose of national education has been written in Law Number 20 of 2003 which reads "National education functions to develop abilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God The Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen."

Regarding the right to education, it has been stated in the 1945 Law Article 31 Paragraph 1 which reads "Every

citizen has the right to education". From the sound of the verse it is clear that there is no difference in the provision of education between normal children and children with special needs. Children with special needs are also part of citizens who need education. Like normal children, children with special needs also have the right to get quality education services from the government. In this case inclusive education is an educational service that is suitable for implementation. Ordinary children learn together with children with special needs in a conducive manner.

Governments can be said to be responsible if they are judged to have high responsiveness to what are the problems, needs, complaints and aspirations of the people they represent, they quickly understand what the public demands and try as much as possible to fulfill it, he can catch the problems that arise. faced by the public and trying to find a solution, they do not like to delay time, lengthen service lines, or prioritize procedure but ignore substance.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System provides another color in the provision of education for children with special needs. In the elucidation of article 15 concerning special education it is stated that 'special education is education for students with disabilities or students who have extraordinary intelligence which is held inclusively or in the form of special education units at the primary and secondary education levels. This article allows for a breakthrough in the form of educational services for

children with disabilities in the form of implementing inclusive education, especially in Early Childhood Education. More operationally, this is strengthened by government regulations regarding Special Education and Special Service Education. Thus educational services for Children with Special Needs (CSN) are no longer only in special schools but are open in every unit and level of education, both special schools and regular/public schools. With this policy tendency, it is inevitable that all prospective educators in public schools must be equipped with educational competencies for CSN. This provision needs to be realized in Inclusive Education Courses or Education for Children with Special Needs.

The study method used in this article is a method known as library research or commonly referred to as library research, which collects information or supporting materials on a particular topic, such as the Responsiveness of Government and Community Agencies in the Implementation of Inclusive Education. artifacts or research data related to bibliography or studies. The process of collecting references to the study of Responsiveness of Government Institutions and Communities in the Implementation of Inclusive Education is the first step in the data analysis process. These references are then checked and analyzed to find information that is relevant to the question posed by the author in the title. The analytical findings obtained are then in line with the author's title

Responsiveness of the Government in the Implementation of Inclusive Education

Based on the Big Indonesian Dictionary (KBBI) responsive is an adjective which means quick to respond, responsive, and moved to respond according to the circumstances that occur. Responsiveness is the ability of an organization to identify community needs, prioritize needs, and develop them in various service programs. Responsiveness has the same meaning as responsiveness. In accordance with the concept of responsiveness, according to Blanchard quoted by Supriyono, he stated that responsiveness or responsiveness is a popular term used within the scope of business organizations, and can be interpreted as the ability to assist customers in providing services quickly . The two main functions of the government are carrying out regulatory functions and service functions. Responsiveness is important for the government to provide services to the community, including inclusive education. According to Hardiyansyah (2011), indicators of responsiveness include:

- a. Responding to every customer/applicant who wants to get service
- b. Officers/apparatus perform services quickly
- c. Officers/apparatus perform services properly
- d. Officers/apparatus carry out services carefully

Responsive here means how the government responds and responds to the implementation of inclusive

education. The government's response to inclusive education can be described as follows:

1. Access. The establishment of inclusive schools is an access to support the implementation of inclusive education provided by the government. In inclusive schools the implementation of the education system provides opportunities for all students who have disabilities, have potential and intelligence or special talents to participate in education in one environment together with students in general. The implementation of inclusive education does not only include students who have special needs into regular classes to study together with other normal students. The aim of implementing inclusive education is equal distribution of education for normal children and children with special needs. The government also provides easy access so that children with special needs are able to adapt both in the environment and in lessons. This can be done by modifying the curriculum. Modification of the curriculum, namely the curriculum is made to suit the abilities of students with special needs. Curriculum modification consists of modifying objectives, namely learning objectives in the general curriculum are changed and adapted to the conditions of students with special needs. Content modification, namely subject matter for regular students is changed and adapted to the conditions of

students with special needs. Process modification, namely differences in learning activities by students with special needs with students in general. Evaluation modifications are changes in the assessment system that are adapted to the conditions of students with special needs. Curriculum modifications are not always applied to all children with special needs, but only some children with special needs are considered unable to follow the general curriculum and require curriculum modifications. There are additional classes as well as other access besides curriculum modification. Additional class time can be done outside of learning hours. This additional class is useful for children with special needs who have difficulty following the lessons given in class.

2. Choices. The choice referred to here is access to the choice of services provided by the government. This option is in the form of spreading inclusive schools in each region. Even though the distribution of inclusive schools has been carried out, the government still maintains special schools . The many choices show that the government has been fair to the people, not only normal people but also those with limitations. Inclusive schools not only provide benefits for children with special needs, but also benefit normal children. Inclusive schools teach normal children empathy for children with special

needs. Inclusive schools also teach gratitude and help to those who have deficiencies.

3. Information. The existence of information aims to create a sense of shared responsibility in implementing inclusive education. Information is provided to the public through billboards and activities to proclaim the development of inclusive education. Inclusive education providers, in this case inclusive schools, have also been given information about the inclusive education system. Information is not only given to teachers, but also school employees. The information aims to let teachers and staff know about inclusive schools. Information can be notified directly by the relevant agency through the inclusion coordinator. The inclusion coordinator is a teacher who is appointed to be responsible for implementing inclusive education. Resource schools are schools that serve as resource persons regarding inclusive education. The appointment of a source school is based on the experience and ability of the school in implementing inclusive education.
4. Repair. Good service is service that is always improving. Improvements are developed according to needs and to meet the demands of an ever-evolving society. Improvements have been made by the government both conditional and incidental. Conditional improvements are held every year by

conducting evaluations. This evaluation is carried out by providing an inclusive school self-evaluation form. Improvements must always be made to meet the ever-evolving customer demands. This shows that success can be achieved in the long term if it is carried out through a process of collaboration and joint leadership and is based on respect for everyone. To achieve an inclusive school, it needs processes and improvements that are always carried out. Repairs were also carried out incidentally. Incidental repairs are carried out when they are needed. One of the incidental improvements was made by the school by conducting a comparative study at the source school. Comparative studies not only find out about treating children with special needs in the classroom, but comparative studies also study the implementation of the teaching and learning process and the administration of inclusive schools.

5. Representation. The representation in question is the representation of the community in determining a government policy. Society itself is the object of a policy. The success of implementing inclusive education does not only depend on one party. The implementation of inclusive education has involved the community in its implementation. This representation process has been prepared by including representatives of several guardian parents on the school committee. The purpose is to

hold deliberations in making policies regarding the implementation of inclusive education. Not all policies are regulated and determined by the school committee. Several policies regarding the implementation of inclusive education must be determined by the school itself and known by the committee. Representation is also shown by involving parents of students in the acceptance of new students. This is done by conducting direct interviews with parents. Interviews were conducted to find out the deficiencies and needs that must be provided by the school to students with special needs. After conducting interviews and the school knows the level of ability of students, schools can make special policies for students with special needs.

As written in the 1945 Constitution, getting an education is the right of every citizen. Without exception, persons with disabilities or disabilities and children with special needs have guaranteed their rights by the laws and regulations in Indonesia. In the preamble of the 1945 Constitution, the ideals and national goals of Indonesian education were written, namely to educate the life of the nation. With intelligent citizens, Indonesia will be more advanced in the future. Then, in Article 31 paragraph 1 of the 1945 Constitution it is stated that "every citizen has the right to education". Education is a very important aspect for a nation.

Among the various government responses to inclusive education that have been described above, the following are various policies regarding children with special needs, disabilities and disabilities that have been regulated by law:

1. Law no. 4 of 1997 concerning disabled children. In this law there are several important points that want to emphasize in terms of inclusive education, namely; 1) Foundation, principles, and objectives. Article 2, which reads Efforts to improve the social welfare of persons with disabilities based on Pancasila and the 1945 Constitution, Article 3, Efforts as referred to in Article 2 Based on faith and devotion to God Almighty, family benefits, fair and equitable, balance, harmony and harmony in life, law, independence, and science and technology. Article 4, The efforts referred to in Article 2 which are carried out through the empowerment of persons with disabilities aim at realizing self-sufficiency and prosperity,
2. Rights and obligations namely; in Article 5, Every person with disabilities has equal rights and opportunities in all aspects of life and livelihood, Article 6, Every person with disabilities has the right to obtain: (Education in all units, pathways, types and levels of education), (Work and a decent living according to the type and degree of disability, education, and ability), (equal treatment to play a

role in development and enjoy the results, accessibility in the framework of independence), (rehabilitation, social assistance, and maintenance of social welfare levels), and (rights together to develop their talents, abilities and social life, especially for children with disabilities in the family and community environment). Article 7 states that with regard to obligations, namely, Every person with disabilities has the same obligations in the life of society, nation and state, The obligations referred to in paragraph (1) are implemented according to the type and degree of disability, education and abilities, 3) Equality of opportunity. In article 9 which reads, Every person with disabilities has equal opportunities in all aspects of life and livelihood, as well as in Articles 10 to 15. Perhaps these three important points are enough to explain why inclusive education is important even though there are still several points explained in Law no. . 4 of 1997 article 5 concerning disabled children.

3. Law no. 23 of 2002 articles 48 and 49 concerning child protection. Article 48 The government is obliged to provide basic education for at least 9 (nine) years for all children. Article 49 The state, government, family and parents are obliged to provide the widest opportunity for children to obtain education. This law also makes it clearer how a child gets the same rights both in terms of the right

to get health services, social security, to get protection as stated in Articles 1 to 2 and to get education according to their interests and talents as contained in Article 9.

4. Law no. 20 of 2003 article 5, paragraphs 1 to 4 concerning the National education system namely; Every citizen has the same right to obtain quality education, 2) Citizens who have physical, emotional, mental, intellectual, and/or social disabilities have the right to obtain special education, 3) Citizens in remote or underdeveloped areas and indigenous peoples who remote areas have the right to receive special service education, 4) Citizens who have the potential for intelligence and special talents have the right to special education, 5) Every citizen has the right to the opportunity to improve lifelong education.
5. Circular of the Director General of Primary and Secondary Education Management, Ministry of National Education No. 380/C.C6/MN/2003, dated 20 January 2003.
6. Permendiknas No. 70 of 2009 concerning Inclusive Education.
7. PP No. 17 of 2010 articles 127 to 142, concerning Management and Implementation of Education.

Community Responsiveness in the Implementation of Inclusive Education

Inclusive education can be said to be less well known in the world of society. So that children with special needs are often neglected. This education service does require quite large facilities and infrastructure but that does not mean it should be abandoned because they have the same right to get education. In the implementation of inclusive education is still not implemented properly because it does not accommodate the needs of students outside the normal student group.

The community also does not understand the inclusive education paradigm so they cannot participate in it. Whereas education is a shared responsibility between schools, government and society. Therefore, educators and implementers of education must empower the community to participate and play a role in implementing inclusive education. participation and roles include: planning; provision of experts/professionals; decision making; implementation of learning and evaluation; funding; supervision; and distribution of graduates.

Community responsiveness in inclusive education can be realized with the participation of the community itself. Community participation is a very important component for the success of inclusive education. Community participation and independence determine the implementation of this inclusive school policy. Because in this inclusive school, collaboration between the community and teachers in the class is needed to create and maintain a warm class community, accept diversity, and respect

differences. In addition, in inclusive schools, teachers are required to teach interactively. This can later create communication between teachers and students, so closeness can arise. With this closeness, it will eliminate the existence of professional isolation. In inclusive schools, the meaning of parents also plays a role in determining planning both in terms of curriculum planning at school and learning assistance at home.

Community participation in the form of cooperative partnerships between schools and the government, parents, and community groups and other social organizations is protected by laws or government regulations that underlie partnership cooperation. The participation of the community is very important in the implementation of special needs education, because the community has various resources needed by the school and at the same time the community is also the owner of the school in addition to the government. The government has made regulations regarding education in Indonesia. In the law there are several rules regarding the legal basis governing education. "Society is obliged to provide support resources in the implementation of education". (Law No. 20 of 2003 Article 9). The community plays a role in improving the quality of education services which includes planning, monitoring and evaluating education programs through the education board and school committee. Indicators of community participation in supporting the implementation of inclusive education for children with special needs are as follows:

- a) participate in submitting suggestions or opinions regarding efforts in implementing inclusive education that are carried out directly or through existing institutions;
- b) participate in deliberations in making decisions regarding the determination of school programs that are considered appropriate and good for children with special needs;
- c) participating in carrying out what has been decided in the deliberations, including in this case making contributions, whether in the form of labor, financial contributions and other materials;
- d) participate in overseeing the implementation of joint decisions including in submitting suggestions, criticisms and rectifying problems that are not in accordance with what has been decided;
- e) in other terms, taking responsibility for the successful implementation of the program that has been determined together;
- f) participate in enjoying and maintaining the results of these activities.

Community participation consisting of parents, family members, community leaders, entrepreneurs, and stakeholders has been regulated in Law number 20 of 2003 concerning the national education system Article 7 paragraph 1 states that: "Parents have the right to participate in selecting educational units and obtaining information about the educational progress of their children." Article 8

states: "the community has the right to participate in planning, implementing, monitoring and evaluating educational programs." Meanwhile, article 9 reads: the community is obliged to provide resource support in the implementation of education." Meanwhile, the participation of community organizations has also been regulated in Law number 8 of 1985 concerning community organizations. Chapter I, article 1 reads:..." What is meant by Community Organizations are organizations formed voluntarily by community members who are citizens of the Republic of Indonesia on the basis of similarities in activities, professions, functions, religion, and belief in God Almighty, to participate in development in order to achieve national goals".

In addition to establishing cross-departmental partnerships, schools must also be able to establish partnerships with the community, parents, entrepreneurs, community leaders, and stakeholders as well as various parties who have an interest in education. Partnership cooperation can be carried out individually or by people who are members of community organizations or organizations, both community organizations formed by the government (GO) and non-governmental community organizations (NGOs), such as: school boards, school committees, educational foundations, organizations with disabilities, disabilities, parent forums, etc. The community (parents, other family members, or everyone who lives in the school environment) will make an important

contribution to the learning of children with special needs in an inclusive and learning-friendly environment (LIRP)... family involvement , community leaders and other community members are very important in the implementation of special needs education.

Community Participation (PSM) should also be an equal partner relationship between the school and the community. Community participation can be through GO forums or NGOs. Therefore, the role of parents, community and stakeholders in the implementation of inclusive education should continue to be properly developed. The education board and school committee are one of the forums for community organizations formed by members of the community.

In the old paradigm, family, school and community relations were seen as separate institutions. The family and society are seen as taboo to intervene in the implementation of education in schools. Especially when it comes to the professional authority of teachers. Today, this old paradigm has been abandoned to some extent. Families have the right to know about what teachers do and teach at school. Parents of students have the right to know by what methods their children are being taught by their teachers. In the transitional paradigm, family and school relations have begun to be established, but the community has not made contact with the school. In this new paradigm, family, school and community relationships must be synergistically established to improve the quality of education services,

including to improve the quality of special needs education services and inclusive education.

The problem is how is the government's responsibility for the development of special needs education and inclusive education? As mandated by the National Education System Law number 20 of 2003 that the central government and regional governments have the right to direct, guide, assist and supervise the implementation of education, and are obliged to provide services and facilities for the implementation of quality education for every citizen without discrimination. What about the responsibilities and participation of the community in the implementation of special needs education/inclusive education in Indonesia as described above? The existence of public opinion that the main responsibility for implementing education lies only in the hands of the government, causing the community to feel that they are only placed as "not the main players". This will result in weakening the will and participation of the community and community groups in the implementation of special needs education/inclusive education. Making use of locally available human and material resources when designing a program helps to develop relationships between schools, families and communities, and promotes shared ownership of inclusive development. Key approaches include:

1. Mobilize the community in identifying sources of exclusion, and developing a school improvement

plan to address major obstacles. The Index for Inclusion, described in the session on MEAL design, is a comprehensive approach to self-assessment and participatory schools

2. Encouraging parents to play a more active role in monitoring and supporting schools to implement inclusion
3. Mobilize community members in rights-based school enrollment and awareness-raising campaigns
4. Link with other sectors - such as health and child protection - to ensure that children also receive support outside the classroom
5. Provide training to parents so they understand their role in supporting their children

Getting an education is a right for every citizen. Without exception, persons with disabilities or disabilities and children with special needs have guaranteed their rights by the laws and regulations in Indonesia. In the preamble of the 1945 Constitution, the ideals and national goals of Indonesian education were written, namely to educate the life of the nation. With intelligent citizens, Indonesia will be more advanced in the future. Then, in Article 31 paragraph 1 of the 1945 Constitution it is stated that "every citizen has the right to education". Education is a very important aspect for a nation. Therefore, responsiveness is important for the government to provide services to the community, including inclusive education. As the main actors in inclusive education, the community

also contributes to inclusive education. Community responsiveness in inclusive education can be realized with the participation of the community itself. Community participation is a very important component for the success of inclusive education. Community participation and independence determine the implementation of this inclusive school policy. Because in this inclusive school, collaboration between the community and teachers in the class is needed to create and maintain a warm class community, accept diversity, and respect differences.

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3

PARADIGM OF INCLUSIVE EDUCATION IN ISLAMIC EDUCATION PERSPECTIVE

Education in Indonesia according to Law Number 20 of 2003 article 3 concerning The National Education System aims develop all potential of the participants educate in a manner intact covers aspect physical, psychological, physical, spiritual, and social. One objective formation of the state is realize education for all society, without once see race, class, ethnicity, language, color skin, and religion. With so education including in something very important component for advance a civilization nation. If a country wants become proceed so a country should to increase quality his education. Education will to be highly qualified and competent if government put attention special to instructor and participants educate all level of educational institutions, including Islamic education.

All know that target completely education addressed to the participants educate, with realize participant pious student to Almighty God. Background

behind as well as ability participant each student has advantages and disadvantages, as well own uniqueness personal. Man have sense as ability special and with sense man capable develop knowledge. So from it must developed with various way one of them is through education. Basically inclusive education no something new. Kind education this been a long time attention special for government, not just because many participant needy students special but as form response and presence of the state as protector and protector the people. Therefore, appropriate education with the limits of reason and ability every individual need become point attention to Islamic Education Institutions. Ability owned individual a participant different public with participant educate other must recognized and understood by someone teacher. So that matter this can developed in accordance fields and their respective advantages. Besides it, support from institution government and schools to student or students who have need special (lack of) deserves hopefully not become controversial matter in society particularly in educational institutions. With so education can equally to whole public both normal and those who have need special.

Education in general is effort or business aware for deliver and transfer knowledge and values good norm, from a teacher to student or from something generation to generation other in a manner down hereditary with various method like formal schooling, guidance, research or even training. Therefore, education is right for every people who

live in any country, especially Indonesia. Especially if government has oblige education for every child for 12 years, who wants no want to so country kids everywhere is a must go to school. Progress a country is sustained by existence something education meaning education is very important and basic in a country. On another perspective education is effort in advance and grow favor character and strength mind, mind and body child.

Kindly general, Education aims for help man find will in fact as human. In other words, education should capable realize creation completely human. With thus, education is base main in realize something change and with education that too then attitude, paradigm as well as behavior man can changed become more sunny. Temporary that, meaning from education inclusion is something system education is designed and managed with as look so deep education in one institution education especially in the Islamic Education Institute, no sort or differentiate characteristics possessed by the participants educate in a manner physical, mental, emotional, social or even on the sides economy in a manner social. Therefore, all participant Educate in matter this is what you want go to school own equal rights and opportunities for get service education and knowledge, without exists difference although it's very thin. For that's school inclusion is an educational institution that strives for form character, intelligence, and wholeness man in open learning in a manner general as well as different

circles background behind from ability physical and intelligence in various existing educational institutions.

With thereby system education inclusive is something maintenance education including Islamic Education, namely with combine or unite between needy children special with kids in general or normal for study together in one room or on one place good inside room nor outside room. If seen in a manner meaning and definition hence the word inclusion originate from Language English is meaningful inclusions union, in matter this mean unification to in school programs for disabled children. Besides that is, Inclusive Education hinted that students who have need and have lack in matter study can draw science at school closest together friends her age. However school should too can give service to students who have need special.

Inclusive Education

Inclusive education is draft embracing education all child without except. Inclusive assume that live and learn together is something way more well, that can give profit for everyone. Especially for child labeled as child who has something difference. Inclusion can looked at as a process for answer and respond diversity between all individual through enhancement participation in learning, culture, society, and reducing exclusion good from in nor from outside activity education. Inclusion involve changes and modifications content, approach, structure, and strategy. With something vision together which includes all children

in range the same age and a belief that inclusion is not quite enough answer educational regular system all child.

Inclusive education characteristic open for all (Education for all) against difference character participant educate and try accommodate every difference the with ways that don't harm participant educate other. In fact, in education inclusive expected difference characteristics participant educate become learning separate and valuable for every participant educate. Mutual effort understand difference between participant teach and try for treat difference between participant educate in a manner should give plus value for education inclusive. Inclusive education regarding with activity give appropriate response to broad spectrum from need study good in formal and non-formal educational settings. Inclusive education is caring approach how transform system education so that capable respond diversity student.

Inclusive education aim can enable teachers and students for feel comfortable with diversity and see it as something challenge and enrichment in environment learn, and on a problem. That for face disabled people disabled or disabled needed education inclusive for conditioning multicultural with principle confess difference capabilities and construction social, instill awareness that they is man normal because something matter so they different. Embed attitude patient and painstaking face difference it, give cheers and praise to progress made anyway, trying for behave normal, guiding to direction positive, constructive

antidiscrimination attitude to difference ability in schools cultivated by teachers. Principles the lead for realize equality right for develop in education although with various variety method difference.

Inclusive Education in Islamic Education Perspective

Inclusive education no will can succeed without support and participation society, child need special will Want to attend regular school or school segregation though only what when supported by parents and society. Stakeholders get support school with support form facilities, infrastructure, tools help study, costs, support technical, and provision field work for qualified graduates terms. With thereby need excavated more carry on various reconciling efforts between education inclusion in one side and Islamic Education on the other. Because that in matter This featured a number of underlying thing exists relevance and point offend between education Inclusion and Islamic education, among others:

First, there is a number of base normative good from verses of the Qur'an and Hadith that can made reference organizing education inclusion among others:

- a) Humans created different for each other gathering (inclusive) and that glory human being in the sight of Allah is his devotion.
- b) God once scolded the Prophet Muhammad SAW for he face sour and turned away from the blind.
- c) God does not see the (physical) form of a person Muslim, but God sees heart and actions.

- d) No there is priority between one humans by other human beings.

Second, between Inclusive Education and Islamic Education there is building philosophical link between both, among others:

- 1) Education as obligations / rights. In Islamic perspective of education is obligation prerequisite, fine for understand other Islamic obligations as well for build culture or civilization, meanwhile in perspective inclusion education is right basic human. Statement education as right or obligation no something necessary debated because difference only located at an angle view to the same substance. Education as right more anthropocentric and education as obligation more theocentric.
- 2) Principles education for all. Point offend second this is implication from point offend first. Inclusive education, such as has described, is implication from principle education as right basic man who translates in global policy 1990 to be education for all, while Islamic Education separately history of civilization classic has facilitate conducive environment for education for all through formation tradition literate letters.
- 3) The principle of non-segregation. Point offend third this is other implications of point offend first. With looked education as obligation or right basic human,

then every man no can marginalized and excluded in obtain service education.

Fourth, perspective holistic in looked participant educate. Good Islamic education as well education inclusion make an effort develop personality man with confess all power and potential participant educate.

Fifth, way looked more obstacles factor oriented external. Point offend fifth this implication from point offend fourth and first. Because all power and potential participant educate mandatory and entitled developed, then factor external (environment school) should play role central in transformation obstacles participant educate. Obstacle study no again lies within participant educate.

Inclusive education should can held with good at some school if there is power educators who special is power expert who has competence in field education special. Education teacher special is very important part of its success maintenance education inclusive in a school. Because education teachers special own role as a companion teacher specialized and coordinated with every inhabitant school for grow inclusive culture in school environment.

However so, no looked function accompaniment from government shows solution to problem the. So that for region, district, or city ketch no monitoring the progress of the implementation of Inclusive Education. Based on problems the can we pull thread red, that is in application education inclusive no can as well as immediately held only with pointing quality and implementing schools

socialization. However more than that, that application education inclusive moment this need function supervision, mentoring, and evaluation. This is for support more progress good in framework grow awareness education, culture society, and the environment friendly inclusion to child need special.

Paradigm of Inclusive Education

During this in system education, on practice in the field most still interpret intelligence participant educate in a manner limited. Namely, those who said intelligent is the owner wholeness or perfection physical. With assuming, with perfection physique the cause they can "learn" normally. That being said, it's been a long time good in a manner direct nor no direct as well as in a manner open and closed has happen neglect rights and opportunities for CSN to life together in a "reasonable" manner with public generally. In fact, this also happens in institutions education which is part from institution social.

Case that can just happen is exists discrimination service administration, learning, to justified in the realm law (laws and regulations). Children in need special (mainly those that have obstacles) are removed so just from chance for obtain equal, proper, and quality education. Even they removed so just in a "subtle" way. Namely, through pretext education special with establish schools separated like School Outside Regular (SLB), SLB claimed have "facilities" that the same with normal school, even own more facilities special. Can that said, education is like that more

prioritizing the goal of "excellence" of the institution education than advantages of each participant educate. Namely, more schools prioritizing cleanliness environment from existence of CSN than must give a sense of justice for all circles society. Though, deep maintenance expected formal education no there is again partition social or distinction between the crew and society in general. More concrete, so system education inclusive materialized. So every parent participant educate allowed for register their children who are classified as CSN to school anywhere (especially for decent school or capable for organize education inclusion). With method inclusive it is expected there is opportunity creation interaction social between crew members and the community general. However in fact, often the way view humans in general to crew members who have limitations is to underestimate (underestimate) without see its advantages. In fact, no disinclined to judge them as individuals who don't capable do something, so need other people's help, though that for fulfil his needs alone. On the contrary for crew members who have talent special so they will worship him without see side its weaknesses.

Paradigm education inclusion as above is the old paradigm that should be abandoned. It is, because now this development knowledge and technology man already develop fast. With all existing facilities and knowledge, isn't it become reason again for schools regular (in amount certain) for reject child need special. Besides it, for face

problem increasingly life complex in such times now this so use paradigm education inclusive is something need. "Normal" humans don't again can get rid of CSN from life society. Although little, excess and independence from CSN will be very useful for life this. With philosophy that education inclusion want to form public various mutually help and love one each other. Without must belittle ability one each other. Next hope is education without discrimination and education for all can held optimally .

In maintenance education this still not yet done with good because no accommodated need students outside group normal student. Current inclusive education walk not yet realized in a manner maximum. Not even society understand about paradigm education inclusive so that no can participate inside. Participation public is very important component for success education inclusive. Participation society and existence independence determine walk policy school inclusive this. Because deep school inclusive this needed cooperation between public with teacher in class for create and maintain community warm class, accept diversity, and respect difference. Besides that in school inclusive, teachers are required for teach in a manner interactive. This later can create communication between teachers and students, so can arise proximity. With exists proximity the will remove exists isolation profession. In school inclusive, the meaning of parents also plays a role in determine planning good from facet planning curriculum at school nor help study at home.

Participation society that is cooperation partnership between school with parental government, and groups public as well as organization social other protected by law or regulations underlying government cooperation partnership. Participation society is very important embodied in implementation education need special, because public own various required resources school and one society as well owner school on the side government.

Education is very important thing in life humans, Education is needed for form quality character, so creation character human with own good morals as well as strong, and capable become example for other people around him especially in Islamic Education Institutions alone.

Temporary that, meaning from education inclusion is something system education is designed and managed with as look so deep education in one institution education especially in Islamic Education Institutions (Islamic Schools and Madrasas), no sort or differentiate characteristics (advantages or individual deficiencies or participant educate in a manner physical, mental, emotional social, and or even on the sides economy in a manner social). Because that is maintenance education inclusion to continue developed for ensure all children to have and acquire same opportunity for learn, as well in obtain proper and quality education.

Implementation of Inclusive Education can push happening change in yourself participant educate towards more positive especially attitude participant educate in

looked exists difference and diversity through teaching and education carried out together and in the end also able form a group society that doesn't behave discriminatory as well as capable become accommodating for everyone.

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4

RECOGNIZING AND ASSISTING CHILDREN WITH SPECIAL NEEDS

Every parent wants the presence of a child. The child that parents expect is a perfect child without any flaws. In fact, no human being is without flaws. Humans are not the same as one another. Whatever the circumstances, humans are uniquely created by the Creator. Everyone does not want to be born in this world with a disability or a disability. Parents also do not want the birth of a child who has a disability or special needs. The birth of a child with special needs does not know whether he comes from a rich family, an educated family, a poor family, a religiously devout family or not. Parents also cannot refuse the presence of children with special needs. As human beings, children with special needs have the right to grow and develop in the midst of their families, communities and nations. He has the right to go to school just like any other sibling who has no abnormalities or is normal. When a child with special needs is present in a family, a wise attitude is required so that it

can support the ongoing optimal growth and development of children, just as we provide inclusive education because Inclusive education is given to students who have disabilities, have potential intelligence and special talents who implement an education service system for children with special needs in regular schools as a lifelong goal, and the ultimate goal is to achieve productive citizens by implementing education for all. Furthermore, it is hoped that children will be able to be efficient in their lives.

Children with Special Needs (CSN)

Children with special needs experience significant abnormalities or deviations both physically, mentally, intellectually, socially, and emotionally in the process of growth or development compared to other children of their age. According to Suhaeri (1996: 13) argues that "Extraordinary Children can also be defined as Children with Special Needs. Exceptional Children are called Children with Special Needs, because in order to fulfill their life needs, these children need assistance with educational services, social services, guidance services and counseling and various other types of special services. Meanwhile, according to Wisastro (2006: 5) explains that "extraordinary children or special children are children of a child who has abnormalities in the intellectual, physical, social, or emotional fields so clearly than the development and growth that is considered normal, so that he cannot receive an education from ordinary schools." So it can be concluded that children with special needs are children with special

characteristics that are different from children in general who include children with special needs, including: blind, deaf, mentally retarded, disabled, disabled, learning difficulties, behavioral disorders, gifted children, children with health problems . Every child has a different cultural background and developmental life, and because of that it is possible for each child to have special needs and different learning barriers, so that every child actually needs educational services that are adjusted in line with the learning barriers and needs of each child. Children with special needs can be interpreted as a child who needs education that is adapted to learning barriers and the needs of each child individually.

Classification of CSN

Types of children with special needs according to the State Regulations for Women's Empowerment and Child Protection regarding children with special needs, that which includes children with special needs include:

1. Mental retardation (mental retardation), namely children who have limited general intellectual functioning and limitations in adaptive skills. Mental retardation can be known with indications:
 - Unbalanced physical appearance, for example the head is too small/big
 - Unable to take care of self for age
 - Delayed speech or language development
 - No/very little environment (blank gaze)

- Poor coordination of movements (movements are often uncontrollable)
 - Frequent saliva from the mouth (drooling)
2. Blind, namely children who have visual impairments in the form of complete or partial blindness. Identification of children with visual impairments, including:
 - Unable to see
 - Unable to recognize people at a distance of 6 meters
 - Noticeable damage to both eyeballs
 - Often fumbles/stumbles while walking
 - Difficulty picking up small nearby objects
 - The black part of the eyeball is cloudy/scaly/dry
 3. Deaf Speech, namely children who experience hearing loss either permanently or not permanently, either partially or completely. Because they have hearing impairments, deaf children also have speech impairments, so they are called mute. The following are indications of a child with hearing loss:
 - Can't hear
 - Delayed language development
 - Often uses gestures in communication
 - Less/not responsive when spoken to
 - Speech is not clear
 - Odd/monotonous sound quality
 - He tilted his head in an effort to hear

- Lots of attention to vibration
 - Pus coming out of both ears
 - There are organic abnormalities of the ear
4. Children with physical disabilities, namely children who have movement disorders caused by neuromuscular and bone structure disorders that are congenital, sick or due to accidents, including cerebral palsy, amputation, polio and paralysis. The level of disturbance in the quadriplegic is;
- a) Mild, namely having limitations in carrying out physical activities, but can still be improved through therapy;
 - b) moderate, namely having motor limitations and experiencing sensory coordination;
 - c) severe, namely having total limitations in physical movement and unable to control physical movements.

Identification of children with limb/body movement disorders, including:

- Limbs are stiff or weak/paralyzed.
- Difficulty in movement (imperfect, unflexible/uncontrolled)
- There are incomplete/imperfect/smaller than usual limbs
- There is a defect in the locomotor
- Fingers are stiff and unable to grip

- Difficulty standing/walking/sitting and displays abnormal postures
 - Hyperactivity/can't calm down
5. *Tunalaras*, namely children who have problems controlling emotions and deviant social control. Children who experience emotional and behavioral disorders can be identified through indications:
- Be defiant
 - Easily aroused emotions
 - Often performs aggressive actions
 - Often acts in violation of social/moral or legal norms
6. Multiple disabilities, are children who have two or more disorders, including among others:
- Children with two disabilities each need special education services
 - Children with multiple disabilities who need technology services
 - Children with barriers that require special modifications.
7. Autism, which is a developmental disorder characterized by disturbances in communication, behavior and social interaction.
- a) Characteristics of communication disorders:
- Late talk.

- Incomprehensible words “planetary language”
 - Using words in inappropriate contexts
 - Talk is not for communication
 - Mimicking/parroting
 - Monotone
 - Expressionless/flat expression
- b) Characteristics of impaired social interaction:
- Refuse/avoid eye contact
 - Don't turn around when called
 - Not happy to be hugged
 - No attempt to interact with others
 - If you want something pull someone else's hand
 - Unable to share pleasure with others
- c) Characteristics of conduct disorder:
- Playing is very monotonous and stereotyped
 - Happy on something that rotates
 - May appear hyperactive, hitting himself on the head
 - Sometimes it looks completely silent, blank and blank eyes
- d) Gifted children have the following categories:
- Having intellectual abilities or overall intelligence, refers to the ability to think abstractly and be able to solve problems systematically and rationally

- Specific intellectual abilities refer to different abilities in mathematics, foreign languages, music or natural sciences
- Negative thinking or overall pure thinking is generally able to think to solve problems that are not common and require high thinking.
- Has a special creative talent, is original and different from the others.
- While indications of gifted children include:
 - Reading at a younger age
 - Read faster and more
 - Have a broad vocabulary
 - Have a strong curiosity
 - Has a broad interest, also in adult problems
 - Have initiative and can work independently
 - Show kaslian in verbal expressions
 - Give good answers
 - Can give lots of ideas
 - Flexible in thinking, open to stimuli from the environment
 - Has a keen observation, can concentrate for a long time especially on the area of interest
 - Think critically, also towards yourself
 - Love to try new things
 - Has a high power of abstraction, conceptualization and synthesis
 - Enjoys intellectual activity and problem solving

- Quickly capture cause-and-effect relationships
- Goal-directed behavior
- Have a strong imagination
- Have many hobbies

8. Difficulty learning.

Children with learning difficulties are children who have disturbances in one or more basic psychological abilities which include understanding and using language, speaking and writing which can affect the ability to think, read, count, speak caused by perceptual disorders brain injury minimal brain dysfunction, dyslexia and developmental aphasia. Characteristics of children with learning difficulties include:

a) Difficulty reading:

- *Children with reading difficulties (dyslexia)*
- *Delayed development of reading skills*
- *The ability to understand the contents of the reading is low*
- *If you read, there are lots of mistakes*

b) Writing Difficulty:

- The child has difficulty writing
- Often finished late when copying writing
- Often incorrectly write the letters b with p, p with q, v with u, 2 with 5, 6 with 9 and so on
- The writing results are ugly and unreadable

- Writing is wrong or upside down or missing letters
 - It's hard to write straight on unlined paper
- c) Counting difficulties:
- The child has difficulty counting
 - It is difficult to distinguish the calculation symbols
 - Difficult to operate arithmetic or numbers
 - Often miscalculated by sequence
 - Often mistakenly distinguish the numbers 9 with 6, 17 with 71, 2 with 5, 3 with 8, and so on.
 - It is difficult to distinguish geometric shapes.

Inclusive Education

Inclusive education basically creates and builds quality education by accepting diversity, and respecting differences, helping to improve the quality of primary and secondary education by reducing the number of dropouts and dropouts. Santoso (2012: 17) argues that: "Inclusive education refers to education for all that seeks to reach all people without exception. Changes in education through changes in thinking from special education thinking to shifting to special education needs (special needs education)" here allows all children the opportunity to participate fully in regular class activities. This is in line with Gunardadi (2013: 91) who revealed that: "Inclusive education is basically refers to education that responds to

the unique needs of individuals in the society. Responding to children with diversity is considered the most significant consequence of the call for education for all” can be interpreted that inclusive education refers to education that responds to the unique needs of individuals in society. Responding to children with diversity is considered the most significant consequence of the call to education for all. The benefits of inclusive education according to Wardani (2011: 1.36) are "Inclusive education is considered to be able to provide various benefits for both the general public and for extraordinary children themselves. Society will begin to accept the existence of extraordinary children. Apart from that, inclusive schools also allow children with special needs to learn together with normal children, and are treated like normal children. This shows the positive impact of inclusive schools on children with special needs from a psychological perspective. So that inclusive education is education that is given to students who have disabilities, have the potential for intelligence and special talents who implement an education service system for children with special needs in regular schools. So an inclusive school is a learning community for all children, education as a lifelong goal, and the ultimate goal is to achieve productive citizens who fully contribute to the economic, social and cultural life of the nation, community and family by implementing education for all.

Inclusive Education Goals

The aim of inclusive education is to provide the widest opportunity for all students who have physical, emotional, mental and social disabilities or have the potential for intelligence and special talents to obtain quality education according to their needs and abilities and to realize the implementation of education that respects diversity and is not discriminatory for all students. The general target of inclusive education is all students in regular schools, namely children with special abilities and normal children. They as a whole must understand and accept diversity and individual differences namely:

- 1) Children with special needs who are already attending elementary school or Madrasah Ibtidaiyah.
- 2) Children with special needs who will enter elementary school.
- 3) Children with special needs who have not or are not in school.
- 4) Children with special needs who will take part in non-formal or informal education programs.

Seeing the target of inclusive education, children with special needs should have their rights, namely obtaining education in inclusive schools, the limited inclusive early childhood education causes children to struggle to access the education that should be their right.

The principle of implementing inclusive education

The principles of implementing inclusive protection include the following;

1. Humanism means that an inclusive cooling system prioritizes human values, placing students as human beings who are natural creatures of Istiqomah, part of nature and social beings with their respective potentials.
2. Uniberalism means that the inclusive education system places each learner as a unique being, so that each student is recognized for their existence with all their conditions and potential, and this is the perfection of each of them, so they must receive educational services according to their condition and potential. They are not worthy compared to normal children. Therefore the education system should not use a competitive approach, but should prioritize a cooperative approach.
3. Polarism and non-discrimination means that each individual is different from one another in this case the differences in each student are a necessity as well as differences in social conditions and life backgrounds, so that differences in needs between them are essential . The inclusive education system views differences between individuals as wealth. Therefore, the inclusive education system views differences between individuals as wealth. Inclusive education organizes a learning process together

without discriminating against individuals on the basis of ethnicity or ethnicity or race or religion or belief, socioeconomic background, gender politics, physical and mental abilities. So they do not need equal services and according to their conditions and potential.

4. Democratic means that the inclusive education system places students as educational participants, namely that students become active actors and participate in the decision-making process about what they will do. The learning process is also an implementation of participation and joint decisions between teachers, school administrators, students, parents and the community in the surrounding environment.
5. Respecting human rights means that an inclusive education system provides opportunities for all children of the nation without distinction and even facilitates each individual with due regard to differences in conditions and their respective potentials in a process of learning together and developing according to their conditions and potential is the right of every individual who is upheld in the implementation of an inclusive education system, this is in line with the nature of human rights, namely the right of every citizen that must be fulfilled and protected by the government to implement an inclusive trade system. What must

be done is to carry out the process of developing components of the education management system in schools providing inclusive education.

Application of inclusive education in early childhood

1. Early childhood

Childhood is a time when all opportunities can develop and is said to be a critical period in development. There are five important things for the growth and development of children, the first point, the development of point vision, the ability to see, must be stimulated in the first 4 years. Second, the development of emotional feelings from the age of 2 months and 2 months until about 4 years begins to develop feelings of stress, satisfaction, feelings of joy and sadness. When the three developments of language skills begin in the womb it is determined by how much the child is spoken to and listens to. The fourth is the development of movement abilities. The critical period for movement development lasts from birth to the age of 2 years. Gross motor development lasts until the age of 4. Fifth, the development of musical abilities, the critical period for the development of musical abilities, occurs between 3 and 10 years .

2. Inclusive education for early childhood

Until now, not all children with needs aged 0 to 6 years have received PAUD services according to their needs. Fulfillment of the right to education for early childhood can be done by serving them through inclusive

education. Inclusive education is one of the efforts so that children aged 0 to 6 years who experience or need special services can develop and grow optimally according to their developmental tasks. In the midst of the world of education in our country, because inclusive education pays attention to students who have disabilities or special needs to get special education services in public and regular schools to meet children aged 0 to 6 years who have disabilities or special needs need to have PAUD that inclusive. The British negotiations are a government effort in the field of education so that all citizens can get educational services, including children with special needs. Children fighting for special early childhood have not all experienced early childhood education that already exists in society. This is because before the husband of the PAUD organizer could serve children with special needs at an early age. Inclusive education is an education system that includes all children together in a climate of the learning process by providing education that provides opportunities for all children together in a climate of the learning process with appropriate educational services and according to individual student needs without differentiating children. ethnic background, race, social status, economic capacity, political status, language, geography, gender, religion or belief and differences in physical or mental conditions UNESCO 2004 Permendiknas Number 70 of 2009 states that all school-age children with disabilities have the right to receive educational services together with students In

general, children with special needs must receive equal treatment in obtaining proper education and special needs at an early age are entitled to inclusive education services .

How to deal with children with special needs

As educators how to deal with children with special needs is different. Starting from how to explain lessons to approaching them outside of class hours, different methods are needed and special skills are needed.

As educators who have students with the 'special' label, they must master a number of things that are not mastered by educators who only have mediocre students (in this case, normal students). How to deal with children with special needs, including the following:

1. Be positive and kind

As educators, we must instill in ourselves that all students can learn and have abilities. As educators, we play a role in supporting the learning of all children, including children with special needs. An educator is not only in charge of teaching material in front of the class, but must be able to be a role model for each of his students. Therefore, educators are expected to understand each of the characteristics of their students, especially students with special needs. Students with special needs tend to be more withdrawn and low self-esteem. It is the task of educators to approach themselves with a positive and friendly attitude, so that inside the child, we as educators are not scary people but are friends to complain about at school, whether in terms of lessons or not.

2. Foster a pleasant learning atmosphere

As an educator mastering the class is not something easy. Especially if there are students who need special attention, as educators we should not discriminate between them. Involve the child in the learning. Occasionally insert games during learning, so that children do not perceive learning as a burden, but something fun.

3. Pay extra attention

Children with special needs tend not to be able to express what is in their hearts. When they have difficulties in learning, they tend to just be quiet and don't dare to make a sound. This is where the task of educators to pay more attention to them. Approach them, and ask what the difficulty is. Give them a genuine smile and look at them warmly. This is effective enough to make children with special needs tell things that make them uncomfortable when learning activities take place.

4. Explain to all children about disabilities

Explain to students at school about the different types of disabilities, especially those that might be found at school or around where they live. Explain to them that disability can be caused by disease, accident, heredity and is not contagious.

One way to explain this effectively is to invite a person with disabilities (adult) to visit the class and speak in front of the class. Adults with disabilities can also be used as role models for children with special needs. Thus children with special needs can be motivated to achieve a positive future where they are actively involved in community life. If this is difficult, we as educators who are basically parents can take advantage of our role as parents. Talk to our students as parents and ask for understanding from those who are normal to respect their friends who have special needs.

The biggest challenge that must be faced by educators in dealing with students with special needs is not how to minimize the problems that will occur during learning. However, how can an educator change the behavior of a child with special needs for the better and the child's achievements equal or even exceed other normal children.

Children with special needs experience significant abnormalities or deviations both physically, mentally, intellectually, socially, and emotionally in the process of growth or development compared to other children of their age, who fall into the category of Children with special needs, including: Blind, Deaf, Mentally Disabled, Physically Disabled, Tuna learning difficulties, and behavioral difficulties. Through inclusive education, children with special needs can get equal learning opportunities, interact and work together effectively in one school with other

normal students without discriminating against physical, ethnic, cultural, intelligence, or socioeconomic conditions. Inclusive education basically creates and builds quality education by accepting diversity, and respecting differences, helping to improve the quality of primary and secondary education by reducing the number of dropouts and dropouts. The aim of inclusive education is to provide the widest possible opportunity to obtain quality education in accordance with their needs and abilities and to realize the implementation of education that respects diversity and is not discriminatory for all students. The general target of inclusive education is all students in regular schools, namely children with special abilities and normal children. As educators how to deal with children with special needs is different. Starting from how to explain lessons to approaching them outside of class hours, different methods are needed and special skills are needed. The biggest challenge that must be faced by educators in dealing with students with special needs is not how to minimize the problems that will occur during learning. However, how can an educator change the behavior of a child with special needs for the better and the child's achievements equal or even exceed other normal children.

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5

CHALLENGES AND STRATEGIES FOR CHILDREN WITH SPECIAL NEEDS AT THE VOCATIONAL LEVEL

Inclusive education is an implementation of education in schools that involves all students being involved in the learning process; all members receive the same treatment because they have the same values as school members (Morina, 2017). Inclusive means the unification of normal students with children with special needs in a comprehensive way, covering the curriculum, environment, and social interaction in schools as a whole (Yusuf, 2015). Inclusive Education states that children with special needs are not seen as a form of deficiency, but are understood as different physical conditions that can carry out activities in different ways and achievements (Isrowiyanti Isrowiyanti, 2013). Inclusive education ensures equality and social justice and opens opportunities for children with special needs to obtain quality education so that individuals can develop their potential and contribute to society.

Education for children with special needs is regulated through Law Num. 70 of 2009 article 1 which states that "Inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have special intelligence and/or talent potential to participate in education or learning in an educational environment together with students in general". This resulted in a form of justice for the right to education of Indonesian citizens with special needs.

The number of Children with Special Needs (CSN) in Indonesia is increasing. The application of inclusive education emphasizes that all students can be accepted without discrimination, thus creating a form of educational equality services. Inclusive education maximizes the potential and skills of its students so that they can adjust to the surrounding social environment.

As it is well known, children with special needs who enter the inclusive resource room already have a schedule so that during the learning process, they can be more organized and, during breaks, they can return to regular classes to play with friends in their class. It is intended to train children with special needs to be able to socialize with others; however, many children with special needs still experience discrimination from the surrounding environment.

In its implementation, the Regulation of the Minister of National Education of the Republic of Indonesia, Num. 70 of 2009, article 6 states that the district or city government

guarantees the implementation of inclusive education in accordance with the needs of students; the district or city government guarantees the availability of inclusive education resources in inclusive education units; and the government and provincial governments assist the availability of resources in inclusive education. Application in inclusive education is certainly Numt as easy as imagined because it requires some in-depth preparation so that the implementation of inclusive education is in accordance with what is understood theoretically.

There are several preparations that must be fulfilled in the implementation of inclusive education, including (1) teacher readiness to have competencies, such as understanding and teaching skills in managing inclusive classes; (2) a differentiated curriculum in accordance with the capacities and needs of students with special needs; (3) awareness, understanding, and acceptance of peers and parents regarding the presence of students with special needs at school; and (4) availability of facilities to support the teaching and learning process for students with special needs.

The implementation of learning in children with special needs requires a strategy. Separate techniques can be tailored to the needs of each child. Learning for children with special needs needs needs to be prepared by teachers at school by examining their conditions so that they can interact with the surrounding environment. Learning is structured by exploring the self-abilities of children who

have special needs based on a competency-based curriculum. The role of an educator or teacher in inclusive education is to direct students according to their potential and talent possessed by each student.

A teacher is the person closest to the students. In addition, teachers can be parents of students while at school. In the implementation of inclusive learning, a teacher emphasized his ability to manage the class during the learning process. Therefore, teachers must be competent in managing learning, understanding students who have various differences, and implementing educational learning processes.

Understanding Inclusive Education

Inclusive Education Comes from the word "inclusion" which means participation or invitation. The concept of inclusion is built to create a friendly environment by inviting and involving people with different abilities, statuses, circumstances, backgrounds, nationalities, cultures, and others. According to Garnida (2015:48), inclusive education is a system that provides education to children with certain limitations and to other children who are included without considering their limitations. Inclusive education is a public learning platform in which special educators and students with disabilities learn simultaneously. The form of inclusive education refers to the need for all children to receive education without physical or mental discrimination (Tarmansyah, 2013). Hildegun Olsen (2007: 82) revealed that in implementing

inclusive education, every school is obliged to accommodate every child, regardless of physical, intellectual, socio-emotional, linguistic or other conditions. Staub and Peck (2013) also stated that inclusive education is the full placement of children with mild, moderate, and severe disabilities in regular classes. This shows that regular classes are important and open learning spaces for children with special needs. Meanwhile, according to Divine (2013:24), inclusive education has a concept that exclusively includes all children with special needs or children with reading and writing difficulties; they can easily receive proper education. In addition, divine also focuses on children who have difficulty reading and writing, with the aim of helping those who have difficulty reading and writing.

Philosophical Basic

The implementation of inclusive education can be explained as follows.

- a) The Indonesian nation is a cultured nation with the national emblem of the Garuda Bird which means 'unity in diversity.' Diversity in ethnicities, customs, beliefs, traditions, and cultures is the wealth of the nation that upholds unity in the Unitary State of the Republic of Indonesia.
- b) Religious views, especially Islam, are as follows.
 - 1) Man is born in a sacred state,
 - 2) A person's glory before God is Numt due to his physical but his piety,

- 3) God will not change the fate of a person, except for the people themselves.
 - 4) Humans are created differently to be 'inclusive').
- c) The universal view of human rights states that every human being has the right to a decent life, education, health, and work.

Legal Foundation

- a) Article 31 of the 1945 Constitution (amendment)
 - 1) Every citizen has the right to education.
 - 2) Every citizen is obliged to attend basic education and the government is obliged to finance it.
- b) Law Num. 23 of 2002 concerning Child Protection, Article 48 The government is obliged to provide at least 9 years of basic education for all children. Article 49 The State, Government, Family, and parents shall provide the widest possible opportunity for children to obtain education.
- c) Law Num. Twenty of 2003 concerning the National Education system.

Article 5:

- 1) Every citizen has the same right to quality education.
- 2) Citizens with physical, emotional, mental, intellectual, and/or social disabilities are entitled to a special education.
- 3) Citizens in remote or underdeveloped areas, as well as remote Indian people, are entitled to special-service education.

- 4) Citizens with the potential for intelligence and special talent are entitled to special education.

Article 11 :

1-2) Government and local governments are obliged to provide services and facilities and ensure the implementation of quality education for every citizen without discrimination. The government and local governments must ensure the availability of funds for the provision of education to every citizen aged seven-15 years.

Article 12 :

1) Every student in every educational unit has the right to get educational services according to their talents, interests and abilities. (1b) Every student has the right to transfer to an educational program on a number equivalent educational track and unit (1e)

Article 32 :

- 1) Special education is education for students who have difficulty following the learning process due to physical, emotional, mental, social, and/or special intelligence and talent potential.
- 2) Special service education is education for students in remote or underdeveloped areas, remote Indigenous people, and/or experiencing natural disasters, social disasters, and economically disadvantaged people.

Article 15 of the last paragraph explains that special education is the provision of education for students with disabilities or students with extraordinary intelligence, which is held inclusively or in the form of special education units at the primary and secondary education levels.

Article 45:

- 1) Each formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of the physical, intellectual, social, emotional, and psychological potential of students.

- d) Government regulations num 19 of 2005 concerning National Education Standards Article 2 paragraph (1) Environment National Education Standards includes content standards, process standards, graduate competency standards, educator and education standards, infrastructure standards, management standards, financing standards, and educational assessment standards. In PP Num. In 19/2005, special education units consisted of the SDLB, SMPLB, and SMA LB.
- e) Circular Letter of the Director General of Education of the Ministry of National Education Num 380 / C.C6 / MNB / 2003 dated January 20, 2003 concerning inclusive education organizing and developing in each district /

city at least 4 schools consisting of: elementary, junior high, high school, and vocational school.

Empirical Basic

- a) Declaration of Human Rights, 1948
- b) Convention on the Rights of the Child, 1989
- c) World Conference on Education for All, 1990
- d) UN Resolution 48/49 of 1993 on equal opportunities for persons with disabilities.
- e) Salamanca Statement on Inclusive Education, 1994.
- f) Dakar's Commitment to Education for All, 2000.
- g) Bandung Declaration (2004) with the commitment of "Indonesia towards inclusive education"
- h) Tinggi's recommendation (2005) that inclusive and child-friendly education should be viewed as follows:
 - 1) An approach to overall school quality improvement will ensure that the national strategy is truly for all.
 - 2) A way to ensure that all children receive quality education and maintenance in their communities as part of programs for early childhood development, pre-secondary vocational and secondary school, especially those who are currently denied the opportunity to attend public schools or are vulnerable to marginalization and exclusion.

- 3) A contribution to the development of a society that values and respects individual differences among all citizens.

In addition, it also agreed on the following recommendations to further improve the quality of education systems in Asia and other continents.

1. Inclusiveness should be viewed as a fundamental principle underlying all national policies.
2. The concept of quality should focus on national, emotional and physical development, as well as other academic achievements
3. The national assessment and evaluation system needs to be revised to conform to the principles of number discrimination and inclusion and the concept of quality, as mentioned above.
4. Adults should respect all children, regardless of differences in individual characteristics or circumstances, and should also be mindful of their views.
5. All ministries should coordinate to develop a common strategy towards inclusion
6. To ensure education for all through a child-friendly school framework, the issue of number discrimination and inclusion must be addressed from all dimensions, with coordinated joint efforts between government and number government institutions, doNumrs, communities, various local groups, parents, children, and the private sector.

7. All governments, international organizations, and nongovernmental organizations should collaborate and coordinate in every effort to achieve the sustainable development of inclusive societies and a learning-friendly environment for all children.
8. Governments should consider the social and economic implications of educating all children, and therefore, in the management of school, information systems should include all school-age children.
 - a) Pre-service and in-service teacher education programs should be revised to support the development of inclusive practices from pre-school to above, by emphasizing a holistic understanding of child development and learning, including early intervention.
 - b) Governments (central, provincial, and local) and schools should establish and maintain dialogue with communities, including parents, about the value of a non-discriminatory and inclusive education system

Implementation of Inclusive Education in Vocational High Schools (SMK)

In its implementation, the student admission process is different, much different from regular student admission. However, children who have special needs need to be reviewed for their cognitive, emotional, social, and

behavioral abilities, so that there is still little discrimination in the acceptance process. The review shows that the classification of CSN learning classes is still fairly general and has received attention to the details of each type of CSN disability. In addition, the challenge for inclusive education providers and CSN is flexible curriculum adjustment for children who have special needs or mental limitations in regular classes. In the process of implementing inclusive education learning, teachers must be able to create a friendly and comfortable learning atmosphere and allow all students to learn comfortably and happily. Based on the results of research in several journals, there is a fact that formal schools that accept children with special needs have Numt been able to carry out inclusive education in accordance with the implementation guidelines.

As is well known, the implementation of inclusive education is Numt easy, and the behavior of fishermen is difficult to predict. So far, formal schools that accept children with special needs do Numt have specific criteria for these children, such as the characteristics or types of disabilities, the number of CSN students to be accepted, intelligence level tests, and facilities and infrastructure are still Numt fully supported for these children in formal schools. For example, teachers who teach CSN do Numt have adequate abilities, such as understanding and experience, to guide CSN because the child's learning process is certainly different from that of children in general. The inability of teachers to handle this is due to the lack of

facilities, as well as the teacher's educational background, which is actually Numt to handle CSN. Services that need to be covered in teaching and learning activities at Inclusive Vocational High Schools are providing motivation and validation to students of acceptance of the situation experienced based on values and Numrms inherent in Indonesian society, such as by inserting pancasila education simply in carrying out daily interaction activities. In addition, basic services, such as classifying Children with Special Needs based on their individual needs, regardless of the type of disability the child is experiencing, need to be implemented. According to Vaughn, Bos & Schumn, quoted by the Directorate of Special School Development (2008:6-10), the placement of CSN in inclusive schools in Indonesia is divided into 6 (six) approaches, namely:

1. Public class: Full Inclusion, CSN with Numrmal students undergo KBM at the same time and learning model as public schools.
2. General class - Cluster: CSN with mal learners undergo KBM in general classes in special groups.
3. General class - Pull-out, CSN with Numrmal learners undergo KBM in the general class, and at certain times leave the classroom to provide guidance with a special instructor.
4. General class - Cluster & Pull-out, CSN with Numrmal students undergo KBM in general classes in special groups, but at certain times are transferred

to the resource room to study and receive guidance services from special guidance teachers.

5. Specific classes are integrated, containing only students with special needs, carrying out KBM, and receiving guidance services from special instructors in special classes, as well as in public schools. However, certain activities can also be learned from other students in public classes.
6. The full private class contains students with special needs who carry out KBM and receive guidance from special guidance teachers in special classes in public schools.

In the implementation of the inclusive education learning process in vocational high schools, there are several factors to consider, namely, having to consider the principles of learning. In addition, they must be able to adjust to the learning needs of all students or learners. Students who follow the curriculum that has been developed in accordance with national standards are required to take the national exam. Several aspects must be considered when implementing inclusive education:

- 1) Schools with inclusive education must be able to make and manage classes into warm classes, accept various shortcomings and diversity, and appreciate differences. This can be accomplished by implementing an interactive learning curriculum.
- 2) Plan, execute, and evaluate.

- 3) Educators and teachers must be able to work with parents during the educational process.
- 4) School principals and teachers should receive training in how to teach inclusive education.
- 5) Special guidance teachers should receive special training.
- 6) The assessment is carried out by the school, which aims to understand children who have special needs agreed upon by their parents.
- 7) Recognizing barriers regarding physical, social, and other problems in CSN learning.
- 8) Inclusive schools must involve the community in planning and monitoring the quality of education for all students.

Challenges of Children with Special Needs in Undergoing Inclusive Education

Factors influencing Children with Special Needs (CSN) to Undergo Inclusive Education. There are two factors related to CSN activities in inclusive education: supporting and inhibiting factors. This factor is an indicator of the assessment process for implementing inclusive education. This also has the potential to be a stepping stone in the process of policy development in the inclusive education curriculum in the future.

Driving Factors. There is a written provision from the government through Government Regulation Num.19 of 2005 Article 4 paragraph 1 of national education standards

that should be implemented by inclusive education stakeholders, namely encouraging the realization of an inclusive education system, namely each education unit has competence in providing learning for students with special needs. Article 6 also states that there is a guarantee of inclusive education based on the student needs of the local government.

Inhibiting Factors. Limited infrastructure. In the implementation of inclusive education, adequate facilities and infrastructure are needed because inclusive education must be able to provide facilities in accordance with all the needs of children with special needs. These include classes for special guidance, hearing aids for the deaf, braille books, and special walks for children with disabilities. Limited facilities and infrastructure in inclusive schools will have a considerable impact, which will have an impact on the lack of services provided by schools for children with special needs. The main problem with limited facilities and infrastructure is cost.

Low awareness of parents and society. Children who have special needs need a considerable role from parents, both in decision-making and in the form of support to children. Parental support played an important role in this case. Parental support takes many forms, such as parental involvement in parenting at home, creating a comfortable situation, and implementing the right parenting patterns. A child with special needs can reach the maximum potential if the child has full support from his/her parents.

In addition, society is also an important factor that can influence the development of children with special needs. Acceptance from parents and society towards the child's condition will affect their attitudes toward the child. An environment that can accept the condition of its child's shortcomings will try to find ways to reduce the influence of these shortcomings and encourage maximum child learning. However, there are still many parents who are reluctant or do not want to put their children who have special needs into regular schools because there are still many parents who are worried that their children will get rejection or discrimination. Moreover, there are still many people who tend to show a less concerned attitude toward the existence of children with special needs and inclusive schools. With this, children with special needs will find it difficult to develop because the community around CSN has not that provides full support.

Teaching Materials in Inclusive Education

The inclusive education curriculum itself uses the national education curriculum in general but makes some adjustments. Teaching materials are adapted based on the needs of the CSN. Children with above-average abilities receive material added by providing material deeper in its level. Then, vice versa for children who have other limitations can be reduced according to the child's ability or lowered level of difficulty in certain parts. Materials that need to be included in inclusive education include learning the ability to follow instructions, language learning,

activities that include sensorimotor development, academic skills, socialization, self-understanding, and self-control. Although the teaching materials have been designed in such a way, teachers sometimes forget some aspects of the inclusive education curriculum, considering the previous statement that teachers with special educational backgrounds in inclusive schools are still lacking. In addition, inclusive vocational high schools that are still in the developmental stage do not yet have facilities that support teaching and learning activities. The absence of the provision of drawing walls, tools, and materials for crafting, radio stations to carry out morning exercises, and/or other simple facilities commonly owned by vocational high schools in general, tends to make it difficult to form creativity because there is no place to pour self-potential.

Learning Strategy

Learning strategy indicators provide reviews related to how educators deliver teaching materials to their students. This learning strategy in inclusive vocational high schools also discusses how teachers apply equalization values and embrace their students so that they can simultaneously achieve the goals of inclusive education. The success factor of learning strategies is emphasized on the quality and knowledge of the teacher because the teacher is directly involved with the child. Teachers must be able to equip themselves with the knowledge they have about the characteristics of each child so that learning objectives can be achieved effectively. Children with

physical and mental limitations are treated specifically in learning according to their conditions, so that normal children and children who have limitations can both achieve equivalent learning goals. The challenges CSN faces in undergoing inclusive education related to teacher teaching strategies are as follows:

- 1) The lack of two-way communication between students and teachers that creates a passive, less fun, and even rarely includes the value of diversity in teaching and learning activities is feared to shape the character of CSN, which is difficult to socialize.
- 2) Teaching methods that are less varied and lack maximizing facilities can potentially make CSN stuck only in certain abilities.
- 3) A teacher's lack of attention to all obstacles in the environment around KBM can interfere with the concentration of CSN during learning.

Various Learning Strategies

- 1) Contextual Learning Strategies (CTL). CTL or Contextual Teaching and Learning is a strategy that emphasizes the relationship between learning material and the real life world, so that students are able to connect and apply learning outcome competencies in everyday life.
- 2) Learning Strategies with Modules. This strategy is a learning process for a certain unit of discussion arranged systematically, operationally, and directed

to be used by students, accompanied by guidelines for its use by teachers.

- 3) Inquiry Learning Strategies. This strategy emphasizes the process of searching for and finding. The subject matter is the Numt, which is given directly. The role of students in this strategy is to search for and find their own subject matter, while the teacher acts as a facilitator and guides students to learn. This process is usually conducted through question-and-answer between teachers and students.
- 4) Expository Learning Strategies. Expository learning strategy is a learning strategy that emphasizes the process of verbally delivering material from a teacher to a group of students with the intention that students can master the subject matter optimally.

Criteria for Choosing a Strategy

The selection of learning strategies to be used in the learning process must be oriented toward the learning objectives to be achieved. In addition, it must be adjusted to the type of material, characteristics of students, and conditions under which the learning process will take place. Mager, quoted from Hamzah B. Unum and Nurdin Mohamad, conveyed several criteria used in choosing a learning strategy:

- a) Oriented on Learning Objectives.

- b) Choose the learning techniques according to the skills expected to be possessed when working later.
- c) Use as much learning media as possible to stimulate the students' senses. This means that, in the same units of time, students can carry out physical and psychological activities.

There are several principles in managing learning: interaction, inspiration, and fun. Therefore, in determining the right strategy, teachers must also weigh which strategy is correct by examining the principles above.

Formal vocational secondary schools provide inclusive education for children with special needs (CSN). However, when viewed from the perspective of the level of readiness, it is still Numt optimal because there is still a lack of adequate educators related to their educational background, so there are still obstacles to guiding children with special needs. There is a num accompanying teacher whose background is in accordance with the Special Education study program, so teachers at the school who do Numt match their qualifications must take training again on mentoring for students with special needs (CSN). In addition, the facilities provided in public schools are Numt complete eNumugh to cover all the criteria of children with special needs (CSN). Learning success factors are also determined by the teaching materials and learning strategies. Awareness of parents and the community (their social environment) is also an important factor to support the continuity of learning because children with special

needs need great support from parents in decision-making. Acceptance from society (the social environment) also affects a child's mentality. Schools that implement inclusive education have great responsibility. Inclusive education is about accommodating students with special needs in regular schools and leaving it alone with students in general.

Guidance counselors must understand in depth, even if it is only one of the specific criteria for inclusion in children. Inclusive education is also about including students in learning with different specific criteria. However, it also forms characters similar to students in general. For example, being told little by little about community life to be able to socialize properly. In addition, it fosters confidence in students' abilities. The implementation of inclusive student learning in formal elementary schools remains the same as other students in general. There is a difference in position; it is just that what distinguishes it is the service. In the learning process given by teachers to children with special needs (CSN), there is a more adjusted tempo than students in general. Handling learning for inclusive students is a slower learner, and is forced because these students have special grades compared to other students. For example, when other students ask questions to calculate the government, they must be more aware of the inclusion education provided for children with special needs. For example, they can try to build special schools for children with special

needs (CSN) because Numt all parents can financially send their children to special schools, while the less fortunate can only send their children to formal schools, but the services and facilities are still inadequate. In addition, it provides more special guidance teachers who have the ability and background knowledge in their fields about handling children with special needs (CSN) in elementary schools because ordinary teachers in formal schools still do Numt understand handling and overcoming the difficulties and needs of children with special needs (CSN) because they must receive special handling and guidance compared to students in general and pay more attention to learning media, which can support the smooth running of the learning process and make it easier for teachers. Flat building areas, students who fall into the slow learner category, are only asked to describe and write down the type of flat wake.

Considering the facts that occur, inclusive education for children with special needs (CSN) still needs more attention and services, such as the need for emotional support, care, sensitivity, and responsibility Numt only from parents, but the community and government must participate in providing these affections to create a comfortable and safe environment for them. The government must be more aware of inclusive education provided to children with special needs. For example, they can try to build special schools for children with special needs (CSN) because Numt all parents can financially send

their children to special schools, while the less fortunate can only send their children to formal schools, but the services and facilities are still inadequate. In addition, it provides more special guidance teachers who have the ability and background knowledge in their fields about handling children with special needs (CSN) in elementary schools because ordinary teachers in formal schools still do not understand handling and overcoming the difficulties and needs of children with special needs (CSN) because they must receive special handling and guidance compared to students in general and pay more attention to learning media for them, which can support the smooth running of the learning process and facilitate teachers.

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6

TEACHER'S STRATEGY IN LEARNING ISLAMIC RELIGIOUS EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

God's most perfect creatures. Through the capabilities possessed by humans, they can access information that occurs in their environment to make perspectives on what is happening and the conditions that occur in their environment. Perspective according to psychology is often referred to as the process of obtaining information obtained after making an observation¹⁹.

Since the Salamaca UNESCO statement in 1944, inclusive education has become one of the prioritized educations to support education policies in most countries. The purpose of establishing inclusive education is to provide equal opportunities to all students. Especially for Children with Special Needs (CSN) , namely children who

¹⁹ Abdur Rahman Shaleh, *introductory psychology in an Islamic perspective* , (Jakarta: premadamedia 2004). p.87

have potential intelligence or special talents so that they can participate in education and learning activities at regular schools together with regular students. According to the National Education Law No. 70 of 2009 article 3 paragraph 2, children with special needs (CSN) are children who have visual impairments, deafness, mental retardation, learning difficulties, slow learning, autism, motor disorders, victims of drug abuse, drugs -illicit drugs and other addictive substances, as well as having other disorders and multiple disabilities.²⁰

Society's perspective on those with disabilities is said to be children who have physical and mental limitations who are a burden, useless , who must always be helped and pitied. People with disabilities are considered negatively in society because the culture that exists in society is still attached. Most families think that having a child with a disability is a disgrace that causes them to just stay at home and not be able to socialize with the surrounding environment, do not receive an education which will certainly have an impact on the psychology of the child and his future.²¹

The National Education System according to Law No. 20 of 2003. "The function of national education is to develop

20 Jessin, Farida Kurniawati, Parent's Perspective of Children with Special Needs in Inclusive Schools, *Journal of Inclusive Education* , Vol 3, No. 2, (2020)

21 Auhad Jauhari, Inclusive Education as an Alternative Solution to Overcoming Social Problems of Children with Disabilities, (*Ijetimaya Journal*) Vol. No. June-December 2017

abilities, shape character and civilization of a dignified nation which as a way to educate the nation's life, develop the potential of students to become human beings. who fear and believe in God Almighty. And have good morals, be healthy, capable, creative, independent and able to become democratic and responsible citizens.

In Article 32 paragraph (1) of the Law, namely: Students who have a level of difficulty in participating in the learning process due to physical, emotional, mental, social disorders, or have intelligence and special talents can be called Children with Special Needs (CSN) . From the provisions that have been described above, it can be concluded that children with special needs or children with special needs (CSN) have the right to get education like children in general without looking down on one eye. However, the education system in Indonesia is currently unable to accommodate the diversity that exists. Thus giving rise to the emergence of separation from educational institutions based on differences in religion, ethnicity, even issues of both psychological and mental abilities possessed by students. This separation causes the separation between normal children and children with special needs (CSN) .²²

After making initial observations of one of the teachers at SLB PGRI Prembun with the condition of students who were predominantly deaf and mentally

22 Wela Oktari, Hendra Harmi, Deri Wanto, Teacher Strategies in Learning PAI for Children with Special Needs (Ta'dibuna Journal of Islamic Religious Education). Vol. 2, No. 2, May 2020

retarded, namely that it was difficult to accept or understand the PAI learning material, especially in the decrease in the number of workforce which could affect the learning strategy to become less effective. This also makes students with Special Needs (CSN) experience difficulties in accepting (understanding Islamic Religious Education (PAI) learning material). Ideally, children over the age of 7 years should gradually understand the proper Islamic Religious Education (PAI) learning.

Islamic religious education cannot be separated . Islamic religion aims to increase the faith, appreciation, and practice of students about the Islamic religion. So that one can become a servant of Allah swt who believes and has noble character in personal , community and state life²³.

Teaching Islamic religious education is more difficult than teaching other educational sciences, because the aim of Islamic religious education is none other than to increase students' faith, understanding, practice, and appreciation. From this orientation it becomes a challenge for Islamic Religious Education teachers, especially if in this learning the students who become the object are those with disabilities.²⁴

23 Ana Rahmawati, The Concept of PAI Learning for Children with Special Needs in Inclusive Schools

24 Tatang Hidayat, Makhmud Syafe'i The Role of the Teacher in Realizing the Learning Objectives of Islamic Religious Education in Schools (Rayah Al-Islam Journal of Islamic Sciences). Vol.2. No.1, April 2018. Page 7

Teacher professionalism is certainly very much needed in Islamic Religious Education learning activities in inclusive schools. Understanding Strategy according to Kemp, strategy is a learning activity that must be carried out by a teacher and students so that learning objectives can be achieved effectively and efficiently. From this presentation it can be concluded that strategy is the preparation of learning steps, the use of various facilities and learning resources with the aim of optimizing teacher learning. Because without the right strategy for Islamic religious education learning activities in inclusive schools, the Islamic religious learning system cannot be implemented optimally.²⁵

Islamic Religious Education is a form of teaching effort that is carried out to be able to understand and appreciate learning as a whole. So that students can correct their mistakes in religion and can prevent themselves from negative things that might happen and harm themselves. The importance of religious education has a broad meaning to be learned by all people regardless of a person's condition, both in normal conditions and someone who has a disability. Children with special needs also have the right to get educational learning.

In previous research, this type of research was made into a journal by Latifah Hanum entitled Learning PAI for Children with Special Needs. The journal describes how the

25 Prof. Dr. H. Wina Sanjaya, M.Pd. Educational Process Standards Oriented Learning Strategies . Prenada Media p.126

implementation of PAI learning for children with special needs in SLB. As for the differences in this study, the context of the discussion is the teacher's strategy, which in this learning strategy is still difficult to grasp for students at SLB PGRI Prembun.

In conducting this research, researchers used qualitative methods in order to obtain information about the strategies of PAI teachers in carrying out their duties for the learning process at SLB PGRI 1 Prembun.

According to Denzin and Lincoln's opinion, it means that qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods.²⁶

In Rahardjo's opinion, qualitative research is a scientific activity to collect data systematically, sort them according to certain categories, describe and interpret data obtained from interviews or ordinary conversations, observation and documentation.²⁷

In Berg's opinion, the qualitative method is referred to as "*Qualitative Research (QR) thus referring to the meaning, concepts, definitions, characteristics, metaphors, symbols, and description of things.* Qualitative approaches tend to lead to naturalistic phenomenological research and ethnographic research. Because of this, qualitative research is often

26 Prof. Dr. Lexy J. Moleong. MA *Qualitative Research Methodology* (PT. Juvenile Rosdakarya. 2007). pg 5

27 Prof. Dr. Djaman Satori, MA, Dr. Aan Komariah M.Pd. *Qualitative Research Methodology* (ALFABETA, cv 2014). page 25

exchanged for naturalistic research or naturalistic inquiry and ethnography in cognitive anthropology ²⁸.

Based on the results obtained by researchers in the field related to the teacher's strategy in teaching PAI for children with special needs (deaf & mentally impaired) at SLB PGRI 1 Prembun which includes two issues regarding realizing learning and also strategies that will be implemented for PAI teachers.

Description of the Implementation of the SLB Curriculum

From the data obtained after conducting field observations, it can be concluded that the implementation of the curriculum at SLB PGRI 1 Prembun for grades 1 and 4 has implemented the independent curriculum, and for grades 2, 3, 5 and 6 it still uses the 2013 curriculum. In its application, the 2013 curriculum in SLB cannot be fully implemented, because in its application modifications are made in learning media, learning methods, and assessment.

In the 2013 curriculum there is a method of reasoning that cannot be done by students with special needs so there is a need for media and concrete examples to help them. The 2013 curriculum implementation strategy certainly adjusts to the level of conditions students get their role in learning, starting from determining learning themes, class rules, and activities to be learned. So it is hoped that in the school there will be a learning environment that is communicative,

28 Abdul Manab . Educational Research with a Qualitative Approach (PT. Kalimedia. 2015). page 23

friendly, and friendly. Implementation of this curriculum is carried out in stages according to regulations from the Education Office.

Then the inculcation of Islamic values in students with needs is of course very different from normal students in general. It is the duty of PAI teachers to create and determine various learning methods and patterns according to the characteristics of their students.

Teacher's Strategy in Learning Islamic Religious Education at SLB PGRI 1 Prembun

Various problems encountered in the learning process at SLB PGRI 1 Prembun encourage teachers to create a conducive classroom environment, as well as foster student motivation and interest in learning. Based on the results of the research, answers were obtained about the teacher's strategy in learning PAI at SLB PGRI 1 Prembun as follows.

- 1) The teacher shows positive feelings and attitudes in the form of feelings of caring and responsibility for students with special needs
- 2) Teachers adapt to their students. Adaptation to the conditions of students with special needs in the form of adjustments to learning programs for children with special needs. However, children with special needs are children who have differences from other children, so learning and treatment programs for children with special needs need to be adapted to their individual characteristics.

- 3) The teacher talks with students in the form of interaction and invites students to participate about the themes to be studied so that they are personally involved.
- 4) The teacher gives praise and appreciation when the student has tried and is willing to cooperate with the instructions given.
- 5) The teacher helps the child to focus. A good teacher should always give advice to his students and be willing to work with them. The attention and experience of the teacher are able to form communication links that influence the development of children with special needs.
- 6) The teacher makes the student's experience meaningful. Students with special needs will better understand something with meaningful experiences. This can be done by involving children with special needs directly with the learning carried out.
- 7) Teachers describe and explain and relate the material they learn to other subjects and other academic activities. This will give students more insight to achieve their experience, as well as attract curiosity and motivation to learn.
- 8) The teacher helps his students to be self-disciplined, namely helping to achieve obedience and to rules

that are carried out consciously without coercion from other parties ²⁹.

Aspects of Implementing the Curriculum

The curriculum at Special Schools or Inclusive Schools is developed according to the needs and conditions of each child. The curriculum used is a modified curriculum with changes that occurred in the 2013 curriculum covering four elements, namely competency standards, process standards, content standards, and assessment standards. At SLB PGRI 1 Prembun itself, several classes (grades 1 and 4) apply the independent curriculum, while grades 2, 3, 5 and 6 apply the 2013 curriculum.

The purpose of the curriculum for children with special needs is the same as the curriculum for other normal children , namely to shape the behavior of students. However there are several differences for children with special needs (CSN), namely in the evaluation. So the development of the 2013 curriculum for children with special needs (CSN) is adjusted to the child's abilities and the types of obstacles or deficiencies so that it needs to be studied to maximize potential learners .³⁰

29 Wela Oktari, Hendra Harmi, Deri Wanto, Teacher Strategies in Learning PAI for Children with Special Needs (Ta'dibuna Journal of Islamic Religious Education). Vol. 2, No. 2, May 2020

30 Muzi Latunil Isma Implementation of the 2013 Curriculum in SLB for Children with Special Needs (Articles of Educational Administration and Supervision) . pg 5

Methods and Management of the Learning Process

In the learning process there are various methods that can be implemented to support and facilitate the learning process to be more interesting and easy to understand. The methods used by the teacher in the PAI learning process are the demonstration method and the habituation method. Both of these methods get good results and can be understood by students with special needs. This method is appropriately applied to practical material such as carrying out religious practices so that it goes well and is a solution that indirectly provides Islamic values for students with special needs.

The demonstration method is one of the teaching strategies by means of which the teacher shows an original object, an imitation object or a process of the material being taught to all students, in the demonstration method the teacher must believe that all students can pay attention to the object being demonstrated ³¹.

The role of the Islamic Religious Education teacher towards his students is to educate by forming religious values that make students better and avoid Prembun violations. This will certainly have a positive and effective impact on students and help teachers instill Islamic values by not reducing or ignoring learning. other.

31Yoga Adi Putra, and Suyadi Application of the Demonstration Method On Class 3 Prayer Material at Dayuhajo Elementary School, Ngangklik sub-district, Sleman Regency, Yogyakarta (*Al Ishlah. Journal of Islamic Education*). Vol 17.No. 2 2019. Pg.3

Learning management must also be adapted to environmental conditions, learning becomes more interesting when the environment is conducive to the learning process. Before starting the lesson, the PAI teacher conditions the learning environment first so that it is comfortable and does not interfere with students' concentration. When the environment is not conducive it will have an impact on the loss of concentration of students with special needs in understanding and absorbing information from the teacher.

Special Teacher Strategies for People with Mental and Deaf Disabilities

The strategy carried out by teachers for children with disabilities is different from those who are deaf. Mental retardation is a condition of children who have below average levels of intellectual abilities. In addition, they experience barriers to adaptive behavior during their life development period from 0 to 18 years. Children with mental retardation are classified into several types, namely, mild mental retardation, moderate mental retardation, and deep mental retardation. ³²For the strategy carried out by the teacher, it is more important through the lecture method, with the lecture method the teacher must pay attention and observe students and repeat the material presented, use the question and answer method in conveying material

32 Muzi Latunil Isma Implementation of the 2013 Curriculum in SLB for Children with Special Needs (Articles of Educational Administration and Supervision) . p.5

repeatedly, use the assignment method so that it can stimulate students to learn actively both in groups and individually, and use individual approach methods for example by rubbing their backs, if students are not enthusiastic about participating in learning, the teacher can reprimand them with soft words.³³

Strategies carried out by teachers for children with disabilities who are deaf. Deaf children are children with hearing loss who are generally late in language, need alternative communication, have difficulty actualizing, experience voice problems and have difficulty speaking words. The strategy used is by inviting the children to talk face to face or not turning their backs, encouraging the children to always pay attention to the teacher's face, the teacher speaking at a normal volume but using clear lip movements, and placing the children in the front row so that they can read the articulations. teacher's lips.³⁴

The strategy carried out by the teacher in the learning activities of Islamic Religious Education for children with special needs at SLB PGRI 1 PREMBUN begins by considering several aspects. Such as services to students in implementing the curriculum and aspects of implementing learning. Focus on the service aspect is a pattern of behavior shown to students, showing positive messages by inviting

33 Aulia Sari, Indah Muliati Learning Strategies for Mentally Disabled Children at 1Panti State SLB (Tambusai Journal of Education). Vol.5. No. 3 of 2021. Pg.5

34 Ricka Tesi Muskania (Learning Strategies for Children with Special Needs) Media Madani. 2021. p. 51

children to adapt well, giving praise and appreciation to children, helping children to always focus, trying to always make meaningful learning from the experiences that have been obtained. . In the aspect of the curriculum it is adjusted to the existing curriculum but in the evaluation aspect it must be adapted to the child's condition. The demonstration method or the habituation method is very appropriate to do, especially when it relates to materials on the practice of worship.

The role of the Islamic Religious Education teacher towards students is to educate by forming religious values that make students better and avoid violating religious norms. The use of appropriate methods in inclusive schools, especially SLB PGRI 1 Prembun, will certainly have a positive and effective impact on students and help teachers instill Islamic values without reducing or ignoring other learning.

The strategy carried out at SLB PGRI Prembun specifically for mentally retarded and deaf children is through the lecture method, with the lecture method the teacher must pay attention to and observe students and repeat the material presented, using the question and answer method in conveying material repeatedly, using the method giving assignments in order to stimulate students to study actively both in groups and individually, and using individual approach methods for example by rubbing their backs, if students are not enthusiastic about participating in learning then the teacher can reprimand them with soft

words. While the strategy used for Deaf children is to use the method that is carried out, namely by inviting children to talk face to face or not turning their backs, encouraging children to always pay attention to the teacher's face, the teacher speaks at normal volume but using clear lip movements, and placing the child is in the front row position so that he can read the teacher's lip articulation.

In connection with the results of research on one of the teachers at SLB PGRI 1 Prembun, it is hoped that the principal will be able to always encourage teachers to increase their competition, especially in learning techniques for children with special needs. Especially for Islamic Religious Education teachers, especially when viewed from their educational background, of course there is not the slightest burden on how to deal with children with special needs unless only with experience. It is hoped that PAI teachers can improve their competence by participating in a lot of training, especially for learning children with special needs.

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7

IMPLEMENTATION OF INCLUSIVE EDUCATION IN ELEMENTARY SCHOOLS

Education is the right of the nation's children, every citizen, from children to adults, has the right to education, from ordinary children to children with special needs. In several agencies, especially in elementary schools, it is not uncommon for children to be taught especially inclusive education, but this inclusive education is only carried out in a few important inclusion schools.

While this type of education must also be carried out in facilities for children in general. By implementing inclusive education in elementary schools, Indonesia will not lose education for children with special needs in public institutions.

In inclusive education in basic education institutions, education will always be by individual learning, intellect, or attitude towards the times and can be proficient in various types of education, even for inclusive education for children with special needs. So far, the concept of inclusive education

for whom and for what inclusive education should be studied is indeed a distortion that states that inclusive education can only be obtained from inclusive schools, and only for children with special needs, but in reality, various problems support children who are educated in schools. public to tertiary institutions is the most important factor in the development of inclusive education, because with the existence of inclusive education in institutions, education, in general, means universal humanism which continues to develop from time to time.

The method used in this research is literature review or library research. Library research is research that utilizes online journals, online articles, books, and periodicals related to research as primary data that serves as a reference source.³⁵ This research is presented in a descriptive format with a research focus on books and a literature review that does not require field research.³⁶ Then, the type of research used in this study is a type of qualitative research to produce information as well as descriptive data records taken from the texts studied. In qualitative research, descriptive analysis is needed so that it can also provide an overview of inclusive education and its implementation in elementary schools.

35Md. Abror, "Moderation of Religion in the Frame", *Rusydiah: Journal of Islamic Thought*, Vol. 1, No. 2, December 2020.

36Mestika Zed, "Library Research Methods (Indonesian Torch Foundation, 2004), h. 2, *Journal of Islamic Thought*, Vol. 1, No. 2, December 2020.

Definition of Inclusive Education

Education can start before the baby is born as is done by many people by playing music and reading to the baby in the womb with the hope that they can teach their baby before birth. The definition of education is a conscious and planned effort to manifest a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society.³⁷

According to the Indonesian dictionary, the word education comes from the word 'education' and gets the affix 'pe' and the ending 'an', so this word has the meaning of the process or method or act of educating. In language, the definition of education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts. According to Ki Hajar Dewantara (Father of Indonesian National Education) that the notion of education is: Education is a requirement in the life of growth of children, that is to say, education is guiding all the natural forces that exist in these children so that they as human beings and as members society can achieve the highest safety and happiness. Education is a conscious effort to prepare students through guidance, teaching, and/or training activities for their future roles.

37 SISDIKNAS Law No.20 of 2003

According to Law No. 20 of 2003, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and country.

While the notion of education according to H. Horne, is a continuous (eternal) process of higher adjustment for human beings who have developed physically and mentally, who are free and conscious of God, as manifested in the intellectual, emotional, and human surroundings of God. man. From some of the definitions of education according to the experts above, it can be concluded that education is guidance or help given by adults to the development of children to reach maturity with the aim that children are capable enough to carry out their life tasks, not with the help of others.

Inclusive, or inclusion in English, is an attitude of inviting entry or inclusion. Inclusiveness can also mean understanding the point of view of other people or groups with different backgrounds. So inclusive education is a form of education that unites children with special needs with normal children in general for learning.

According to Hildegun Olsen inclusive education is that schools must accommodate all children without looking at physical, intellectual, socio-emotional, linguistic,

or conditional conditions other. ³⁸This should include children with disabilities, and gifted. Street children and working children come from remote or nomadic populations. Children from ethnic, linguistic, or cultural minority populations and children from areas or groups that are less lucky or marginalized. Inclusive education is an educational service for students who have special educational needs in regular schools (SD, SMP, SMA, and SMK) which are classified as extraordinary in terms of abnormalities, slow learning, and other learning difficulties.³⁹

According to Staub and Peck that inclusive education is the full placement of children with mild, moderate, and severe disabilities in the class. ⁴⁰This shows that the regular class is the right place to learn for children with disabilities, regardless of the type of disorder. From several opinions, it can be concluded that inclusive education is an educational service for students with special needs regardless of their physical, intellectual, socio-emotional, linguistic, or other conditions to jointly receive educational services in regular schools (elementary, junior high, high school)

Inclusive Education Goals

There are several goals that children want to achieve in participating in inclusive learning activities including :

38 Tarmansyah, 2007, page 82

39Lay Kekeh Marthan, 2007:145

40Tarmansyah, 2007; 83

- 1) Confidence in children, feeling proud of themselves for their achievements.
- 2) Children can learn independently, by trying to understand and apply the lessons they get at school to everyday life.
- 3) Children can interact actively with their friends, teachers, school, And the public.
- 4) Children can learn to accept differences and be able to adapt in overcoming these differences.

In addition to the goals to be achieved by children, there are several goals to be achieved by teachers in implementing inclusive education, including:

- 1) Teachers will get the opportunity to learn how to teach in inclusion settings.
- 2) Skilled in conducting learning for students who have diverse backgrounds.
- 3) Able to overcome various challenges in providing services to all children.
- 4) Be positive towards parents, society, and the child in the situation diverse.
- 5) Have the opportunity to explore and develop as well apply various new ideas through communication with children in the school and community environment.

Then the goals to be achieved for parents include:

- 1) Parents can learn more about how to educate and guide their children better at home, using the techniques teachers use at school.

- 2) They are personally involved and will feel a sense of being more important in helping children to learn.
- 3) Parents will feel valued, and feel themselves as equal partners in providing quality learning opportunities to their children
- 4) Parents know that their children and all children in school receive a quality education according to their abilities. each child.

The goals that are expected to be achieved by the community in implementing inclusive education include:

- 1) The community will feel a sense of pride because more children are attending school in their neighborhood.
- 2) All children in the community will be uplifted and become potential resources, what will be more important is that the community will be more involved in the school to create a better relationship between the school and the community.⁴¹

Furthermore, the goals of inclusive education according to Raschake and Bronson, are divided into 3 namely for children with special needs, for the school, for teachers, and the community, in more detail as follows:⁴²

- a. For children with special needs
 1. Children will feel part of society in general.
 2. children will get a variety of sources for learning and grow.

⁴¹Tarmansyah, 2007:112-113

⁴²Lay Kekeh Marthan, 2007: 189-190

3. increase children's self-esteem. children get the opportunity to learn and make friends with peers.
- b. For the school
1. Gain experience to manage multiple differences in one class.
 2. Develop an appreciation that everyone is unique and has abilities that differ from one another.
 3. Increase sensitivity to the limitations of others and a sense of empathy for children's limitations.
 4. Increase ability to help and teach all children in class
- c. For teachers
- 1) Help teachers to appreciate the differences in each child and recognize that children with special needs also have abilities
 - 2) Creating concern for every teacher about the importance of education for children with special needs.
 - 3) Teachers will feel challenged to create new learning methods and develop collaboration in solving problems.
 - 4) Reducing the level of teacher saturation in teaching.
- d. For Society
- 1) promote social equality and peace in society.
 - 2) teaches cooperation in society and teaches each member of society about the democratic process.

Characteristics of Inclusive Education

Characteristics in inclusive education are incorporated in several things such as relationships,

abilities, seating arrangements, learning materials, resources, and evaluation which are explained as follows:

- a. Friendly and warm relationships, an example for deaf children: the teacher is always nearby with a face towards the child and a smile. Class assistants (parents) praise deaf children and help others.
- b. the ability of teachers, students with different backgrounds and abilities, and parents as companions.
- c. Seating arrangement. Seating arrangement varies, such as sitting in groups on the floor in a circle or sitting on benches together so they can see each other.
- d. Learning materials, various materials for all subjects, and examples of learning mathematics are delivered through activities that are more interesting, challenging, and fun through role-playing using posters and wayang for language lessons.
- e. Source, the teacher arranges daily plans involving children, for example asking children to bring learning media that is cheap and easily available to class to be used in certain lessons.
- f. Evaluation. Assessment, observation, portfolio, and children's work in a certain period are collected and assessed. ⁴³In inclusive education there are normal students and students with special needs, to create fully developed human beings, it is necessary to

43Lay Kekeh Marthan, 2007:152

have student guidance, through this coaching it is hoped that students will be able to develop and have skills optimally.

Implementation of Inclusive Education in Elementary Schools

The inclusive education program in primary schools is the togetherness of students in the inner class with the same educational environment and services, the togetherness of normal students and children with special needs in the school environment is believed to bring a very constructive and effective positive influence to integrate them into school life and then continue outside of school.

Life in the community environment requires them to be able to mingle and interact with the community diverse To be able to live in a community environment properly it is necessary to prepare them since studying at school is a must. Normal students or children with special needs can learn together, despite the obstacles and differences in abilities they have.⁴⁴

Students who are not used to socializing in plural diversity at school will find it difficult to get along with the community environment. The togetherness of students in inclusive schools is also aimed at reducing gaps so that they get used to living in diversity, so that they know each other, and understand the existence of each individual. Children

44 Kadir, 2015

with special needs can get learning about normal students, and vice versa, that students Normal people can learn how to develop attitudes to be able to accept the presence of children with needs special.⁴⁵

Interaction between students actually does not only occur at school, but their introduction at school will continue in their interactions outside of school in the form of communication, hospitality between students, and sometimes involving parents and family, so they can share experiences and knowledge. This can be a way for normal students and children with special needs Inclusive schools can be a therapeutic model in reducing the life gap between normal and normal children the child with special needs. The mentoring model is carried out in inclusive schools during study hours or hours Special counseling for students can be an opportunity for treatment or therapy for students.⁴⁶

Implementation of Inclusive Education Implementation

In implementing inclusive education, the following matters need to be considered: Alternative Special Education Services Many alternative services for Inclusive education may be implemented, including:

- a. Children with special needs study in a regular class in full without the guidance of an accompanying teacher special.

45 Junanto & Kusna, 2018

46 Goddess, 2007

- b. CSN study in regular classes with additional guidance in class
- c. CSN study in regular classes with additional guidance outside the classroom
- d. CSN learn in special classes with the opportunity to join regular class
- e. CSN studies in special classes in full.⁴⁷

Assessment. Assessment is a process of gathering information about students with special needs (CSN) which is very important to do before determining a learning program in accordance. This assessment is intended to understand learning advantages and barriers for students so that later it is expected that the program that is prepared is really according to their learning needs.⁴⁸

In addition, there are several assessment functions, namely:

- 1) To get a student profile.
- 2) To find out the needs of students.
- 3) Determine the type of service required.
- 4) As a reference in making the appropriate program.
- 5) Determine a suitable learning strategy.
- 6) Evaluate and monitor student progress.
- 7) Refer students to professionals if needed.

⁴⁷www.pkk-dikdas.com/p/pendidikaninclusive.html

⁴⁸Inclusive Education Training Module. Ministry of Education & Culture. Directorate General of Basic Education. Directorate Development of Special Education and Special Services for Basic Education. 2012. Pg. 19

This assessment stage is very important because if the assessment is not correct then it is certain that the program created will not suit the needs of students.

Curriculum

Law No. 20 of 2003, article 12 paragraph 1, states “ Each participant teach each education unit are entitled to services education following talents, interests and ability “. In realizing this law, the government issued policies that regulate and provide flexibility to regular schools providing inclusive education to provide class conditions that are warm, friendly, accept diversity and respect differences, manage heterogeneous classes by implementing a curriculum and learning that is individual, implementing interactive learning and providing flexibility for teachers in schools providing inclusive education to collaborate with other professions or resources, including with parents in planning, implementing and evaluating learning. These policies in practice require some adjustments.

One of them is in terms of learning adaptation. Adaptation Learning is not limited to learning adjustments or learning materials but also includes various educational components which are adjusted so that each student can optimally develop his abilities according to his talents and

interests. ⁴⁹Curriculum adjustments that may be provided for students with special needs are as follows:

1. Duplication Curriculum, is a curriculum model appropriate to educational unit level standard national. This applies to crew members who do not have cognitive barriers.
2. Modified curriculum. There are 4 things possibly carried out, namely:
 - a. Adding material (addition)
 - b. Replace some material (duplication)
 - c. Simplify the material (simplification)
 - d. Omitted some difficult parts or
 - e. the whole of the general curriculum (omission)

Assessment of Learning Outcomes

Related to subjects, evaluation is the process of determining the level of achievement of a lesson after learning is completed within a certain period. According to Permendikbud No. 66 of 2013, educational assessment is the process of collecting and processing information to measure the achievement of student learning outcomes. In collecting and processing information to measure the achievement of student learning outcomes, the learning assessment that is carried out also needs to be adapted according to the conditions and abilities of students.⁵⁰

⁴⁹Endang Rusyani. Adaptation of learning in classroom settings Inclusive (paper for PK-PLK Teacher Technical Guidance). 2013

⁵⁰ Permendikbud No 66 of 2013

The expected assessment system in inclusive education settings is flexible. Flexible assessment is an assessment that is tailored to the competencies of all students and refers to the abilities and needs of students.⁵¹

CSN Learning Outcomes Report

The report on learning outcomes provided is adjusted to the type of program/curriculum service attended by CSN. The variations are as follows.

- a) Using full regular curriculum (full inclusion): regular report cards (number report cards)
- b) Using a modified regular curriculum: regular report cards (numbers) supplemented with descriptions (narrations)
- c) Using individual learning programs (PPI): numerical report cards supplemented with descriptions (narrations) where quantitative values are based on the abilities of each CSN

Class Promotion System

- Students with special needs who use the full regular curriculum with national education standards:

REGULAR CLASS-UP SYSTEM.

51 Endang Rusyani. *Learning Adaptation in Inclusive Classroom Settings* (paper for PK-PLK Teacher Technical Guidance). 2013, matter. 16

- Students with special needs who use a modified curriculum/PPI: CLASS UP SYSTEM

BASED ON CHRONOLOGICAL AGE

Graduation System

1. CSN participates in the teaching and learning process within a specified time using the regular curriculum with national education standard competencies: takes the National Examination, is declared passed, receives a certificate
2. CSN participates in the teaching and learning process within a specified time using a modified curriculum or PPI which was developed using competencies under national education standards: taking the School Exam (question material is adjusted to the ability of each student), getting an STTB

Strategy in Implementing Inclusive Education

Inclusive education is a process of combining all students in the class. Of course, this is not only limited to normal conditions but also for children with special needs (CSN). Theoretically, CSN consists of two groups, namely: temporary (temporary) and permanent (permanent) crew. The characteristics of CSN generally intersect with the level of functional development. These specific characteristics include the level of development of motor sensors, cognitive, and language skills, self-skills, self-concept, social interaction, and creativity. Learning for students with special needs, especially at the elementary school level, does

not only focus on motor skills but also on being able to interact with the social environment.

Teachers' creative learning strategies can increase the use of objectives, learning materials, media, methods, evaluation, and students' learning environment. The learning strategies that can be applied to students with special needs at the elementary school level include remedial teaching, deductive, inductive, heuristic, expository, classical, and cooperative strategies, for behavior change. Teachers are expected to be able to optimize the principles of inclusive education with the ability to manage classes. In supporting these needs, teachers are advised to explore friendly learning media for students with special needs, such as puzzles. Thus, the learning that is created can increase participation among students.

In its implementation, it is necessary to think about various forms of accommodation and modifications that can be made so that the needs of students with special needs are met and they have the opportunity to develop their full potential. Some things that can be used as examples are as follows. Accommodation and Modification Accommodation is used when students study the same curriculum content. But students can be taught in different ways or need to change their environment. Modification is used when students study less or different curricular content. Modification is done on assignments, tests, worksheets, and materials in class.

a. Example of Accommodation (Room)

1. special chair or cushion, lower or higher tables and chairs, tilted desktop different or additional lighting (no fluorescent), sit by the window for natural light
2. Sit close to the blackboard or teacher, sit down away from other people
3. Stand instead of sitting or sit instead of standing
4. Visual aids (visual tools) Draw schedules, written instructions, etc
5. There is a place available to cool off (quiet time) or work in a specific location to help concentration.
6. Color Code _
7. Room/equipment organization (eg categorization, drawers given specific color/code)
8. Have at least the missing part any stimulation (on walls, ceiling)

b. Example of Accommodation (Teacher)

1. Don't wear a lot of jewelry (distracts children's attention with ADHD)
2. Count to 10 before asking a child answers (gives time process)
3. Varied teaching methods
4. Provides one-step instructions at a time, not all at once (1 step direction)
5. Use simple language, and sentences short.

6. Ask questions to get information on whether the child understands instructions/ explanations
 7. Divide the class (small groups, partner partners, partners tutors)
- c. **Example of Accommodation (For Students)**
1. Fewer issues on the page, large print or dark print
 2. Read questions/information to students and give a listening test
 3. Use a tape recorder (note and give report)
 4. Give time for the child can earn sensory needs
 5. device or sign language
 6. Using the touch screen, the sound is activated computer, switch control or adapted keyboard, mouse, calculator
 7. Help students organize something
 8. Allows time to transition to the next activity.

Obstacles in the Implementation of Learning

In the implementation of learning in inclusive schools, there are certainly several obstacles that prevent this from happening. These obstacles are divided into 2 types, namely internal obstacles and external obstacles, the following are the details:

1. Internal Barriers

According to Dimiyati and Mudjiono, internal obstacles in learning often arises from within the students themselves, which includes the following:⁵²

- a) Attitude towards learning, Attitude is the ability to assess something, which brings oneself following the assessment. The existence of an assessment of something results in an attitude of acceptance, rejection, or ignoring. For example, students who do not pass a math test refuse to take tests in other classes.
- b) Motivation to learn is a mental strength that drives the learning process. The motivation to learn from students can be weak. Weak motivation, or the lack of motivation to learn will weaken learning activities r.
- c) Concentration of learning is the ability to focus attention on the lesson. The concentration of attention is focused on the content of learning materials as well as the process of obtaining them. To reinforce attention to the lesson, the teacher needs to use a variety of teaching and learning strategies and take into account study time and breaks.
- d) Processing learning materials is the ability of students to receive content and ways of acquiring teachings so that they become meaningful for students.

⁵²Dimiyati & Mudjiono 2006, pp. 239-247

- e) Storing the acquisition of learning outcomes is the ability to store messages and how to acquire messages. This ability to store can take place in the short term and the long term. Save ability in the short term, it means that the learning outcomes are quickly forgotten by students.
- f) Exploring stored learning outcomes is the process of activating messages that have been received. In the case of a new message, students will reinforce the message by studying it again or associating it with old material. There are times when students also experience interference in exploring old messages or impressions.
- g) The ability to achieve or show learning outcomes is a culmination of the learning process. At this stage, students prove the success of learning. In the process of exploring and achieving, symptoms of forgetting can occur, because students forget to call up stored messages.
- h) Confidence arises from the desire to realize oneself to act and succeed. In terms of development, self-confidence can arise thanks to recognition from the environment. If the feeling of self-doubt is very strong, it is suspected that students will become afraid of learning. The fear of learning is complementary and intertwined with the fear of failing again.

- i) Intelligence is considered a general norm in learning success. Normal intelligence is when the IQ score shows the numbers 85-115. The problem is students who have below-normal skills. The acquisition of low learning outcomes, which are caused by low intelligence or lack of seriousness in learning, means the formation of a low-quality workforce.
- j) In daily activities found the existence of unfavorable study habits. These study habits include studying at the end of the semester, studying irregularly, wasting learning opportunities, etc. These bad habits can be found in schools in big cities, small towns, and remote parts of Indonesia.
- k) In the context of developmental tasks, in general, every child has an ideal in life. Dreams are intrinsic motivation. But sometimes there is no clear picture of a role model for students.

2. External Barriers

According to Dimiyati & Mudjiono, external obstacles in learning that often arise and affect learning activities, including the following:⁵³

- a. The teacher is a teacher who educates. He not only teaches the field of study according to his expertise but also becomes an educator for the younger generation of his nation. As an educator, he focuses on student personality, especially concerning

⁵³ Dimiyati & Mudjiono 2006:239-247

learning to awaken. As a teacher, he is in charge of managing student learning activities at school. The teacher who teaches students is a person who grows up to become a teacher in a particular field.

- b. Facilities and infrastructure Learning infrastructure include school buildings, study rooms, sports fields, prayer rooms, art spaces, and sports equipment. Learning facilities include textbooks, reading books, school laboratory tools and facilities, and various other teaching media. Complete infrastructure and learning facilities are good learning conditions. This does not mean that complete infrastructure and facilities determine the guarantee of a good learning process. It is precisely here that the problem arises of how to manage learning infrastructure and facilities so that a successful learning process is carried out.
- c. Assessment policy The learning process culminates in student learning outcomes or student performance. As a result, with this performance, the learning process stops temporarily. And then came the assessment. Decisions on learning outcomes are feedback for students and teachers. The decision of learning outcomes is the pinnacle of student expectations.
- d. Students at school form a social environment, which is known as the student social environment. In this social environment, certain positions and roles are found. Each student is in the social environment of

students at school. He has a position and role that is recognized by others. If a student is accepted, then he easily adapts and can immediately learn. Conversely, if he is rejected, then he will feel depressed. And each teacher will be addressed in a certain way by the social environment of students. A positive or negative attitude towards the teacher will affect the teacher's authority. As a result, if the teacher upholds authority then he will be able to manage the learning process well. Conversely, if the teacher is not authoritative, he will have difficulty managing the learning process.

- e. School curriculum Learning programs in schools are based on a curriculum. The curriculum is structured based on the demands of community progress. With the progress and development of society, new demands arise, and as a result, the school curriculum needs to be reconstructed. The existence of this reconstruction gave rise to a new curriculum. Changes in the school curriculum cause problems for teachers, students, but also education officers, and parents of students. For teachers, he needs to make learning changes. In this case, the teacher must avoid old learning habits. For students, he needs to learn new ways of learning, textbooks, and learning resources. From the opinion above, it can be concluded that the obstacles in learning activities come from internal and external obstacles. Internal

barriers often arise from within the students themselves, while external barriers are obstacles that arise frequently and affect learning activities, for example from teachers, facilities and infrastructure, assessment policies, students' social environment, and school curriculum.

Education in elementary schools is a form of education that brings together children with special needs and normal children in general for learning. In inclusive education, several goals are very important for children with special needs, for the school, for teachers, and for the community. Inclusive education itself also has characteristics that distinguish inclusive education from other education which automatically supports its implementation in elementary schools. And what's unique is that now there is an implementation of inclusive education in elementary schools which will later support students who have special needs so that they can assist them in the field of education.

On the other hand, there is also an inclusive education curriculum whose content is following law 20 of 2003, article 12 paragraph 1 with the aim that students get educational services according to their talents, interests, and abilities. With this in mind to implement inclusive education there are several strategies so that the implementation of inclusive education in elementary schools can run well. However, on the other hand, in the implementation of inclusive

education, of course, several obstacles can hinder the implementation of learning for inclusive education in elementary schools, namely internal and external factors.

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8

ISLAMIC RELIGIOUS EDUCATION FOR CHILDREN WITH SPECIAL NEEDS

Education is very important for the survival of mankind, which means that every human being has the right to gain knowledge through education. Not only general education is needed by humans, but also humans need religious education, in order to be able to believe and fear the god they worship. And we as Muslims need Islamic religious education to be able to worship and believe in Allah SWT. But in life in this world there are various differences in every human being, there are rich people, there are ordinary people, there are people who have advantages and there are people who have disadvantages. Then everyone also has a different way of getting education, especially Islamic religious education. The right to education is not only intended for normal children, both physically and psychologically/mentally, but also for children who have disabilities or are often referred to as children with special needs (CSN). All of this is contained in

the National Education System Law No. 20 of 2003 in article 5 paragraph 2 also states that "every citizen has a physical, mental, social, intellectual and/or social disorder has the right to obtain special education. In other words, there are human developments that are reasonable or normal and there are those whose development is disturbed (abnormal) which will affect the mental and physical. Education for children with special needs can be implemented in four types of educational institutions. Among other things, special schools (SLB), special elementary schools (SDLB) and integrated schools as well as inqclusi schools.

So that in educational matters, there is no difference between normal children both in terms of their physical and spiritual development, and children who experience physical disabilities or mental weaknesses who are often referred to as children with special needs. All children have the right to a proper education for a bright future. Schools that have children with special needs must have special classrooms and cannot be in the same class as children in general because the way to pay attention is different from children with special needs. Not only classes, but they must also have educators who are trained to deal with children with special needs. Limitations possessed by students, both physically and psychologically, make learning designs, especially in terms of patterns of delivery/communication, must be adapted to the abilities of children. But it also requires skills that must be possessed by every teacher, so that learning can be carried out and can be understood by

CSN. Children with special needs need a form of special education services that are tailored to their abilities and potential, for example for the blind they require modification of reading texts into writing.*Braille* and the deaf communicate using sign language. Likewise with other children who have deficiencies that make a difference in getting facilities that can support them for school

Definition of Islamic Education

In language, Islamic education is composed of two words, namely education and Islam. According to KBBI Education is the process of changing the attitude and behavior of a person or group of people in an effort to mature humans through teaching and training efforts. Meanwhile, Islam is a religion taught by the Prophet Muhammad based on the holy book Al-Qur'an which was revealed to the world which is called the revelation of Allah which was sent down through the angel Gabriel. So, in terms of language, Islamic Education is an effort made by humans in life to change the attitudes and behavior of a person or group through teaching or training so that in life it is in accordance with the teachings of the Islamic religion brought by the prophet Muhammad SAW.

In terms of Islamic Education is education that is understood and then developed from the fundamental teachings and values contained in its basic sources, namely; Qur'an and hadith. Thus it can be understood that Islamic education is an educational concept whose basic concept can be understood and analyzed and developed from the

Qur'an and the hadith of the Prophet, its operational concept can be understood, analyzed, then developed from the process of acculturation, inheritance and development of Islamic teachings, culture and civilization. Islam from generation to generation, while practically it can be understood, analyzed, and developed from the process of fostering and developing (Education) of Muslim individuals in every generation in the history of Muslims, so that it can be said that all activities are related to the naming of Islamic values both among individual, in the family, educational institutions, and in society constitutes Islamic Education.

Islamic Education Goals

Basically the ultimate goal of Islamic religious education is synonymous with the life goals of Muslims. This is in line with the purpose of human creation as a servant of Allah, in other words, the purpose of Islamic education is to prepare oneself for the next life. But not only that, the purpose of Islamic education is also related to life in the world.

- 1) Increase trust and confidence in the Islamic religion through the delivery, nurturing, and development of knowledge, appreciation, practice, habituation, and student experience, so that they can continue to develop faith and piety to Allah SWT.
- 2) Producing individuals who are productive, honest, fair, ethical, disciplined, tolerant, and able to

maintain harmony in personal and social relationships.

Therefore, the aim of learning Islamic Religious Education here is to be able to estimate the needs and readiness of Islamic Religious Education to prepare resources according to the needs of students, parents and society. Which of course is still guided by the Al-Qur'an and Hadith so that in the future there will be no misguidance and evil.

The scope of PAI Learning

The scope of Islamic religious education subject matter includes five main elements, namely: Al-Qur'an, Aqidah, Shari'ah, Morals, and Date (history). In Inclusive Education the emphasis is on three things, namely:

1. Trust (*I'tiqadiyah*), which is related to the pillars of faith, faith in God, angels, prophets and messengers, faith in the Last Day, Qodo and Qodar.
2. Deeds (*'amaliyah*) which are divided into two things: (a) The problem of worship, the relationship between humans and their God, namely Allah SWT, namely creed, prayer, zakat, fasting, pilgrimage, and other worship; (b) Problem *Mu'amalah*, related to human interaction with each other, such as help, hospitality, empathy and sympathy.
3. Ethics (*khuluqiyah*), relating to decency, character, manners and morals that become a person's jewelry. Material is the second component in the learning

system. In a certain context, the material is the core of a learning is defined as the process of delivering the material.⁵⁴

PAI Learning Function

Every education must have a function so that everything that has been tried does not end in vain, Islamic religious education in schools also has the following functions:

- a) Coaching, namely strengthening the faith and piety of students so that they are embedded in Allah SWT in the family environment. in principle, the duty of conveying trust and piety is practiced by all parents in the family. Examples include praying in congregation at home, fasting, zakat, and so on
- b) Distribution, namely the division of students with special abilities in the field of religion, so that these skills can be optimally developed because each child with special needs has a slight difference so that what he has got can be used for himself and benefit others.
- c) Correction, namely correction of mistakes, deficiencies and weaknesses of students' faith, Understanding and experiencing Islamic teachings in everyday life. Because every human being is

54 Isroani, Farida, Pembelajaran Pendidikan Agama Islam Bagi Anak Berkebutuhan Khusus Di Sekolah Inklusi, *Quality Journal*, Vol. 17, No. 1, Hal. 53-54, (Kudus: Pascasarjana IAIN Kudus, 201

created perfectly but humans still have flaws, by strengthening faith in Allah SWT it is hoped that it can make students aware of mistakes.

- d) Prevention, that is. to combat negative environmental influences or from foreign cultures that can harm and hinder self-development towards a complete Indonesian human being. The development of the times may even be followed, but as human beings who have faith and reason, we should still be able to take the positive side of the development of the times, and not get swept up in it.
- e) Adaptation, namely adaptation to the environment, both physical and social environment and can change the environment according to Islamic teachings. Adaptation is needed so that later students will not have obstacles in receiving knowledge in the future
- f) The source of values, namely life guidelines to get happiness in this world and in the hereafter.⁵⁵

PAI Learning Method

Method is a component that also has a defining function. However complete and clear the other components are, without being able to be applied through

⁵⁵ Isroani, Farida, Pembelajaran Pendidikan Agama Islam Bagi Anak Berkebutuhan Khusus Di Sekolah Inklusi, *Quality Journal*, Vol. 17, No. 1, Hal. 55, (Kudus: Pascasarjana IAIN Kudus, 2019).

the right method, then those components will not have meaning in the process of achieving the goal. Therefore, every teacher needs to understand well the role and function of the correct method in the implementation of the learning process. From the explanation of the method it can be understood that the application of the method can be used as an inspiration in the learning process as well as a tool for achieving goals. According to Al-Nahlawi in Ahmad Tafsir, methods to instill a sense of faith include:

1. Hiwar method (dialogue): conversation between two parties or more in turn. Examples of Hiwar in Al-Qir'an as in QS. Al-Baqarah: 30 dialogues of God with angels or QS. Yusuf: 4 dialogues of the prophet Yusuf with his father.
2. The story method: namely by telling the stories of the Prophet, friends and pious people to students
3. Amsal (parable) method: like the lecture method, parables will stimulate the meaning implied in them and must be logical so that they are easy to understand.
4. The exemplary method: by making Rasulullah s as a role model. Basically, children really like to imitate, students also tend to imitate their educators, and the role model for teachers is the Prophet Muhammad.
5. Method of habituation: the point of habituation is repetition. The teacher uses a good habituation method for students so that an attitude is formed that will influence their life.

6. Ibrah and mau'izhah method. By taking lessons from events that have occurred then given mau'izhah or good advice to improve future actions.
7. Targhib and tarhib method: tarhgib is a promise to pleasure, enjoyment, and tarhib is a threat to sin, teachers can use this method in teaching, so that students are motivated to get good grades.⁵⁶

Children with Special Needs (CSN)

Definition of CSN

A child with special needs has various names for these children such as children with disabilities, children with disabilities, children with disabilities, children with disabilities and special children. The term children with special needs is the last term used and is a translation of *child with special meeds* used internationally.⁵⁷ The term children with special needs is well known to be more appropriate. The term children with special needs is considered more appropriate because it is felt to be more subtle in its mention compared to the mention of children with disabilities, and also not only those who have deficiencies that need special

56 Isroani, Farida, Pembelajaran Pendidikan Agama Isl Bagi Anak Berkebutuhan Khusus Di Sekolah Inklusi, *Quality Journal*, Vol. 17, No. 1, Hal. 60-62, (Kudus: Pascasarjana IAIN Kudus, 2019).

57Akhmad Sirojuddin, Andika Aprilianto, and Dinda Zulaikhah. Analisis Pembelajaran Pendidikan Agam Islam Kurikulum 2013 Bagi Anak Berkebutuhan Khusus, *Interdisciplinary Journal of Islamic Educatio* Vol.1, No.1, Hlm 63 (Mojokerto: Institut Pesantren KH Abdul Chalim, 2020)

handling, but those who have advantages also require special handling. in education.

According to Mangunsong, children with special needs are children who are different from the average normal child such as differences in mental quality, sensory, physical and neuromuscular abilities or impaired muscle function, social and emotional behavior, communication skills or a combination of two or more of the above. The extent to which he asks for changes to school assignments, learning methods, or narrow circle services whose purpose is to develop their potential or skills to the fullest.⁵⁸

According to Gearheart, children with special needs are children who require different educational requirements from normal children, and effective learning requires special programs, services, facilities and materials. Children with special needs are essentially children who have their own unique types and characteristics to distinguish them from ordinary children in general. The uniqueness of many varieties makes it difficult for educators because each of these variations requires different handling. The uniqueness can be divided as follows:

- a. Mental disorders, consisting of:
 - 1) High Mentality. Children who have intellectual (IQ) above the average normal child. They have creativity and are responsible for the task.

58Nur Eva, Psikologi Anak Berkebutuhan Khusus (Malang: Fakultas Pendidikan Psikologi Univeritas Negeri Malang, 2015)

- 2) Low Mentality. Divided into two groups, namely slow learners who have an IQ between 70-90, and those who have an IQ below 70 are known as children with special needs.
 - 3) Specific Learning Difficulties. Namely children who have normal intellectual capacity and above but have low learning achievement in certain academic fields.
- b. Physical Abnormalities, including:
- 1) Body Abnormalities (Disabled). Namely children who have different body conditions that prevent them from interacting and socializing. Examples are those who experience paralysis due to polio, disturbances in the function of the nerves and muscles caused by brain paralysis (cerebral palsy), and the loss of limbs (amputations).
 - 2) Abnormalities of the sense of sight (blind). Those who have lost the ability to see even though it has been corrected or helped with the use of lenses. The blind are divided into two, namely blind and low vision.
 - 3) Abnormalities of the sense of hearing (deaf). The deaf are also grouped into two, namely deaf and hard of hearing.
 - 4) Speech disorders. Those who have difficulty expressing thoughts through verbal language. This disorder can be functional which may be due to deafness.

c. Emotional Disorders

- 1) Behavioral Disturbance, characterized by disturbing in class, being impatient or too quick to react, not appreciating, blaming others, anxiety about achievement at school, dependence on others, weak understanding, daydreaming, no attention and withdrawal.
- 2) Disorders of Concentration. The symptoms of impaired concentration last for at least 6 months, are inability to adapt and the rate of development is inconsistent.
- 3) Hyperactive Children. Its characteristics are behavior that cannot be silent, high motor activity, easily distracted, low tolerance for frustration, acting without thinking about the consequences.⁵⁹

Classification of Children with Special Needs

Children with special needs are grouped into children with temporary and permanent special needs. Children with permanent special needs include children with physical impairments, further grouped into:

- a) Children with visual impairments (blind)
 - 1) Children with low vision
 - 2) Blind child (blind)

⁵⁹Akhmad Sirojuddin, Andika Aprilianto, and Dinda Zulaikhah. Analisis Pembelajaran Pendidikan Agama Islam Kurikulum 2013 Bagi Anak Berkebutuhan Khusus, *Interdisciplinary Journal of Islamic Education* Vol.1, No.1,Hlm. 62-64 (Mojokerto: Institut Pesantren KH Abdul Chalim, 2020).

- b) Children with hearing and speech impairments (deaf/speech)
 - 1) Children with hearing loss (hard of hearing)
 - 2) Deaf children
- c) Children with intelligence disorders
 - 1) Children with intellectual impairment (intellectual below average (mental mental retardation)
 - a) Children with tuna (IQ IQ 50 -70)
 - b) Children with moderate mental retardation (IQ 25 - 49)
 - c) Children with severe mental retardation (IQ 25 - below)
 - 2) Children with intelligence abilities above average
 - a) Gifted and genius, namely children who have above average intelligence
 - b) Talented, namely children who have special talents
- d) Children with impaired limbs (paradise).
 - 1) Child withered limbs (polio)
 - 2) Children with impaired brain nerve function (cerebral palsy)
- e) Children with behavioral and emotional disorders (deaf)
 - 1) Children with behavioral disorders
 - a. Children with mild behavioral disorders
 - b. Children with moderate level behavior disorder
 - c. Children with severe behavioral disorders
 - 2) Children with emotional disorders

- a. Children with mild emotional disorders
- b. Children with moderate emotional disturbances
- c. Children with severe emotional disorders
- d. Children with specific learning disorders
- e. Slow learner (slow learner)
- f. Autistic Child
- g. Anak ADHD⁶⁰

Learning Principles for CSN

The existence of a learning activity carried out is to achieve a goal with effective and efficient steps. In this case, a teacher should pay attention to the principles of inclusive classes in general. In an inclusive class there are children who have limitations, or deficiencies in the form of physical or intellectual, social, emotional, or neurological sensory compared to children in general and educators must be able to implement special principles according to the child's abnormalities. The following will describe the principles of learning for children with special needs:

1) Principles of motivation

Teachers must always provide motivation and emotional encouragement to children so that they continue to have high enthusiasm and passion in participating in teaching and learning activities. Therefore, in providing motivation the teacher must do it more often personally

60 Dr. Drs. H. Sukadari, SE., SH., MM. Model Pendidikan Inklusi Dalam Pembelajaran Anak Berkebutuhan Khusus, Kanwa Publisher (Yogyakarta, 2019)

between one child and another because each child has different problems, and the characteristics of each child are different.

2) Context background principle

The existence of an introduction between the teacher and the student will of course be very meaningful. This needs to be maintained for the sake of a smooth process in the search for the child's identity. What indirectly needs to be there are people who are willing to understand and understand the conditions and in the education process because this can be one of the roles that is no less important. With the closeness between the teacher and his students, this will help in recognizing how much the child is capable

Of course, knowing the background can help the teacher to find out if the child is in the mild, moderate, or severe category. Thus, the teacher can provide learning material to his students in accordance with the portion of the child so that educational activities can run without burdening students. Teachers need to know their students in depth by giving direct examples, to be able to utilize existing learning resources in the surrounding environment as accurately and as much as possible, also to avoid repetition of teaching material that is actually unnecessary for CSN given the child's mental and physical background.

3) The principle of direction

In this principle, every child who participates in an in-depth activity, the teacher must carefully formulate the

objectives of the activity clearly, which of course these goals are good for their students. In the application of materials and tools that are appropriate to the category of children who are students and teachers, they must also be able to develop and be creative in making learning strategies that are appropriate but still fun to suit the portion of the students so that it will not burden the minds of the students.

4) The principle of social relations

In a teaching and learning process, a teacher must be able to develop every learning strategy that is able to optimize the interaction between teacher and students, relationships with fellow students, teacher and students and their environment, as well as interactions that come from various directions.

5) The principle of learning while working

In learning activities, the teacher must also provide many opportunities for children to do their own practice or experiments or find something through observation, practice and so on. Thus, the child is able to develop independently and can be independent both in teaching and learning activities and at home. Don't let the teacher just make his students become children who depend on other people just because he is not perfect. Let them do something that can develop themselves and this is very effective for the child's educational process, including also for training these

children to be able to face and overcome any problems that of course they will encounter in their daily lives.

6) Principle of individualization

In this principle, teachers need to know the initial abilities and characteristics of each child in depth, both in terms of their abilities and inabilities, in absorbing the subject matter. Speed or slowness in learning and behavior so that each learning activity for each child gets appropriate attention and treatment. Thus, there is no inequality between one child and another who feels that the teacher is playing favorites.

7) The principle of finding

Teachers need to develop learning strategies that are able to provoke children to act actively, both physically, mentally, socially or emotionally. For this reason, the teacher's role is needed here to develop strategies to make their students more provoked and excited to learn, and get to know, what the teacher explains to them. Thus, these children now no longer feel any deficiencies in themselves and compare themselves with other normal children. The only thing that exists is that they are now the same as other normal children, that is, they are able to learn and are entitled to receive instruction.

8) Principles of problem solving

The teacher should often ask various problems that exist in the surrounding environment and children are trained to find data, analyze and solve these problems according to their respective abilities and the teacher should not push the child so hard so as not to make this a burden. With the principle of solving these problems, it can stimulate children to think hard and train these children not to give up easily under any circumstances. This trains the child to survive and mentally can be trained well in dealing with all the problems that exist in real life.⁶¹

Basic Learning of CSN

Things that need to be considered by school principals, teachers, and families in planning PAI learning for inclusive education include:

a) Blind

Blind children experience deficiencies in motion and mobility, touch and the use of residual vision for low vision. For them, the development of PAI learning activities is actually not only in schools, but also needs to be developed in the family and community environment.

b) Mentally disabled

The disadvantage of mentally retarded children lies in their mental or intellectual weakness.

⁶¹Farida Isroani, Pembelajaran Pendidikan Agama Islam Bagi Anak Berkebutuhan Khusus Di Sekolah Inklusi, *Quality Journal*, Vol. 17, No. 1, Hal. 57-60, (Kudus: Pascasarjana IAIN Kudus, 2019).

1. Material development in presenting religious material for mentally retarded children must be simplified and the weight of the material reduced according to the abilities and abilities of the children themselves so that children have no difficulty in capturing learning
 2. Development of methods Development methods should vary, sometimes one material must be with 6 (six) or 8 (eight) learning methods. Because mentally retarded children are more difficult and difficult to undergo the learning process due to their limitations in their mental intelligence.
 3. Development of an assessment system Assessing PAI learning outcomes for mentally retarded children should place more emphasis on the effective and psychomotor aspects, because their cognitive abilities are limited. Although cognitive aspects must be assessed, they should not be used as the main standard or measure of learning success.
- c) Deafness The deficiency of deaf or mute children lies in their hearing and speech
1. In developing PAI material for deaf children it is not in the form of lectures like other "watchful" (general) children, but in a conversational way. So the teacher must be more active in the conversation. Especially when it comes to worship by saying pronunciation or reading.

2. PAI materials should be adapted to the child's abilities, and grouped according to their abilities. Smart children must be separated from children who are capable or less.

d) quadriplegic

Weaknesses in damage or loss of physical members. In developing PAI materials for children with disabilities both in terms of material and teaching methodology it is almost the same as children with visual impairments and hearing impairments, they only need guidance in movement because of their limitations or physical disabilities that need to be directed, especially regarding prayer movements, and ablution.

e) *Tunalaras*

The drawbacks lie in personal and social upbringing. In developing PAI materials for children with disabilities, the materials and teaching methodology are almost the same as those for children with visual impairments and quadriplegics. What is different is that the teacher needs to condition and concentrate the child in worship practices and learning in class because it is very difficult for a disabled child to concentrate or move too much.⁶²

⁶²Farida Isroani , Pembelajaran Pendidikan Agama Islam Bagi Anak Berkebutuhan Khusus Di Sekolah Inklusi, *Quality Journal*, Vol. 17, No. 1, Hal. 57-60, (Kudus: Pascasarjana IAIN Kudus, 2019). Hlm 60-62

Islamic Religious Education is very necessary for people who are Muslim, because it is a guide for life in the world and in the hereafter. To get education of course everyone has to go to school, but in this world there are many people who cannot afford to go to school because of many things such as poverty, war in their country, physical and intellectual deficiencies. To teach children with special needs is also different from normal children so there needs to be a distinction or boundaries such as the division of special classes, supporting facilities, and students who meet the criteria. So that children with special needs can also get proper education, to support their future. In practice in the classroom the teacher must also be able to condition the class, this can be done by applying several methods, and the methods listed above.

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9

INCLUSIVE EDUCATION IN ADVANCEMENT OF NATIONAL EDUCATION

Education is the process of imparting knowledge from a teacher to his students. The education provided can be in the form of science education, character education, physical education, and others. With this education, it is hoped that it can form intelligent, creative and civilized human beings. According to *Sisdiknas* 20/2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society , nation and state.⁶³

Education in the present is indeed the most thing that can not be ignored in a country. Because education can

⁶³I Nyoman Temon Astawa, "Pendidikan Inklusi Dalam Memajukan Pendidikan Nasional", *Journal of Hindu Education*, Vol. 8 No. 1, March 2021, pg. 65.

shape human ability for the progress of a nation to compete with other countries. To promote a nation requires the ability of human resources and other resources. This can be produced in an education. With education too, people will have knowledge, intelligence, and creativity that will help them in facing very rapid progress in today's modern era.

Thus, the quality of education must be improved in order to promote education in Indonesia. Improving the quality of education will form intelligent and creative human resources. However, in a country not all people have the same way of getting education, for example students with disabilities. If they are still in the mildly disabled category they can still attend lessons with other normal students. However, for those who have special limitations it will be very difficult if compared to normal students in learning. Therefore, the government implements education specifically for students with disabilities, namely inclusive education. Inclusive education is one way to advance the quality of national education.

Definition of Inclusive Education

In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 15 concerning special education it is stated that 'special education is education for students with disabilities or students who have extraordinary intelligence which is held inclusively or in the form of special education units at the

educational level elementary and intermediate. ⁶⁴Inclusive education itself means education that is taught to students with physical, mental, sensory and intellectual disabilities. They are humanly no different from other normal children, it's just that they have limitations in doing something. Even so, the limitations they have do not make it an obstacle for them to get an education. The education taught to them will be in accordance with the required needs. Thus, children all over the world will get their right to learn in each way that has been determined and they can hone their abilities.

Persons with disabilities are vulnerable to exclusion from society because of their limitations. In addition, the feeling of inferiority or insecurity that they have about themselves can also cause them not to mingle with other people. However, the existence of inclusive education can break their enthusiasm to keep fighting. Even with the limitations they have, they can develop and show their achievements. This proves to us that success can be achieved even though it has limitations. As Salamanca UNESCO said (2009:13) that inclusive education has developed as a movement to challenge exclusionary policies and practices.⁶⁵

One of the aims of the birth of Inclusive Education is to improve the quality of education. Stubb says that the

⁶⁴Angga Saputra, " Kebijakan Pemerintah Terhadap Pendidikan Inklusif ", Scientific Journal Vol. 1 No. 3, September 2016, Pg. 2

⁶⁵ Exclusion, in the KBBI Dictionary means separate from the others, special or not included. This means that in the practice of exclusion, persons with disabilities are excluded or removed from a group.

concept of inclusive education has more in common with the underlying concepts of 'education for all', and 'school improvement'. Furthermore, it is also said that inclusive education is a shift from anxiety about a particular group to an effort that is focused on overcoming obstacles to learning and achievement.

The definition of inclusive education resulting from the Agra Seminar in 1998, formulated that inclusive education:

1. Wider than formal education: includes education at home, community, non-formal and formal systems.
2. Recognize that all children can learn.
3. Enabling educational structures, systems and methodologies to meet the needs of all children.
4. Recognize and appreciate the various differences in children: age, gender, ethnicity, language, disability, HIV/Aids status and others.
5. It is a dynamic process that constantly evolves according to the culture and context.
6. Is part of a broader strategy to promote an inclusive society.

In Indonesia, inclusive education is officially understood by the government and widely referred to by the community, defined as follows: inclusive education is intended as an education service system that includes children with special needs to study together with their peers in regular schools closest to where they live.

Implementation of inclusive education requires schools to make adjustments both in terms of curriculum, educational facilities and infrastructure, and learning systems that are tailored to the needs of individual students (Directorate of PSLB. 2004).⁶⁶

Thus, inclusive education is very important to be implemented in all countries. Those who have permanent disabilities will get their right to education and develop and demonstrate their achievements. This will make them valued by others with their limitations. The existence of this education will also enable them to accept their shortcomings and foster enthusiasm in their lives because they think that their shortcomings are not an obstacle to keep fighting. Inclusive education is not only a support for those who are in need, but this education also has a major impact on the progress of national education. Children can develop their talents and interests with their respective abilities and intelligence which will advance the quality of education in a country.

The Foundation of Inclusive Education

In implementing inclusive education, in Indonesia it is based on 5 main points, namely: philosophical foundation, religious basis, juridical basis, pedagogical basis and empirical basis.

a. Philosophical Foundation

66I Nyoman Temon Astawa, Op.Cit , March 2021, pg.65

The philosophical foundation in Indonesia comes from the symbol of the Garuda Pancasila bird and its feet gripping the ribbon with the inscription Bhineka Tunggal Ika which means different things but still one. The diversity of cultures, customs, languages, religions, tribes is a wealth of the country that must be maintained. To unite them contained in the values of Pancasila.

b. Religious Foundation

Signifying a religious nation (especially Islam), among other things, emphasizes that: (a) humans are created differently to be friendly with each other (inclusive) and that the glory of humans in the sight of Allah is their piety.

This is stated in the Qur'an as follows: "*O mankind, Verily We created you from a male and a female and made you nations and tribes so that you may know each other. Indeed, the most honorable among you in the sight of Allah is the most pious among you. Indeed, Allah is All-Knowing, All-Knowing*". (QS Al-Hujurat: 13).⁶⁷

c. Juridical Foundation

Juridically inclusive education is carried out based on:

- 1) UUD 1945.
- 2) Law Number 4 of 1997 concerning Persons with Disabilities.
- 3) Law Number 39 of 1999 concerning Human Rights.
- 4) Law Number 23 of 2002 concerning Child Protection.

⁶⁷Angga Saputra, "Op.Cit", pg. 9

- 5) Law Number 20 of 2003 concerning the National Education System.
- 6) Government Regulation Number 19 of 2005 concerning National Standards Education.
- 7) Circular Letter of the Director General of Primary and Secondary Education No. 380/C.C6/MN/2003, Dated 20 January 2003 Regarding Inclusive Education: Organizing and developing in each Regency/City at least 4 (four) schools consisting of SD, SMP, SMA, and SMK.
- 8) Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 About Inclusive Education for Students with Disabilities and Have Intelligence Potential and/or Special Talents. However, there are those different, specifically for DKI Jakarta, the applicable juridical foundations are: Governor Regulation Number 116 of 2007 Concerning Implementation Inclusive Education.

d. Empirical Basis

The empirical foundation in inclusive education is a foundation that provides an overview and direction regarding the condition of education and challenges in the future. The foundation used is:

- 1) Declaration of Human Rights 1948 (Declaration of Human Rights).
- 2) Convention on the Rights of the Child 1989 (Convention of The Rights of Children).

- 3) World Conference on Education for All 1990 (World Conference on
- 4) Education for All).
- 5) UN Resolution number 48/96 of 1993 concerning Equal Opportunities for People with Disabilities (the standard rules on the equalization of opportunities for persons with disabilities).
- 6) Salamanca Statement on Inclusive Education 1994 (Salamanca Statement
- 7) on Inclusive Education).
- 8) The Dakar Commitment on Education for All 2000 (The Dakar
- 9) Commitment on Education for All).
- 10) Bandung Declaration 2004 with a commitment "Indonesia Towards Inclusive Education".
- 11) Bukittinggi recommendation 2005 regarding inclusive and friendly education.⁶⁸

e. Pedagogical Foundation

In Law no. 20 of 2003 article 3, states that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country. . Through

⁶⁸Angga Saputra, Op.Cit, pg. 10

education students with disabilities are formed into democratic and responsible citizens, namely individuals who are able to respect differences, participate in society.

Objectives of Inclusive Education

In general, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their personal potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state. Law No. 20 of 2003, Article 1 paragraph 1). Therefore, the essence of inclusion in education is the human right to education. The consequence of this right is that all children have the right to an education that does not discriminate on the basis of disability, race, religion, language or gender.

The purpose of inclusive education according to Raschake and Bronson, is divided into 3 namely for children with special needs, for the school, for teachers, and for the community, in more detail as follows:

1. For children with special needs
 - a. children will feel part of society in general.
 - b. children will get a variety of resources to learn and grow.
 - c. increase the child's self-esteem.
 - d. children get the opportunity to learn and make friends with peers.

2. For the school
 - a. gain experience to manage differences within a class.
 - b. develop an appreciation that everyone is unique and has different abilities from one another.
 - c. increase sensitivity to other people's limitations and a sense of empathy for children's limitations.
 - d. increase ability to assist and teach all children in class
3. For teachers
 - a. help teachers to appreciate the differences in each child and recognize that children with special needs also have abilities
 - b. creating concern for every teacher about the importance of education for children with special needs.
 - c. teachers will feel challenged to create new methods of learning and develop cooperation in solving problems.
 - d. reduce teacher boredom in teaching.
4. For society
 - a. improve social welfare and peace in society.
 - b. prohibit cooperation within the community and prohibit any member of the community about the democratic process.
 - c. building a sense of mutual support and mutual need among community members.

From the two opinions above it can be interpreted that the goals of inclusive education to be achieved are goals for

children with special needs, for parties for schools, for teachers, for parents and for the community.⁶⁹

School Requirements for Providing Inclusive Education

Schools providing inclusive education must be supported by teachers who have special expertise in learning special education and the general development of children with special educational needs. One of the special forces needed is the Special Guidance Instructor (GPK). In the 2009 Permendiknas No. 70 concerning Guidelines for Implementing Inclusive Education, there are 8 (eight) components that must be considered by inclusive school stakeholders, namely: (1) Students, (2) Curriculum, (3) Faculty, (4) Learning Activities, (5) Assessment and Certification, (6) School Leadership, (7) Awards and Credentials, (8) Community Empowerment.⁷⁰

Factors of Success in Inclusive Education

Inclusive education has a very big goal, apart from helping people with disabilities, it also aims to improve the quality of national education. During this training, a strategy must be in place to achieve the training objectives. This includes considering family background, psychological and academic factors.

a. family factor

69 Lay Kekeh Marthan, *Inclusive Education Management*, (Jakarta: Director General Of Dikti, 2007), pp 189-190.

70I Nyoman Temon Astawa, "Op.Cit", *Journal of Hindu Education*, Vol.8 No.1, March 2021, p. 74.

- 1) Family relationships are one of the factors that influence the success of a disabled child in carrying out his education. If family relationships run harmoniously, of course the child will get encouragement from the family which will make him enthusiastic about studying.
- 2) Economic conditions play a major role in the continuation of student education. From a rich family background students can have great opportunities to get an education. Meanwhile, students who are born from underprivileged families will become an obstacle for their parents in financing their children's education. However, they can get scholarships to continue their education.

b. Psychological factor

- 1) Psychological factors in inclusive education are study plans or student plans in the future. Most students, both disabled and non-disabled, have plans to continue after school education, namely college or work. With the ideals it carries, it will make students enthusiastic and study hard to pursue their goals.
- 2) In addition to study plans, self-confidence in students also has a major impact on their success in studying. Students who feel they are weaker than others because of their limitations, this will affect themselves in learning. Because their thinking tends

to be like "giving up before fighting". To overcome this, they must get socialization or encouragement to foster a spirit of confidence.

c. Academic factor

Academic factors in determining the success of students are: student attendance in learning, study time, how students learn, namely groups or independently, learning constraints experienced by students with disabilities such as unhelpful companions, difficulty accessing schools, and difficulties accessing information.

Models of Inclusive Education

In inclusive schools, they provide forms or models for teaching, namely:

- a. Regular class (full inclusion), meaning that students with disabilities study all day in regular class together with normal students and use the same curriculum.
- b. Regular classes with clusters, students with disabilities and normal students study in regular classes in special groups.
- c. Regular classes with clusters and pull outs, meaning students with disabilities and normal students study in regular classes with special groups, but at other times students with disabilities move classes to study with a special supervising teacher.
- d. Special classes with various integrations, students with disabilities study in regular schools in special classes,

but they can study with other normal students in certain fields.

- e. The special class is full, meaning that students with disabilities study in regular schools in special classes.⁷¹

Obstacles to Implementing Inclusive Education

In 2002 the government officially started pilot projects in nine provinces that have resource centres, and since then more than 1500 students with disabilities have attended regular schools, and in 2005 it increased to 6000 students or 5.11% of the total number of children special needs. Whereas in 2007 it increased to 7.5% or 15,181 students spread across 796 inclusive schools consisting of 17 kindergartens, 648 elementary schools, 75 junior high schools, and 56 high schools. ⁷²This means that the government has tried to implement the policies that have been made. From the data obtained, it seems that the implementation that has been carried out shows a progressive quantity, but the question is, is it true that the implementation has been successful? As Pressman and Wildavsky said, that: ...the process for implementing policies needs to get careful attention. Therefore, it is a

71Darma, IP, and Rusyid, B, "Implementation of Inclusive Schools in Indonesia". Proceedings of Research & Community Service, Vol. 2, No. 2, 2013

72I Nyoman Temon Astawa, "Op.Cit", Journal of Hindu Education, Vol.8 No.1, March 2021, Page 71.

mistake to assume that the process by itself will proceed smoothly.⁷³

Hogwood & Gunn say that policy general of course risky fail. Failure For implement policy shared become two category big: non-implementation And failure For implement. According to them that action government For implement policy No including in Wrong One from two category This, but Also No considered as success absolute. To evaluate whether the implementation of the policy has been successful or not, it must also be reviewed from the point of view of the meaning of inclusive education and the content of the policies that underlie the implementation of the policies.⁷⁴

The following is in terms of the policy content contained in Law no. 20 of 2003 article 3, which states that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. Through education students with disabilities are formed into democratic and responsible citizens, namely individuals who are able to respect differences, participate in society. Of course, it is still a big job to implement this policy. Even though a policy has been issued which legally has legal force, in its

73Solichin Abdul Wahab, 2014. Policy Analysis: From Formulation to Compilation of Public Policy Implementation Models. Jakarta: Earth Script. Hal 135.

74Ibid, Pgs 128-129.

implementation there are still many problems that occur, for example:

1. The issue of understanding inclusive education is still equated with integration, so that students must adapt to the system at school.
2. The issue of school policies that do not want to accept students with special needs on the pretext of not having teaching staff, facilities and so on.
3. Issues regarding the learning process, for example teachers are still unable to translate a flexible curriculum, set goals to evaluation.
4. The issue of teacher conditions, there is no teacher who has adequate quality as an inclusive education teacher
5. Issues regarding the environment, and so on From the various dilemmas that occur in inclusive education in Indonesia, at least it must be immediately anticipated with specific policies so as not to hinder the implementation of policies on inclusive education.

According to Sunardi, there are several dilemmas that need to be addressed with specific policies, namely:

- a. The system for admitting new students, especially at the secondary and tertiary education levels, uses national exam scores as acceptance criteria. Students can only be accepted if their national exam results meet the minimum standards set by each school.
- b. The achievement of national exam results is used as a criterion for quality schools, not measured by their

ability to optimize students' abilities in a comprehensive manner according to diversity.

- c. The use of the inclusive school label and the PP. no. 19 of 2005 concerning National Education Standards, article 41 paragraph 1 concerning the requirement to have special education personnel for inclusive schools as a reason for rejecting the entry of children with disabilities to the school concerned, which is marked by the emergence of symptoms of 'new exclusivism', namely rejecting children with special needs ⁷⁵with the reason is not having special staff or the school is not an inclusive school.
- d. The current general education curriculum does not yet accommodate children who have different abilities (disabilities).
- d. He still understands inclusive education in a superficial way, namely simply putting disabled children into regular schools, without any effort to accommodate their special needs. This condition can keep children excluded from the environment because children feel left out, isolated, rejected, uncomfortable, sad, angry, and so on. In terms of the meaning of inclusion is when the classroom or school environment is able to provide a sense of joy, acceptance, friendly, friendly, caring, loving, appreciating, and living and learning in togetherness.

⁷⁵ According to KBBI, exclusivism is an understanding that has a tendency to separate itself from society

- e. The emergence of special labels that are deliberately created by the government and society that tend to form an attitude of exclusivism, such as superior schools, international standard schools (SBI), International Standard Pilot Schools (RSBI), Favorite schools, pilot schools, accelerated classes, and schools based religion. This condition can certainly have an impact on inclusive schools as second class schools, because accepting CSN is the same as special schools.
- f. There is still limited attention and seriousness from the government in preparing inclusive education in a mature and comprehensive manner, both in terms of socialization, preparation of resources, and trials of learning methods, so that it only seems like an experimental program.⁷⁶

Advantages or Benefits of Inclusion Education

According to Staub and Peck (1994/1995) there are five benefits or advantages of the inclusion program, namely:

1. Based on the results of interviews with non-CSN children in secondary schools, the loss of fear in children with special needs is due to frequent interactions with children with special needs.

⁷⁶Sunardi (2009). Issues and Problems on Implementation of inclusive Education for Disabled Children in Indonesia. Tsukuba: CRICED - University of Tsukuba

2. Non-CSN children become more tolerant of other people after understanding the individual needs of CSN friends.
3. Many non-CSN children recognize increased self-esteem as a result of their association with CSN, which can improve their status in class and at school.
4. Non-CSN children experience development and commitment to personal morals and ethical principles
5. Non-CSN children who do not reject CSN say that they are happy to be friends with CSN. Thus, parents of students who do not have children with special needs do not have to worry that Inclusive education can be detrimental to their children's education, in fact, it will actually benefit.⁷⁷

Inclusion: Disabled/Diffables in The Islamic View

The term inclusion, disabled or disabled, has a connotation of meaning that contains similarities. When inclusion is promoted as a movement, people who are different and with disabilities are related to the object of the movement. Each of these expressions refers to human imperfection or the student's educational environment, both physically and psychologically. In addition, these three terms are currently used to strengthen and emphasize the openness and accessibility of education and teaching for children who experience these "imperfections". Whether we

⁷⁷Staub, D. & Peck, CA 1994/1995. What are the Outcomes for Non-disabled Students?. Educational Leadership. 52. 4

realize it or not, we usually pay little attention to the reality of the existence of persons with disabilities. Which in subsequent developments led to a lack of intensity in the conversation. Even if the conversation just ended. At least this is evidenced by the existence of an Iraqi historian, namely Ibn Qutaibah al-Dainawuri, who wrote the book *al-Ma'arif*, which discusses the names of several companions of the prophet Muhammad. who suffer from various disabilities, including deaf, blind and other physical disabilities. ⁷⁸Actually they relatively get the rights as individuals to fight in various fields, both scientific, social and political. This means that the disabilities they bear do not reduce or even eliminate them, this is at least because the Arab and Islamic socio-political culture and structure in the classical period prioritized privileges and differences in socio-political positions and roles in terms of genealogy, ethnicity, race and not in aspects of difference ⁷⁹. physical disabilities. Besides that, the fact that there is an element of nepotism is also a significant factor. According to Waryono, there are two possibilities, why the issue of diffables has sunk into historical limbo and has become the territory of *alla muffakar fih* (things that are unthinkable).

First; Islam it seems neutral in problem disability This. contrary with myth in on, Islam No consider disability as present or curse from Lord. Besides That, Islam more

⁷⁸See Ibn Qutaibah al-Dainawuri, *al-Ma'arif* (Beirut: Dar Pole al-Ilmiyyah, tt), 320-324.

⁷⁹According to KBBI, Genealogy is the human lineage in blood family relationships.

emphasize development morals And charity pious than notice problem physique somebody. Matter This confirmed in a number of paragraph Al-Qur'an, like: QS. 49: 11-13, 16: 97, 17: 36 and 4: 124 and Hadith, such as HR. Abu Hurairah who stated that the Prophet saw. said: Verily Allah does not look at your appearances and bodies, but He sees your hearts more. In another editorial based on HR. Thabrani, the Prophet said: Indeed, Allah does not look at your appearance or shape, position, and wealth, but He looks at your hearts and your deeds and the hadith which reads: Verily the most beloved servant of Allah is one who loves good and at the same time enjoys doing it.⁸⁰

As for the *second* problem, there are those who state that the lack of studies on disabilities in the treasures of classical Islamic thought is due to the lack of classical Islamic thinkers from among the disabled. History has never recorded any great Islamic thinkers, whether in the fields of Aqidah, Sufism, Philosophy, Fiqh, Interpretation, or Hadith, who come from people with disabilities, although in the modern era we meet Thoha Husain (former Minister of Education of Egypt and a historian and Mahmud Ayoub (Professor at Temple University in America in the field of Interpretation and Comparative Religion). This is similar to the study of women. It is rather difficult to find or even there are no female thinkers and

⁸⁰Waryono AG, Disabilities in the Qur'an, <http://waryono.com/berita-139-difabilitasdalam-alqur%E8%AA%95n.html>. Accessed 01 April 2013.

writers of Islamic thought. For centuries, the world of Islamic thought was dominated by men "normal" (non-disabled) men.⁸¹

Relevance and Implementation of Inclusive Education in Islamic Education

The participation of parents, society and stakeholders in the implementation of inclusive education should continue to be properly developed. Parents, the community and stakeholders should be encouraged to be involved with the school in this inclusive education service. The government should avoid setting dichotomous policies ⁸²with the philosophy of implementing inclusive education, both concerning administrative and substantive policies. Administrative policies, for example regarding new student admission regulations, tuition assistance, infrastructure, educational staff, etc. While those that are substantive include evaluation systems, grade promotion policies, and teaching and learning processes. The teaching and learning process should be returned to the essence of education, namely that educating is finding the most essential potential of each student to be developed by the teacher as a facilitator who delivers it with great affection. If this is done, it means that we have endeavored to restore a culture of people who care deeply about education, which is felt to be fading

⁸¹ibid

⁸² According to KBBI, dichotomy is the division of two conflicting groups.

nowadays, and care less because there is a dichotomous view that education is the responsibility of the government, and participation is always associated with financial support. Inclusive education will not be successful without the support and participation of the community, children with special needs will want to attend regular schools or segregated schools, even if only if they are supported by their parents and the community. Stakeholders can support schools with support in the form of facilities, infrastructure, learning aids, costs, technical support, and the provision of employment opportunities for graduates who meet the requirements.⁸³

Thus, it is necessary to explore further the various efforts that bring together inclusive education on the one hand and Islamic education on the other. Therefore, in this case several things are presented that underlie the relevance and point of contact between inclusive education and Islamic education, including: first, there are several normative foundations from both the verses of the Qur'an and Hadith which can be used as references for the implementation of inclusive education, including: a) humans are created differently to be friendly with each other (inclusive) and that the glory of humans in the sight of Allah is their piety ⁸⁴, b) Allah once reprimanded the

83“Child-Friendly Inclusive Education”, M. Iim Wasliman's Inaugural Speech as Professor in Educational Administration at the Islamic Association of Islamic Education College of Teacher Training and Education Bandung, June 11, 2009.

84QS. Al Hujurat: 13

Prophet Muhammad SAW because he was surly and turned away from blind people ⁸⁵, c) Allah does not see (physical) forms a Muslim, but Allah sees his heart and deeds ⁸⁶, and d) there is no primacy between one human being and another human being.⁸⁷

Second, between inclusive education and Islamic education there are philosophical structures that link the two, including:

- 1) Education as an obligation/right. In the Islamic perspective, education is a prerequisite obligation, both to understand other Islamic obligations and to build culture/civilization, while in the perspective of inclusion, education is a human right. The statement that education is a right or a duty is not something that needs to be debated because the difference lies only in the point of view of the same substance: 'education as a right' is more anthropocentric and 'education as a duty' is more theocentric.
- 2) The principle of education for all. This second point of contact is an implication of the first point of contact. Inclusive education, as has been explained, is an implication of the principle of 'education as a human right' whose translation in the 1990 global policy became 'education for all', while historically Islamic education in

85QS. 'Abasa: 1-16.

86Al Imam Abi Husayn Muslim bin Al Hajjaj, Sahih Muslim (Cairo: Dar Ibn Al Haytam, 2001), 655.

87Ahmad Ibn Hanbal, Musnad Ahmad Ibn Hanbal (Cairo: Muassasah Qurt}ubah, tt), volume 5, p. 411

the period of classical civilization has facilitated a conducive environment for 'education for all'. ' through establishing literacy traditions.

- 3) The principle of non-segregation. This third point of contact is another implication of the first point of contact. By viewing education as a human obligation/right, every human being should not be marginalized and excluded from obtaining educational services.
- 4) Holistic perspective in looking at students. Both Islamic education and inclusive education seek to develop and develop human personality by recognizing all the power and potential of students.
- 5) Way of looking at obstacles that are more externally oriented. The fifth point of contact is the implication of the fourth and first point of contact. Because all the power and potential of students must/have the right to be developed, external factors (school environment) must play a central role in the transformation of student barriers. Barriers to learning no longer lie in the learners themselves.⁸⁸

Inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have potential intelligence and/or special talents to participate in education or learning in an

88MA Fattah Santoso, *Syariah School and Inclusive Education*, <http://etd.eprint.ums.ac.id> accessed 01 April 2013

educational environment together with students in general. Providing the widest opportunity for all students who have physical, emotional, mental and social disabilities or have the potential for intelligence and/or special talents to obtain education which aims to realize the implementation of education that respects diversity and is not discriminatory for all students and can achieving the goal of national education, namely developing the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country.

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