Inclusive Learning in Elementary Schools Against Islamic Religious Education Lessons

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ABSTRACT: Learning Inclusive Islamic Religious Education in Elementary Schools still needs to be improved. religious learning must be carried out even if the child seems slow to learn (slow learner) in following Islamic religious lessons, taking into account the following matters: prepare teaching materials and materials to meet the unique and specific needs of students, the most effective learning methods to use in the delivery of learning materials or materials, provide continuous attention and motivation. Focus on paying attention so that students know that the teacher who teaches pays attention to them when in class, it is important to make eye contact when learning takes place, give appreciation and appreciation for their presence. parental support, encouragement and seriousness are closely related to slow children's learning outcomes. In qualitative research, the instrument or research tool is the researcher himself. The approach used in this study is to use a phenomenological approach. This study aims to examine the learning conditions of Inclusive Islamic Religious Education in Public Elementary Schools, as well as to analyze, evaluate and the learning model of Inclusive Islamic Religious Education in public elementary schools.

Keywords: Learning, Islamic Religious Education, Elementary School Inclusion

INTRODUCTION

Inclusive education is a combination of providing special education with regular education in one unified education system (Afacan et al., 2021; Gorges et al., 2018; Sabando et al., 2019). In the implementation of inclusive education, all students receive the same support in the learning process in class (Moscardini, 2014; Pfingsthorn & Weltgen, 2022; Woodcock et al., 2022). It's just that students with special needs will get assistance from a special accompanying teacher. Inclusive school teachers must know the types, symptoms, characteristics of children with special needs in order to be identified. (Hassanein et al., 2021; Malins, 2016; Satwika et al., 2019)

Data that has been published (BPS), children with special needs, the number of children with special needs in Indonesia has reached 1.6 million children. One of the efforts made by the Ministry of Education and Culture (Kemendikbud) to provide access to education for them is to build new school units, namely Special Schools (SLB), and encouraging the growth of Inclusive Schools in the regions. Referring to productive age data, it includes Children with Special Needs. To provide access to education for children with special needs who do not attend special schools, the Ministry of Education and Culture has implemented the Inclusive School program. (Rafif, 2020; Venti, 2017; Yao et al., 2021)

The goal of inclusive education also has goals like Islamic religious education, only in a different way from education in general. So in the provision of Islamic Religious Education, a learning model is needed that suits their needs (Purwanti et al., 2021; Rapai, 2020). Not all Islamic Religious Education lessons delivered in inclusive schools have special companion teachers. So that in the implementation of learning class teachers and field of study teachers dominate. Not to mention regarding the selection of models in their learning, teachers are required to be able to accommodate all the needs of students in the class concerned, including helping them gain an understanding that is appropriate to their respective learning styles (Nurhadisah, 2019; Sa'i & Maghfiroh, 2020).

Barriers to learning can come from difficulties in determining models, learning strategies and other learning methods as a result of biological, psychological, environmental factors, or a combination of several of these factors. A teacher is always required to develop personally and professionally continuously, also required to be able and ready to play a professional role in the school and community environment (Hazel & Allen, 2013; Kim & Chang Rundgren, 2021).
As a teacher, he must be able to develop four aspects of competence for himself and his profession, namely: social competence, professional competence, personal competence and pedagogical competence. requires teachers to be able to manage student learning which includes the level of understanding of students, implementing and designing learning, evaluating learning outcomes, and developing students in optimizing and actualizing their potential with all their potential. (Bule, 2020; Olsson et al., 2020; Patey et al., 2021)

In learning Islamic Religious Education, the teacher does not only teach normal children, but must be able to teach children with special needs in public schools, with the help of special supervising teachers and choosing the right learning model. The teacher's ability to communicate and interact effectively with the surrounding environment, including with students, parents/guardians of students, colleagues, superiors, with school employees, and with the wider community (Alsubaie, 2022; Hadi, 2017).

Learning activities are carried out with the intention of achieving the basic competence of the subject. Especially Islamic religious education In order to achieve effective and efficient basic competence in religion, teachers need to pay attention to the principles of learning. The principles of learning in the inclusive class are generally the same as the principles of learning that apply to children in general. Giving religious material must also be balanced with other material (Lyons et al., 2016).

However, because in the inclusive class there are children with special needs who experience physical, intellectual, social, emotional, and/or sensory neurological disorders, teachers who teach in inclusive classes, in addition to applying general principles of learning must also implement the principles - special principles in accordance with the needs and characteristics of children with special needs. Accompanied by the selection of learning models so that the material can be well received (Zitomer, 2017).

Children who have low learning achievement are also called slow learners, so the learning model must adapt to their circumstances. A good learning model contains approaches, strategies, techniques and learning methods that are mutually binding. Design and plan lessons in class for all children in advance and make sure that all the materials and learning media needed are prepared. The teacher conveys that learning refers to standard processes by implementing strategies and models that use a variety of media and implementing paikem according to the characteristics of the various needs of children. (Maddamsetti, 2018; Manti et al., 2020).

An Islamic religious education teacher should be able to understand, manage and carry out learning activities of Islamic religious education properly. With a good understanding, educators will be able to choose strategies, methods, techniques, media, and evaluation tools that are appropriate to learning, and try to develop them according to the demands of the times and the development of community needs in order to achieve the learning goals of Islamic education. Human behavior is formed through the education process in order to become a better person. (Saputra, 2019).

Some of the problems include the absence of a separate learning model between inclusive and normal children, limited accompanying teachers, and the absence of an appropriate, effective and efficient learning model for inclusive children who incidentally have special needs. In this study, researchers tried to provide input related to educational learning models. Islamic religion that is appropriate and appropriate for inclusive children at the state elementary school level in Jakarta. Inclusive schools are regular schools which also serve education for children with special needs. In normal schools, children with special needs learn together as one with other regular children, with special teacher assistance during teaching and learning activities. Currently there are 32,000 regular schools that have become Inclusive Schools in various regions. From 514 regencies/cities throughout Indonesia. Of the 1.6 million children with special needs in Indonesia, only 18 percent have received inclusive education services. (Martika et al., 2020).

METHOD

In qualitative research, the instrument or research tool is the researcher himself. So here the instrument is the researcher who must also be validated, to find out how far the qualitative research must go directly to the research location. Validation of the understanding of qualitative research also includes validation of researchers, where the readiness of researchers to enter into the object under study both logistically and academically (Creswell & Creswell, 2018).
Validation was carried out by the researcher himself, to find out how far the understanding of qualitative research was through self-evaluation. In entering the field preparation of provisions and assignments related to the field to be studied. Qualitative researchers as human instruments function to determine research focus, assess data quality, analyze data, interpret data and make conclusions on everything. (Fadli, 2021).

Researchers must be directly involved in the field to observe and collect the required data related to the activities and activities of the object under study, both through the activities and activities carried out. As for the data regarding the inclusive Islamic religious education learning model that occurs in elementary schools. This activity is to find out how important the selection of learning models in Islamic religious education is.

Subjects which include related data sources in this study are people who have adequate information and authority by completing other data sources, namely documents in the elementary school environment where there are children with special needs, especially how the learning process is in Islamic religious education.

Besides that, as a source of field data are people and documents in schools providing inclusive education in elementary schools. This is intended to obtain data on the contribution of implementing inclusive education in increasing the enrollment rate of children with special needs. As well as knowing the level of success in learning Islamic religious education and the selection of learning models used.

RESULTS AND DISCUSSION
1.   Inclusive Education
In the national education system, inclusive education is also a vehicle for achieving 9-year compulsory education completion, but for DKI Jakarta Province, compulsory education completion is 12 years. Conceptually, inclusive education is an extraordinary education service system that requires all persons with disabilities to be served in the nearest public (regular) school. In inclusive education places mild, moderate and severe disabilities in full in ordinary classes, learns together with friends of their age, according to the regulation of the Minister of National Education Number 70 of 2009.

In this case inclusive education services really demand a wise and active attitude from stakeholders and especially teachers who are involved in handling inclusive education in schools when students with disabilities study together in class with friends of their age, and when to study individually in the learning resources room with accompanying teachers special.
The standards in inclusive education are closely related to the quality of education, which can be seen from 2 (two) indicators, namely process and results. Education is said to be of quality if in the process all stakeholders are actively involved in the implementation process. In terms of results, quality education is education that is able to produce graduates who have the knowledge, skills and attitudes needed to work, continue their education, develop themselves in society and their environment and have noble character.

To realize this, the leadership role of the principal together with the teacher is the main capital in the successful management of school management, especially in dealing with inclusive education in their schools. School management will also be very influential regarding the achievement of learning outcomes specifically for Islamic religious education for inclusive children. (Pratiwi, 2020).

In reality on the ground, there are no special supervising teachers who are always ready at school with the status of civil servants. This can be overcome by school principals and inclusive education coordinators and classroom teachers who have received training on inclusive education by providing training and guidance to all teachers in their respective schools so that teachers can provide educational services to students with special needs children.

Table 1 Identification Results of Students with Special Needs in 2021

No	Disability Type	SDN Pisangan Baru 01	SDN Klender 03 Pagi
1	Blind	-	-
2	Deaf	-	-
3	Speech impaired	-	-
4	Moderate mental retardation	5	3
5	quadriplegic	-	-
6	Tunalaras	-	-
7	Learning difficulties	6	2
8	slow learner	25	10
9	Autism	3	-
10	Motor disturbances	-	-
11	Victims of abuse of narcotics, illegal drugs, and other addictive substances	-	-
12	Other abnormalities	-	-
	Amount	**39**	**15**

There are more students with special needs at SDN Pisangan Baru 01 than SDN Klender 03 Pagi. This is due to the greater number of clusters. In addition, Pisangan Baru 01 Elementary School is the first target in implementing public inclusive schools in East Jakarta. The two schools have in common that there are more students with special needs with specifications of slow learners (slow learners) compared to the others. Implementation of inclusive education is part of a learning strategy for all children, including children with special needs. (Puspitaningtyas, 2020).

2.   Implementation of the Learning Model for Inclusive Children
The activity of realizing the design of the learning model. In the design stage Developing concepts in the form of a new learning framework that will be applied. In the development process, the conceptual which is still within the framework of the realized product is ready to be implemented as an example, if the designed design is used as a new model stage in the form of a temporary concept, lesson plans are made or prepared as media or subject matter for inclusive children as developments are made.

The model developed by the design is implemented at this stage in the class. Especially at the implementation stage has a goal

1) Achieve learning objectives by guiding students
2) Guarantee that a problem or student gap can be resolved and a solution can be found
3) Knowledge produces output in the form of competency. Students need skills and attitudes within themselves

After implementing the model, there is an effort to carry out an initial evaluation so that it can provide feedback on the model to be applied next.

3.   Inclusive Islamic Religious Education Learning in Elementary Schools
a. Islamic education Learning Model Analysis
   At this stage, the main activity is to analyze the need to develop a Islamic education inclusive learning model. At the stage of analyzing, the process of translating is related to what will be used as learning for students. So to find out or determine what to learn, we have to carry out several activities, including: conducting a needs analysis, namely to determine the abilities or competencies that students need to learn to improve Islamic education learning outcomes.
   At the analysis stage, there is an interesting model design that cannot be implemented due to limitations in the form of the absence of teachers and tools that do not support its implementation, this should not happen. The learning method being analyzed, in the application of the learning method it is necessary to know its feasibility regarding its implementation.
b. The design of the Islamic education inclusive learning model
   In designing learning models/methods, the design stage has similarities in designing teaching and learning activities.
   Systemic process in activities by setting learning goals in the initial step, scenarios are designed in teaching and learning activities, learning tools are also designed, learning materials are also designed and learning outcomes are evaluated, the conceptual which will become the basis for development is still in the nature of a design model for developing learning for the next process.
c. Realization of the design of the learning model
   In the development stage, the conceptual framework is realized into a product that is ready to be implemented. For example, if at the design stage it has been designed to use a new model that is still conceptual, then at the development stage learning tools are prepared or made with the new model such as lesson plans, media and subject matter used according to the needs of inclusive children, special guidance.

CONCLUSION
The implementation of the Inclusive Islamic Religious Education learning model at SDN Pisangan Baru 01 and SDN Klender 03 Pagi is already underway. This can be seen from special education services/compensatory services for students with special needs in collaboration with special tutor and inclusive education coordinators in their respective schools. Class teachers/subject teachers develop individual learning programs and develop learning media assisted by the special tutor /inclusive education coordinator/ counseling guidance teacher. The school principal provides directions/debriefings to parents and all students so that their sons and daughters attend schools that provide inclusive education that are child-friendly at special

meetings with parents and an introduction to the school environment, thus creating character education and cultivating an attitude of tolerance in students with special needs. Schools establish their respective policies in the form of sanctions for both students and teachers if they treat students with special needs in a discriminatory manner.

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