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Pendidikan Islam Inklusif Untuk Anak Berkebutuhan Khusus

Inclusive Islamic Education for Children with Special Needs

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Abstract

Kata Kunci: Pendidikan Anak, Inklusif, Anak, Kebutuhan Khusus	Kunci: Pendidikan inklusif merupakan pendidikan yang menerima berbagai karakter dan latar belakang peserta didik untuk belajar bersama dalam satu iklim pembelajaran. Secara sederhana, pendidikan inklusif sering dikaitkan dengan pendidikan untuk anak berkebutuhan khusus. Penelitian ini bertujuan untuk mengetahui tentang pendidikan inklusi. Kedua, untuk mengetahui tentang pendidikan inklusi dalam perspektif Islam. Ketiga, untuk mengetahui tentang implementasi pendidikan inklusi dalam pendidikan Islam. Penelitian ini menggunakan metode penelitian pustaka. Analisis data dilakukan menggunakan analisis konten, dimana setiap temuan dari penelusuran pustaka dianalisis secara mendalam untuk mendapatkan kekhasan. Hasil utama yang ingin bahwa anak yang berkebutuhan khusus harus mendapatkan perhatian khusus agar mereka bisa setara dan tidak merasa berbeda dari anak normal lainnya. Adapun tanggung jawab Pendidikan Islam terhadap anak berkebutuhan khusus, yaitu; 1) peran aktif pemerintah. pemerintah telah memberikan, 2) penguatan kondisi mental orang tua, 3) dukungan sosial yang memadai. Kesimpulan dalam penelitian ini implemetasi tanggung jawab dilaksanakan dengan melakukan strategi pembelajaran agar dapat optimal dengan melakukan modifikasi (isi, proses, evaluasi), fungsional, analisis tugas, pembelajaran individu, pembelajaran teman sebaya. Selain itu dapat juga dilakukan pendidikan inklusi yang memberikan kesempatan kepada semua peserta didik yang memiliki kelainan dan memiliki potensi kecerdasan untuk mengikuti pendidikan dalam lingkungan pendidikan secara bersama-sama.
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Abstract

Keywords: Islamic Education; Inclusion; Children; Special Needs.	Inclusive education is education that embraces various characters and backgrounds of students to learn together in a single learning environment. Simply put, inclusive education is often associated with education for children
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with special needs. This study aims to analyze the concept, the responsibilities of Islamic education towards children with special needs, as well as its implementation strategies. This study uses a literature research method. Data analysis is carried out using content analysis, where each finding from the literature review is analyzed in depth to identify its unique characteristics. The main result suggests that children with special needs must receive special attention so that they can be equal and not feel different from other normal children. As for the responsibilities of Islamic education towards children with special needs, they include: 1) the active role of the government, the government has provided; 2) strengthening the mental condition of parents; 3) adequate social support. The conclusion of this study is that the implementation of responsibility is carried out by adopting learning strategies to achieve optimal results through modifications (content, process, evaluation), functionality, task analysis, individual learning, and peer learning. In addition, inclusive education can also be implemented, providing opportunities for all students who have disabilities and possess intellectual potential to participate in education together in an educational environment.

INTRODUCTION

Inclusive education is an education that accepts various characters and backgrounds of students to learn together in one learning climate. In simple terms, inclusive education is often associated with education for children with special needs.¹ However, inclusive education was born on the principle that school services should be intended for all students, whether students with special needs conditions, social, emotional, cultural, or language differences.

All human beings want to be born healthy and perfect physically and mentally and want this healthy condition until the end of their lives. But

in reality due to various factors, there are individuals who are born with physical and or mental conditions that are not perfect or healthy, and there are also post-birth that cause individuals to become abnormal conditions anymore. In addition, there are also individuals who are born with abilities that are intelligent or talented that exceed the abilities of other children in general. Individuals who from birth either physically and or mentally or in the next developmental age experience abnormalities by the general public are known as children with disabilities, and individuals who have abilities or talents that exceed other children in general are

now known as children with special needs.

Some other terms used to refer to children with special needs are seniority or disability, children with developmental barriers, disorders or abnormalities, psychopathology, disabilities, there are also known as disabled or Different Abled People (Kristiana, I.F., and Widayanti, C.G., 2016). In addition, children who have extraordinary intelligence and are also talented are also part of children with special needs.

In Indonesia, based on statistical data published by the Coordinating Ministry for Human Development and Culture in June 2022, the number of children with disabilities aged 5-19 years is 3.3% or 2,197,833 people (Syarifah, Fitri, 2023). Data from the Ministry of Education and Culture as of August 2021 shows that the number of students in the Special School (SLB) and inclusive pathway is 269,398 children or in other words, the percentage of children with disabilities who are pursuing formal education is only 12.26% (Syarifah, Fitri, 2023). This condition is certainly still far from the government's program to achieve the golden generation in 2045 and the nation's expectations in order to educate the nation's life and fulfill education that is fair and without discrimination.

On the other hand, Islamic education as a system that in concept, method and spirit has been implemented in madrasas, Islamic boarding schools and other Islamic educational

institutions, is a necessity if Islamic educational institutions try to carry out various innovations and reforms in a comprehensive manner in order to improve their quality.

Islamic education does not only cover Islamic science but also includes people with disabilities. As explained above, Islam gives privileges to some of Allah SWT's creations, Islam teaches that perfection belongs only to Allah SWT and His creation. However, people with disabilities need full attention in overcoming it, because every educational institution must participate in guiding people with disabilities in the teaching and learning process. This educational institution provides counseling services in every part of the educational institution. This can be in the form of guidance and counseling such as submitting suggestions and criticism through the institutional counseling route. In addition, educational institutions also provide special services to handle children with special needs by also providing knowledge about people with disabilities to other normal children. Therefore, with this research, inclusive Islamic education reveals problems and strategies in guiding people with disabilities. (Anshari et al., 2021)

METHODS

This research uses the library research method (literature review) where this research is a research that collects several theories that will be

used as a reference in this research study. This research method is to solve the problems that exist in this study. Literature review is a method in this study because the researcher can find a clear and valid data basis or data source. And with this literature review, the topic of the problem in this study becomes relevant and solved. (Anshari et al., 2021)

RESULTS AND DISCUSSION

The purpose of this research is first to find out about inclusive education. Second, to find out about inclusive education from an Islamic perspective. Third, to find out about the implementation of inclusive education in Islamic education. The definition of inclusive education and children with special needs is taken from several references taken from books, journals, and laws. The explanation of inclusion education in the Islamic perspective is explained based on the Qur'an and Hadith in looking at inclusive education in depth, and journals and books that relate to inclusion education in Islamic view.

Inclusive Education

Inclusive is an approach to building an environment that is open to anyone with different backgrounds and conditions, including: characteristics, physical conditions, personality, status, ethnicity, culture and so on (Ministry of Education and Culture, 2022). Based on this view, the concept of education that does not discriminate against students was born. Inclusive education is an

innovative and strategic educational approach to expand access to education for all children with special needs, including children with disabilities.

In a broader context, inclusive education can be interpreted as a form of education reform that emphasizes anti-discrimination attitudes, the struggle for equal rights and opportunities, justice, and the expansion of access to education for all, improving the quality of education, strategic efforts in completing the 9-year compulsory education, and efforts to change society's attitude towards children with special needs (Ilahi, MT, 2016).

Inclusive education as an educational service system that includes children with special needs to study together with their peers in regular schools closest to their place of residence (Ilahi, MT, 2016). According to Scaub and Peck (1995:36, in Divine, MT, 2016) inclusive education is the full placement of children with mild, moderate, and severe disorders in regular classes. O'Neil (1995: 7-11, in Divine, MT, 2016) states that inclusive education as an educational service system requires that all children with disabilities be served in nearby schools, in regular classes with peers. Through inclusive education, children with disabilities are educated together with other children (normal) to optimize their potential.

The main principle in the implementation of inclusive education is that all students can learn without exception and differences become

strengths in developing their potential (Ministry of Education and Culture, 2022). Another general principle in the implementation of inclusive education is that the presence of students with special needs in the classroom is expected to be able to participate and be accepted in the educational unit environment.

The goals of inclusive education are; 1) provide the widest possible opportunity to all students who have physical, emotional, mental and social disorders, or have the potential for intelligence and special talents to obtain quality education according to their needs and abilities; 2) realizing the implementation of education that respects diversity, and is non-discriminatory for all students (Ministry of Education and Culture, 2022).

Based on this goal, it is certainly part of the effort to provide all citizens with the right to equal education without any discrimination. The implementation of inclusive education requires schools to make adjustments both in terms of curriculum, educational facilities and infrastructure as well as learning systems that are tailored to the individual needs of students (Directorate of PSLB, 2004).

Inclusive education should not focus on the shortcomings and limitations of children with special needs, but should refer to their strengths and potential in order to develop more. There are four characteristics of inclusive education including 1) a flexible curriculum, 2) a flexible

learning approach, 3) a flexible evaluation system, and 4) child-friendly learning (Ilahi, MT, 2016). Thus, inclusive education can also be applied to Islamic education by meeting these criteria. Educational resources for children with special needs are explained in Permendikbudristek number 48 of 2023.

Human resources that must be provided in the Disability Service Unit in formal Early Childhood Education, Primary Education, and Secondary Education, and Disability Service Unit in Higher Education may involve: doctors, specialists, psychologists/educational psychologists/clinical psychologists, occupational therapists (physical therapists; physiotherapists, occupational therapists; speech therapists; cognitive therapists; behavioral therapists), experts (special education/special education experts, Inclusive Education Experts, Other Experts), practitioners who have abilities in special/specific fields (sign language skills, Braille symbols, tactile signs, adaptive technology, and/or assistive technology), social workers who deal with psychosocial conditions, and counselors. Based on this regulation, of course, educational institutions that provide inclusive education strive to meet their resources according to the necessary conditions.

In the implementation of inclusive education, of course, it is inseparable from obstacles both in terms of preparation, implementation process

and the results of education. The results of Sunardi (2009) and Sari C.N. and Hendriani W. (2021) research found that there are obstacles in the implementation of inclusive education as follows: a. Lack of understanding and awareness from parents, teachers, and the community about inclusive education. b. Limited number of competent teachers. The limitations of competent teachers are accompanying teachers and special teachers. c. Limited facilities and infrastructure or learning resources or support system d. Financial limitations. e. Authority policies that are less applicable f. Obstacles in the learning process g. There is still a negative stigma on children.

Strategies to overcome obstacles to inclusive education that can be carried out include increasing information and education to all parties involved about inclusive education, increasing training for classroom teachers and accompanying teachers both in quantity and quality, providing and improving facilities, both public facilities and educational facilities that are more friendly to children with special needs, and providing other supporting human resources such as the availability of practitioners mental health in schools and the need to expand the quantity of inclusive education at all other levels and in other areas.

Inclusive Islamic Education

The participation of parents, the community, and stakeholders in the implementation of inclusive education should continue to be well developed.

Parents, the community, and stakeholders should be encouraged to be involved in this inclusive education service with the school. The government should avoid setting dichotomous policies with the philosophy of implementing inclusive education, both regarding administrative and substantive policies.

Administrative policies, for example, about regulations for new student admissions, tuition assistance, infrastructure, education personnel, and so on. Meanwhile, those that are substantive are such as the evaluation system, class 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. So that this potential can be developed by the teacher as a facilitator who delivers it with affection. If this is done, it means that we have tried to restore the culture of the people who care very much about education, which today is very much felt to have begun to fade, and lack of care. This is due to the dichotomous view that education is the responsibility of the government, and participation is always associated with financial support.

Inclusive education will not be able to succeed without the support and participation of the community, children with special needs will want to attend regular schools or segregated schools even if they are supported by parents and the community. Stakeholders can

support schools with support in the form of facilities, infrastructure, learning aids, fees, technical support, and the provision of jobs for qualified graduates (Mariani, 2018). Thus, it is necessary to further explore various efforts that bring together inclusive education on the one hand and Islamic education on the other.

Therefore, in this case, several things are centered on the relevance and intersection between Inclusive education and Islamic education, including: First, there are several normative foundations both from verses of the Quran and Hadith that can be used as a reference for the implementation of Inclusive education, including: 1. Humans are created differently to be in harmony with each other (inclusive) and that the glory of man in the sight of Allah is his devotion (QS. Al-Hujurat: 13). 2. Allah once rebuked the Prophet Muhammad PBUH because he had a sour face and turned away from the blind (QS. Abasa: 1-16). 3. Allah does not look at the (physical) form of a Muslim, but Allah looks at his heart and deeds. 4. There is no preference between one human being and another.

Second, between Inclusive Education and Islamic Education, there is a philosophical building that links the two, including: 1. Education as an obligation/right. From an Islamic perspective, education is a prerequisite obligation, both to understand other Islamic obligations and to build culture/civilization, while from an inclusive perspective, education is a human right. The statement of education

as a right or obligation 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 an obligation" is more theocentric.

2. The principle of education for all. This second tangent is an implication of the first tangent. Inclusive education, as already explained, is an implication of the principle of "education as a human right" which translates in the 1990 global policy to "education for all", while Islamic education historically in classical civilization has facilitated an environment conducive to "education for all" through the establishment of a literacy tradition. 3. The principle of non-segregation. This third tangent is another implication of the first tangent. By viewing education as an obligation/human right, every human being should not be marginalized and excluded in obtaining educational services.

4. A holistic perspective in looking at students. Both Islamic education and inclusive education strive to grow and develop human personality by recognizing all the potential and potential that students have. Orientation to moral and spiritual well-being in order to achieve happiness in this world and happiness in the hereafter at the same time. 5. How to view obstacles that are more oriented to external factors. This fifth tangent is an implication of the fourth and first tangent. Because all

the potential and potential of students must / have the right to be developed, external factors (school environment) must play a central role in the transformation of students' obstacles. The obstacles to learning no longer lie in the students.

Children with Special Needs

The term and concept of children with special needs have developed along with the emergence of a new paradigm of inclusive education, which has colored the journey of every Indonesian child in facing all negative labeling directed at children with special needs. The term child with special needs does not mean that it wants to replace children with disabilities or extraordinary children, but rather to have a broader and positive view for children with different diversity

Children with special needs are children who are generally considered to deviate physically, mentally, and socially from the average normal child condition or because deviations from the general average because they have problems with children's health are often considered deviant in terms of the ability to think, see, hear, communicate and move (Hallahan & Kauffman, 1991, in Sujoko, 2023).

According to Mulyono (2003:26, in Ilahi, MT, 2016), children with special needs are children who are classified as disabled or who have a disability, as well as potential and talented children. A child with special needs or a child who experiences

handicapped children, or a disabled child or child with a disability or a child with special educational needs is a child who experiences intellectual, physical, social, or emotional deviations in a marked way compared to the growth and development of a normal child (William Cruickshank and G. orville Johnson, 1958:3, in Divine, MT, 2016). In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 5 Paragraphs 2, 3, and 4 define children with special needs as (1) children who have physical, emotional, mental, intellectual, and/or social disorders; (2) children who have the potential for intelligence and special talents; and (3) children in remote or underdeveloped areas and remote indigenous peoples so that they all have the right to receive special services education. Based on several definitions that have been described, children with special needs are not only aimed at children with physical and mental disabilities, but also include children who exceed the abilities of other children.

According to Hurlock (1995:23, in Ilahi, MT, 2016) a child with special needs is a child who has abnormalities and differences from normal children in general, whether temporary or permanent so that they require special needs. This condition can be caused by abnormalities or congenital from birth or due to economic problems (e.g. malnutrition), political, social, emotional, and deviant behavior. The classification of children with special

needs is categorized into 2 major groups, namely: 1. Children with special needs that are temporary (temporary). Children with special needs that are temporary are children who have learning barriers and developmental barriers caused by external factors (for example, children who are victims of sexual abuse or victims of rape, so that they experience trauma and emotional disturbances that result in children not being able to learn well. 2. Children with special needs who are permanent (permanent). Children with special needs who are permanent or permanent are children who have learning and developmental barriers that are a direct result of disabilities or congenital from birth Example: a. Children with extraordinary intelligence levels such as children with disabilities or gifted and talented children. b. Blindness (visual impairment) c. Deafness (hearing loss) d. Disability (physical limitation) e. Children who are slow to learn f. Children with learning difficulties (such as children with communication disorders, hearing impairments, or emotional and behavioral disorders/children with psychosocial behavior problems) g. Children with attention-deficit/hyperactivity disorders.

Inclusive Islamic Education Strategy for Children with Special Needs

In Islamic education, there are many models for dealing with the treatment of children with special needs. The following are strategies for overcoming weaknesses in inclusive Islamic

education for children with special needs:

1. *Attention* In this process, it is used as a prelude before conducting a conversation process with people with disabilities, especially people with speech impairments. With this attention process, it becomes a determinant of the response to the opponent or partner who is being talked to. With this process, it will also be a beginning and expect a positive response to people with speech impairments. Sec. 2.
2. *Comprehension* Friendship is something that begins with a conversation and will form communication that brings a message to the person to be understood. With this process of understanding, the communicator must be able to give a message and must be able to convey it to the intended object even with a simple conversation. If the message is not understood on the object, then the sender of the message is not successful in conveying understanding.
3. *Learning* The learning process will run smoothly if the learning process is carried out properly. Not only that, but communicators are able to interact and communicate in the delivery of material or

something that is the purpose of learning.

4. *Acceptance* This acceptance is determined from the response delivered by the person being persuaded. If the person refuses to the delivery delivered by the communicator, then there is no acceptance in the communication process. So the main goal in conveying the communicator, the person who is persuaded can accept it.
5. *Retention* In this process, the communicator is required to convey, understand, and carry out it continuously so that the person being persuaded will remember and be able to save the message. After being stored, the communicator delivery is proven to be optimal.

This approach can be applied through Islamic education strategies, namely: 1. Strengthening the mentality of parents of children with disabilities Parents who have or are blessed with children with disabilities mostly feel unconfident in socializing in society. This is because having children or descendants of people with disabilities will cause ridicule or reproach from people around them. This cannot be eliminated due to the inability of parents to deal with a lot of talk from the people around them. However, parents can strengthen their mentality with several strategies, such as giving time for

themselves and working with their partners to overcome and guide and foster children with special needs, parents can look for a lot of information related to how to deal with children with special needs. Parents must also be able to appreciate themselves after doing various things in dealing with children with special needs (Mudhafar Anzari, 2018).

Appropriate community or social support This strategy has a tremendous influence on the process of dealing with children with special needs. Seeing that there are still a lot of people who think that children with special needs or people with disabilities are "karma" from God. This must be abolished because in addition to making parents who have children with special needs or people with disabilities experience self-distrust, it can also make people's morale worse. Therefore, with this social support, the community can learn moral encouragement in responding to children with special needs. For people who live on the outskirts of the village, knowledge about children with special needs can be reached through community services available in the village. In addition, parents must also be able to communicate and share experiences with people around them so that the community can understand children with special needs (Noberta Feri, 2022).

3. Active role of the government

The active role of the government is the single biggest influence for parents who have children with disabilities. This is because the government has a wide media reach in terms of physical and visual. The government's active strategy can provide qualified facilities for children with special needs such as educational institutions, community services, and counseling guidance in the community. Children with special needs must be able to be equated with other normal children

who can receive a good education, so the government must be active in dealing with the development process of children with special needs. Children with special needs are expected to have a school that can accommodate and hone the literacy of children with special needs, in addition to that children with special needs can have services and counseling related to the development of themselves and the soul of children with special needs (Pristian Hadi Putra, 2021).

CONCLUSION

Children with special needs are defined as children who need special education and services to develop their full human potential. The mention of a child with special needs, because in meeting his life needs, this child needs the help of educational services, social services, guidance and counseling services, and various other types of services that are special. In handling children with special needs, there are three things that need to be considered, including strengthening the mental condition of parents who have children with special needs, strong social support

from neighbors and the environment around the child with special needs, and the last is the active role of the government in making health services and consultations for children with special needs. After knowing and understanding everything related to children with special needs, it is highly expected for the people of Indonesia, especially for educators in responding and educating children with special needs properly and in accordance with expectations. Because basically such children are not shunned, but are approached and treated the same as other normal humans, but in a different way.

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