Analysis Study of Inclusive Islamic Education Model in Creating Child-Friendly Schools Special Needs

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DOI : https://doi.org/10.61796/ejheaa.v1i9.1280

Sections Info	ABSTRACT
	Objective: *This study aims to explore the implementation of inclusive Islamic education for children with special needs, focusing on the challenges, opportunities, and its impact on their academic and social development.* *Method:* *The research employs a library research method, analyzing relevant scientific journal articles, books, and research reports.* *Results:* *The study finds that the application of inclusive Islamic education principles, such as creating supportive learning environments, fostering justice and compassion, and offering flexible curricula, helps children with special needs feel accepted. However, challenges such as limited resources, inadequate teacher training, and social stigma hinder full implementation. Opportunities exist through collaboration with non-profit organizations, teacher development, and public awareness initiatives, which can facilitate the transformation of schools into more inclusive spaces. The impact of this model is evident in the academic and social growth of children, who show improvements in learning achievements and social skills, including communication and cooperation.* *Novelty:* *This study contributes to understanding the integration of Islamic values in inclusive education models and highlights actionable opportunities for improving educational practices for children with special needs in Islamic schools.* .

INTRODUCTION

Education should not only be understood as an effort to provide information and skills, but should also be expanded to include efforts to fulfill individual aspirations, needs and potential. This aims to enable individuals to achieve a satisfying lifestyle, both personally and socially. Education not only serves as preparation for the future, but also as support for the lives of today's children who are in the process of developing into adulthood.

Inclusive education is an important step in providing equal access to education for children with special needs (ABK) in Indonesia. This educational model aims to integrate children with special needs into the general educational environment, so that they can learn together with children without any particular advantages or disadvantages and create a child-friendly school. However, to realize this, a deep understanding of various aspects of education that are friendly to children with special needs is needed, both in terms of facilities, policies, and teaching methodologies. One of the key components in inclusive education is adequate educational facilities. These facilities function as a means to help teachers and students in the learning process, especially for children with special needs who have different needs in terms of access and how they learn (Ndek et al., 2023).

The existence of these facilities is not limited to physical facilities, but also includes equipment and technology devices that support educational activities. In line with this,

optimizing educational facilities can improve access and learning experiences for children with special needs, in accordance with the principles of inclusive education which emphasize justice and equal opportunities [1].

In addition to the completeness of facilities, a study of the characteristics and models of educational services is also important. Children with special needs have a variety of characteristics that affect the learning model needed, such as emotional and behavioral disorders that must be considered in teaching [2]. Research shows that educational services for children with special needs can be divided into categories such as segregation, integration, and inclusion. By understanding these characteristics, educators can more easily adapt the appropriate approach [2], [3]. In the context of Islamic education, this understanding is very relevant, considering the emphasis on the values of compassion and acceptance in Islamic teachings, which can be a driving force in creating a positive learning environment for children with special needs [4].

The implementation of inclusive education policies in Indonesia is also an important focus in efforts to create child-friendly schools. The Ministry of National Education Regulation No. 70 of 2009 emphasizes the importance of inclusive education as a foundation for schools to provide equitable education services for all students, including students with special needs [5]. However, challenges in implementing this policy often arise due to various factors, such as lack of teacher knowledge and adequate structural support [6], [7]. This shows that even though there are regulatory policies, their implementation still depends on various supporting factors that must be addressed comprehensively.

From a teacher's perspective, adaptation of curriculum and teaching methods becomes very relevant. Improving teacher competency and their understanding of ABK is very important to develop inclusive learning [6]. On the other hand, there needs to be interaction between the principal, teachers, and the education office in implementing inclusive education policies, so that the services provided can be more effective and embrace the needs of each student [7]. In the context of Islamic education, a comprehensive approach, including: social, spiritual, and academic aspects can be a reference in developing learning methods that focus on the formation of good character and social integration [8].

The implementation of character education in inclusive schools is also an aspect that cannot be ignored. Character education that must be integrated into the inclusive education curriculum aims to form a tolerant and empathetic attitude among students [9]. Character education programs that are tailored to the needs of children with special needs will be more effective if supported by teachers who are ready to modify the curriculum and learning according to their conditions. The emphasis on character values in education is also part of the effort to realize child-friendly schools, because this contributes to the emotional and social stability of students [8], [10]

Facing the challenges of inclusive education, such as lack of policy support, inadequate facilities, and social stigma against children with special needs, must be addressed with a systematic approach. In addition, commitment from all parties,

including parents, society, and government, is also very crucial to create an environment that supports inclusive education and the development of children with special needs [11], [12].. The process of socialization and training for teachers in the context of inclusive education, such as training to improve their abilities in educating children with special needs, can also help improve the quality of education provided [13].

So, inclusive education based on Islamic values can provide space for children with special needs to develop in a harmonious and conducive atmosphere, not only from an academic perspective, but also from a spiritual and social perspective. The application of the principles of compassion and understanding in education is very important, considering that these values are an important foundation in Islamic education [4]. Thus, inclusive education integrated with Islamic teachings is expected to be an effective model in bringing schools that are friendly to children with special needs towards sustainable success.

There are several significant challenges that need to be addressed for the success of inclusive education. First, children with special needs often experience difficulties in accessing proper education due to limited facilities and resources available. Second, social stigma and lack of community understanding of children with special needs hinder their acceptance in schools, which results in minimal social interaction.

In addition, challenges in designing and implementing flexible and adaptive curricula also hinder the delivery of optimal education for students with diverse needs. Lack of adequate training for teachers in dealing with inclusive education reduces their ability to deal with students with diverse backgrounds and needs, thereby creating inequities in the quality of education provided. Finally, the absence of an effective evaluation system to assess the implementation and impact of the inclusive education model worsens the understanding of the effectiveness of the policies implemented.

Therefore, to create schools that are friendly to children with special needs through an inclusive Islamic education model, collaborative efforts are needed between all stakeholders. Increasing understanding and resources is essential in addressing these issues, so that an educational environment can be created that is inclusive and responsive to the needs of each child.

RESEARCH METHOD

This research uses the library research method. This approach was chosen to examine various theories, concepts, and previous research results that are relevant to the inclusive Islamic education model and its implementation in creating schools that are friendly to children with special needs. By analyzing existing literature, this study aims to dig up in-depth information about the topic being studied.

The data sources in this study consist of scientific journal articles, books, and relevant research reports. Scientific journal articles provide up-to-date perspectives on inclusive education practices, while reports of previous research findings present empirical data to support the analysis. This collection of data sources helps build a strong

theoretical foundation for understanding the addressable and inclusive education model in the context of Islamic education.

Data collection techniques are carried out through documentation studies, namely by identifying, collecting, and analyzing various documents related to inclusive Islamic education and special needs child-friendly schools. This process includes searching and selecting reliable sources, both from academic journals, books, and research reports that are relevant to the focus of the research.

The data analysis technique used in this study is qualitative descriptive analysis, where researchers map and group information obtained from data sources. The collected data were analyzed by identifying the main themes, patterns, and relationships between the concept of inclusive Islamic education and implementation in the field. In addition, the analysis was carried out to conclude the implications of the existing findings.

To ensure the validity of the data, this study uses triangulation techniques. Triangulation is done by comparing information obtained from various data sources and collection methods. In addition, researchers also involve experts or practitioners in the field of education to obtain validation of the information produced. In this way, research can be ensured to be accurate, valid, and reliable in presenting the results of the analysis of the inclusive Islamic education model.

This systematic research method is expected to provide in-depth insights into how the inclusive Islamic education model can be applied in creating schools that are friendly to children with special needs, as well as concluding best practices and challenges faced in its implementation.

RESULTS AND DISCUSSION
A.   Implementation of the Principles of Inclusive Islamic Education in Creating a Learning Environment Friendly to Children with Special Needs

The results of the study show that the application of the principles of inclusive Islamic education in schools that are friendly to children with special needs involves the integration of religious values with a pedagogical approach that respects diversity. In creating a friendly learning environment, educators implement principles such as fairness, compassionate care, and respect for the rights of each individual. The study found that these schools provide flexible and adaptive curricula, as well as diverse teaching methods to meet students' specific needs, such as the use of learning aids and customized teaching strategies. In addition, a supportive learning environment is also indicated by the presence of open spaces for interaction and sharing experiences, so that children with special needs feel accepted and appreciated.

The application of the principles of inclusive Islamic education is an important aspect in creating a learning environment that is friendly to children with special needs (ABK). These principles underline the importance of inclusion, equality and respect for individual differences, in accordance with Islamic educational values that emphasize justice and charity (virtue) in education.

Inclusive education in Indonesia still faces various challenges, including lack of understanding among teachers and inadequate facilities [14], [8]. Research by Mahdi et al. [15] explains that the Whole Person approach is key in implementing inclusive education, where success depends on attention to the overall needs of students, not only academic aspects but also emotional and social. Setiawan and Apsari Setiawan [16] also explain that positive social acceptance in the learning environment can have a significant impact on children with special needs, indicating that building social support in schools is a vital step in implementing inclusive education.

In designing a learning environment that is friendly to children with special needs, it is important to apply various methods that are appropriate to their characteristics. For example, research shows that the use of a modified curriculum for children with special needs can increase their involvement in the teaching and learning process [8]. In addition, an inclusive Islamic education approach must include learning methods that consider special needs, such as the use of appropriate media and teaching techniques [17], [18].

Furthermore, Hanifah et al. [19] noted that the challenges faced by children with special needs in inclusive education do not only come from policies, but also from the attitudes of teachers and the community. Therefore, training and capacity building for educators are important [20]. Inclusive education requires collaboration between teachers, parents, and the wider community to create better understanding and acceptance of education for children with special needs [21].

Today, the importance of inclusive education is increasingly recognized, as expressed in various studies showing that inclusive learning environments not only support children with special needs, but enrich the learning experiences of all students [22]. In this context, a learning environment that is friendly for children with special needs must integrate Islamic educational values, such as tolerance, mutual respect, and empathy, to create a more inclusive and just society.

So, the application of the principles of inclusive Islamic education in creating a friendly learning environment for children with special needs is a must. This requires support from all stakeholders in education, the use of approaches that are appropriate to the needs of children with special needs, and the creation of a fair and inclusive learning system for all.

B. Challenges and Opportunities for Schools in Implementing an Inclusive Islamic Education Model for Children with Special Needs

The research results show that various challenges were found that schools faced in implementing the inclusive Islamic education model. Major challenges include limited resources, lack of training for teachers in dealing with children with special needs, and the social stigma that still persists in society. In addition, there are difficulties in accessing learning materials that are appropriate to the needs of children with special needs. However, the research also identified a number of opportunities that could be exploited. For example, collaboration with non-profit organizations that focus on inclusive education, training and capacity building for teachers, and increasing public awareness of the importance of inclusive education. By taking advantage of these opportunities,

schools can transform into institutions that are more adaptive and responsive to the needs of all students.

The implementation of the Inclusive Islamic Education Model for Children with Special Needs in schools has significant challenges and opportunities. Inclusive education, which is expected to provide equal access to education to all children, including children with special needs (ABK), requires an approach and adjustments based on the specific needs of these children. In the Indonesian context, the challenges in creating inclusive education are often influenced by many factors ranging from policies, infrastructure to community perspectives. To better understand the challenges and opportunities involved, it is important to explore some of the aspects involved.

One of the main challenges in inclusive education is the preparation of teaching staff. Typically, teachers in regular schools lack the knowledge and skills needed to teach children with special needs. This is exacerbated by the lack of adequate training and resources available to them. According to Utama, the lack of trained educators in special education as companions for students with disabilities is often a major barrier to the implementation of inclusive education programs in schools [23]. Cooperation between higher education institutions that have expertise in special education is also still very minimal, so that the inclusive education system cannot be fully realized [24].

In addition, there are challenges in terms of school management that is expected to be able to implement inclusive education. As noted by Kriswanto et al., many elementary schools still experience obstacles in ensuring that every student, including children with special needs, receives proper education services, because the education management system does not fully support the inclusive model [25]. Many schools have been found to only implement inclusive policies without providing real support in terms of adequate resources and classrooms, so that inclusive education is merely symbolic [26].

Another obstacle comes from the community itself. Rejection of the concept of inclusion is often carried out by parents of regular students who are worried that their children's education will be disrupted if they interact directly with ABK. All of this adds another layer of difficulty to implementing truly inclusive education in existing schools. Sulthon points out that most schools still tend to accept only students with mild or non-physical disabilities to avoid additional challenges that may arise from including students with severe disabilities [27].

Although these challenges are quite significant, there are also many opportunities that can be optimized to support inclusive Islamic education in schools. First, inclusive education is a concrete form of Islamic teachings that prioritizes the values of justice and equality. By building an inclusive environment, schools can create a new approach in teaching the values of Islamic Education to all students, including children with special needs (Johan et al., 2024). Various flexible teaching strategies can be introduced, helping children feel accepted and valued in their learning environment [28].

Innovation in teaching is also an important opportunity. For example, an educational model that focuses on enriching learning experiences that suit the child's individual needs can be an effective solution. Jannah et al. emphasized the importance of

developing classrooms that are responsive to the learning needs of students with special needs, with adjustments to the curriculum and learning methods [29]. Therefore, schools are expected to implement a more responsive pedagogical approach, as well as create training programs for teachers so that they can implement more inclusive education [30].

Furthermore, with the increasing awareness of the importance of inclusive education, collaborative initiatives between institutions have begun to emerge. Collaboration between educational institutions and communities can have a positive impact, not only in providing resources but also in building community understanding and support for inclusive education. Rahmawati et al. emphasized that interfaith cooperation in education has great potential in creating an inclusive and diverse educational environment [31].

In today's digital era, the implementation of technology can also be an opportunity to increase access to education. Creating a school website that is friendly to all children, including those with special needs, is an innovative step to facilitate communication and access to learning resources for them [32]. Through digital-based programs, educational information can be delivered more inclusively and easily accessed by anyone.

It is important to remember that the successful implementation of inclusive education for children with special needs will not happen without a strong commitment from all stakeholders, from school culture, parental and community support, to supportive government policies. By taking advantage of existing opportunities and implementing an approach that prioritizes inclusive values, schools can develop a better and more effective education system for all students.

In order to fulfill the vision of inclusion in education, there needs to be an improvement in teacher training and the provision of adequate facilities. Sebrina and Sukirman stated that implementing a curriculum that differentiates special needs is the key to making it effective [33]. Schools must also be active in establishing relationships with parents of students and the community in order to strengthen support for the success of inclusive education [34].

Ultimately, to overcome the challenges and take advantage of the opportunities available in inclusive Islamic education for children with special needs, structural and comprehensive steps are needed that involve all parties. Only with strong cooperation and dedication from educators, parents, and the community can the goal of creating fair and quality education for all students be achieved [35].

In order to strengthen inclusive education activities, it is also important to promote research related to the development of better learning models and management strategies in the context of inclusive education, so that all stakeholders can share experiences and best practices [26].

C. The Impact of Implementing an Inclusive Islamic Education Model on the Academic and Social Development of Children with Special Needs

The results of the study revealed that the implementation of an inclusive Islamic education model had a significant positive impact on the academic and social development of children with special needs. Academically, children show improvements

in learning achievement, with better evaluation results and increased adaptability to the curriculum taught. On the social side, children with special needs who learn in an inclusive environment show improvements in social skills, such as the ability to communicate, cooperate, and interact with peers. Research has found that positive interactions with diverse classmates help them develop empathy, tolerance, and self-confidence. Overall, the implementation of inclusive Islamic education not only supports students' academic development, but also helps them become more social and highly competitive individuals in society.

The implementation of the inclusive Islamic education model has a significant impact on the academic and social development of children with special needs (ABK). Inclusive education allows ABK to learn in the same environment as other children, so that they can develop social and academic skills that are important for their integration into society. One proof of the success of inclusive education lies in the programs that have been implemented in various schools. For example, the implementation of assessment and identification programs in schools that support inclusive education has a positive impact on children's development, both in academic and social aspects [36].

Accessibility in educational buildings and facilities is a crucial aspect that must be fulfilled in inclusive education. With good arrangements, children with special needs have the opportunity to carry out activities independently. Research shows that good accessibility improves the position of children with special needs on an equal footing with their peers, which is the main goal of inclusive education [37]. This is in line with the principle that a supportive social environment will facilitate optimal academic development for these children.

Educational models such as "pull out" have also shown effectiveness in stimulating the motor and academic abilities of children with special needs. This approach helps children with various conditions to achieve progress in motor skills and optimize their potential in a regular classroom environment [38]. Other studies emphasize the importance of inclusive and adaptive teaching patterns to meet the individual needs of students, so that they can be integrated into the broader curriculum, including in the context of Islamic religious education [39], [40].

However, various challenges remain, including the lack of understanding and competence of teachers in dealing with children with special needs in inclusive classes. Research shows that teachers' understanding of the concepts of inclusive education and children with special needs is essential to creating a supportive learning environment. Without adequate knowledge, teachers may have difficulty implementing the necessary learning strategies [41], [42]. Continuous training and development for teachers is essential to address these barriers and ensure that inclusive education can be implemented effectively [43].

So, the impact of implementing an inclusive Islamic education model can be seen from the integration and development of the academic and social potential of children with special needs. Inclusive education is not just about providing access, but also creating an environment that supports better social interaction and self-development.

With adequate support, these children can achieve the same success as their peers who do not have special needs. This makes inclusive education a very relevant approach in the context of current educational developments in Indonesia [44], [45].

CONCLUSION

Fundamental Finding : This study underscores that the application of inclusive Islamic education principles significantly enhances the learning environment for children with special needs, promoting both academic and social development despite challenges such as limited resources and social stigma. **Implication** : The findings suggest that schools can benefit from collaborative efforts, teacher training, and public awareness campaigns to address these challenges and further integrate inclusive practices. Such efforts can foster a more supportive educational environment, benefiting all students and promoting social inclusion. **Limitation** : This research is limited by its reliance on library research, which may not fully capture the dynamic, real-world challenges and solutions in various school settings. **Future Research** : Future studies could explore empirical data from schools implementing inclusive Islamic education, assessing long-term impacts on both academic outcomes and social integration, as well as evaluating the effectiveness of specific teacher training programs and public awareness strategies in reducing stigma.

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