



Islamic Religious Education in Inclusive Education: Curriculum Modification for Slow Learner Students at SMP Muhammadiyah 1 Godean

Difa'ul Husna¹, Yazida Ichsan², Unik Hanifah Salsabila³
^{1,2,3} Universitas Ahmad Dahlan, Indonesia

✉ difaul.husna@pai.uad.ac.id

ABSTRACT

Education for children with special needs began to change on the basis of diversity and the fulfillment of the right to obtain an education and an inclusive education. Inclusive educators enforce learning in the same learning environment for each student, for regular students or students with special needs, including for slow learners. This qualitative descriptive research was conducted with the intention of knowing the implementation of Islamic Religious Education curriculum in the setting of inclusive education, namely at SMP Muhammadiyah 1 Godean. The research subjects were obtained through purposive sampling method, with research data obtained through observation methods, interviews and documentation. Data analysis is carried out through several procedures, namely data reduction, data presentation, verification and data validity test using triangulation techniques. The results showed that Islamic Education learning was carried out in regular full inclusion classes using a modified regular curriculum for slow learner students. Learning Islamic Religious Education SMP Muhammadiyah 1 Godean faced several separate problems such as the unavailability of Special Companion Teachers and differences in characteristics of each student, both regular students and special needs.

Keywords: *Inclusive Education, Students Special Needs, Islamic Education*

ARTICLE INFO

Article history:

Received
January 17, 2021
Revised
January 26, 2021
Accepted
March 14, 2021

How to cite

Husna, D., Ichsan, Y., & Salsabila, U., (2021). Islamic Religious Education In Inclusive Education: Curriculum Modification for Slow Learner Students at SMP Muhammadiyah 1 Godean. *IJoASER (International Journal on Advanced Science, Education, and Religion)*, 4(1). 19-27.

<https://doi.org/10.33648/ijoaser.v4i1.93>

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

Education plays an important role in developing knowledge, skills and personality for better individual progress, including for children with special needs. Previously there was segregation of education for children with special needs. They are separated in exceptional schools to provide space and overcome the obstacles they experience in the learning process. This kind of education model is considered to separate children with special needs from the lives of society in general, so that education for children with special needs begins to change on the basis of diversity and fulfillment of the right to obtain an education. Starting from there, education is

initiated that unites regular students with students with special needs to follow learning in the same learning environment in an inclusive manner.

Government Regulation No. 17 of 2010 Article 129 paragraph (3) states that different learners consist of visually impaired, deaf, visually impaired, visually impaired, visually impaired, learning difficulty, slow learning, autism, having motor disorders, victims of narcotic abuse, illegal drugs, and addictive substances or have other abnormalities. Slow learner or slow learner students have better abilities than visually impaired children, but their abilities remain below average. Its existence becomes the differentiator and divide between the category of regular students and students with special needs type of tungrahita (Mumpuniarti, 2007). They have difficulty understanding something abstract, short attention span, slow in responding as well as difficulty capturing learning materials than regular students in general. Such conditions cause their abilities to be limited, including in this case academic ability and coordination skills.

Related to that, Indonesia supports the implementation of inclusion education that brings together regular children with children with special needs through Law No. 20 of 2003 on the National Education System. In article 15 of special education, it is explained that special education is an education that is organized for students with certain disorders and needs or have above average intelligence that is carried out inclusively or in the form of special education units at the elementary and secondary education level. In addition, Permendiknas No. 70 of 2009 article 4 states that the district or city level government must appoint at least one elementary school and junior high school to organize inclusive education. Inclusion education is a form of education that facilitates regular children with children with special needs to study together in the same school (Tarmansyah, 2007). In inclusive education, schools strive to provide access and accommodate all student needs regardless of differences in physical, intellectual, social and so on, including children with disabilities, talented intelligent children, street children, or from marginalized groups.

Inclusive education emphasizes all aspects of openness to accepting students with special needs to grant their rights as citizens (Ilahi, 2013). Inclusive education strives to develop the potential and intelligence of its students, taking into account the diversity and individual needs of each student and providing equal opportunities to be able to learn and actualize themselves together as in schools in general (Indianto, 2013). Furthermore, the Directorate of PLB explained the following learning models (Latif et al., 2013):

1. Regular full inclusion classes are the merging of classes as a whole and the use of the same curriculum for regular students and students with special needs.
2. Regular class with cluster. Where technically in a group, students with special needs follow the learning along with other regular students in the same class.
3. Regular classes with pull outs are the implementation of learning between students with special needs and normal students in regular classes, and on certain occasions students with special needs are drawn to move learning in the resource room together with a special tutor.
4. Regular class with cluster and pull out. This class model is a combination of cluster and pull out classes, where groups of students with special needs study with normal students in regular classes, and on certain occasions are drawn to study with guidance from a Special Guidance Teacher in the resource room.
5. Special class with various integration. This class separates the learning of students with special needs in special classes in regular schools, but in certain

areas still provides opportunities for them to study with normal students in regular classes.

6. A full special class is the implementation of learning for students with special needs in special classes in regular schools.

Based on the above exposure, it can be concluded that inclusive education providers schools do not require every student with special needs to participate in learning in regular full inclusion classes. However, it also provides adequate space to be in the study room even in special classes to study with a special companion teacher.

Based on previous exposure, it becomes a certainty that the learning curriculum for children with special needs in inclusive schools requires a variety of alignment according to the conditions and characteristics of students in the school. Law no. 20 of 2003 on the National Education System explains that the curriculum is a set of plans on the objectives, content and materials of lessons and the way used as guidelines for the implementation of learning activities in achieving their educational objectives. Previous research asserted that curriculum is an effort by the school to influence students to learn, both inside and outside the classroom and school (Rusman, 2011). This is similar in Zainal Arifin who explained that the curriculum is an organized learning experience in a certain form carried out under the guidance and supervision of schools (Arifin, 2011). In the formulation process, in addition to being based on philosophical thinking and values, especially state philosophy, the curriculum also pays attention to the demands and conditions of society, so that the curriculum is very instrumental to deliver to the expected educational objectives, and errors in the preparation of the curriculum can have an impact on educational failure (Ramayulis & Nizar, 2010). So it can be concluded that the curriculum becomes a guideline in the process of teaching and learning activities formulated based on the condition of the community, carried out in an organized manner under the guidance and supervision of the school. Curriculum models in inclusive education can be grouped into three, namely (Garnida, 2015) : Regular curriculum model/ This model is implemented by applying a general curriculum for all students, both regular students and students with special needs. Adjustments and service programs for students with special needs are directed to their guidance or learning motivation. The second was regular modified curriculum model. This curriculum model combines a general curriculum with an individualized learning curriculum. Curriculum development for students with special needs is done by modifying the general curriculum according to their individual potential and characteristics. The third was individualized curriculum model. The curriculum of students with special needs is individualized in a specially designed and developed learning program format (Sulthon, 2013). From these three models, schools can choose the curriculum model to be used, adjusted to the number of students with special needs served, type of guidance, availability and readiness of educators and school facilities and infrastructure. While this research was to analyze the implementation of Islamic Religious Education curriculum in the setting of inclusive education, namely at SMP Muhammadiyah 1 Godean.

METHOD

This research is classified as field research that is descriptive qualitative. This research was conducted with the aim of knowing the implementation of Islamic Religious Education curriculum in the setting of inclusive education at SMP Muhammadiyah 1 Godean. The study subjects were selected using purposive sampling methods to make it easier for researchers to explore specific social objects/

situations. The sources in this study are the principal, deputy headmaster of the curriculum section as well as teachers of Islamic Religious Education subjects at SMP Muhammadiyah 1 Godean. Research data obtained through observation methods, interviews and documentation. The observation method of the participants was carried out to find out directly related to the activities of the research subjects. Researchers also used a flexible, non-structured interview method, where each question can be changed as needed. Furthermore, documentation is used to obtain data that is documentative. The process of data analysis is carried out by studying the entire data that has been obtained from various sources (Almanshur et al., 2012). In this study, data analysis was conducted through several procedures, namely data reduction, data presentation, verification and data validity test using triangulation techniques.

RESULT AND DISCUSSION

Curriculum Model of Islamic Religious Education in Inclusive Education at SMP Muhammadiyah 1 Godean

SMP Muhammadiyah 1 Godean handles students with special needs in the slow learner category or sluggish learning. Based on the results of the study, it is known that Islamic Religious Education subjects are also given to slow learner students with the aim of introducing them to Allah SWT, teaching them about the Quran and daily worship especially fardhu prayer. Teachers of Islamic Religious Education subjects confirm that despite their condition, the school will continue to strive for Islamic learning as a form of sincerity and responsibility to provide understanding for them. Educators think that they are essentially the same as normal regular children in general, but they need different learning strategies and a longer time to understand things, including Islamic education materials.

As explained in Sholawati (Sholawati, 2019), that inclusive school learning is tailored to the development and type of guidance experienced by each student. This is also the case at SMP Muhammadiyah 1 Godean, where in general the learning process for slow learner students is the same as regular students in general, it is just that there are adjustments and simplifications in some aspects, namely the material, strategy and evaluation of learning used. The simplification of Islamic Religious Education material for them appears to be the narrowed scope of learning and the level of difficulty that is lowered. The simplification of the material is based on Bloom's taxonomy. If the material for regular students generally reaches the realm of C4 or C5 then the material for slow learner students only reaches the realm of C2 or C3. The learning competencies that they ideally master tend to be directed at aspects of knowledge and implementation of daily worship practices.

Islamic education learning strategies for slow learner students, teachers pay attention to their individual characteristics and needs. In line with the explanation in Hamzah B. Uno and Nurdin Mohamad (Uno & Mohamad, 2011). the selection of learning strategies must be based on learning objectives, analysis of students' needs and characteristics, as well as learning materials, to be adapted to the media and learning resources available and usable in schools. Basically Islamic education learning strategies for slow learner students are implemented with active and cooperative learning strategies, where teachers also involve slow learner students to participate in group work, practicum or peer tutoring. Cooperative learning is proven to increase the learning motivation of slow learner students learner (Anita & AB, 2019) and peer tutor strategies are known to help slow learner students understand learning materials and slowly they can find effective learning models for themselves (Vasudevan, 2017).

During the learning process, slow learner students are asked to sit in the front row close to the teacher's desk. This is done to maintain concentration and optimize the overall use of their senses, as well as facilitate the mobility of teachers to provide attention or guidance during the learning process. Rilla Melyana (Fitri et al., 2019) mentioned that this condition makes it easier for teachers to provide guidance to children who are slow to learn more intensely, motivate and maintain eye contact during learning. In addition, teachers are more likely to prioritize the continuity of attention of slow learner students rather than the speed at which they complete learning tasks, so this becomes one of the useful strategies to train their focusing and concentration skills.

Slow learner students at SMP Muhammadiyah 1 Godean tend to be quiet and shy, and the model of classroom learning services fall into the regular full inclusion category. This class allows slow learners to follow the learning process along with regular students in general using the same curriculum. In addition, Islamic education learning for slow learner students at SMP Muhammadiyah 1 Godean is conducted directly between the subject teacher and the learner without a special accompanying teacher. Therefore, to ensure their understanding of the learning materials, in particular slow learner students will get additional time to study privately. This additional learning is done after the school hours end by being accompanied by the subject teacher directly and delivered in a concrete language according to the characteristics of slow learner students. This kind of mentoring can improve slow learner student achievement for the better because slow learner students have obstacles in understanding abstract concepts, so their achievements will tend to increase if delivered concretely, with additional time in learning and doing tasks, as well as training to develop academic skills on an ongoing basis (Fitri et al., 2019).

During the Islamic Education learning process, teachers strive to monitor the activities and development of each student, including slow learner students. Based on the results of the interview when students get a violation of the rules of learning in class, the teacher will reprimand or even sanction them. However, sanctions given to students are useful sanctions and educate their character, such as reading the Qur'an, picking up garbage scattered in the schoolyard, cleaning the blackboard and so on. Similarly, teachers will give awards in the form of praise or gifts for each student who is good, orderly and obedient during the learning. It is also enforced for slow learner students, even teachers do not hesitate to praise, applaud or mention publicly in front of the class that they are exemplary figures in the classroom. The awarding of such reward and punishment is known to have a great influence on students' learning motivation. Nevertheless, Anggraini said that the effectiveness of reward and punishment for students will be felt if applied appropriately, because too often giving reward and punishment will become a less favorable habit (Anggraini et al., 2019).

Evaluation of Islamic Religious Education at SMP Muhammadiyah 1 Godean is conducted in a structured and scheduled manner for all students. Evaluation is carried out as an effort to find out their development from the academic and non-academic side. Academic evaluations are conducted in the form of giving questions or quizzes, daily repeats, midterm exams and final semester exams to find out the learning skills of the students in understanding the material. There is an adjustment of the evaluation form for students with special needs in the slow learner category at SMP Muhammadiyah 1 Godean. The evaluation adjustment is done in line with the simplification of Islamic education materials for them. Adjustments to the evaluation of Islamic Religious Education learning for students with special needs appear from the

scope of the evaluation of materials are narrower, the level of difficulty is much lower, the details of the questions made are also simpler, and the duration of time to work on more questions. Remedial programs are also applied to students with special needs, only that teachers do not directly provide minimum standards for students with special needs. Teachers do not only provide grades based on the results of the evaluation that has been carried out, but also based on the process and efforts of the slow learner students during the learning. In addition, slow learner students also often follow evaluations orally or with practice directly, especially on some materials that contain applicatives. This form of accommodation is in accordance with the results of research contained in the effect of academic intervention on the developmental skill of slow learners (N.I et al., 2012). It is mentioned that cognitive limitations that occur in slow learner students have an impact on their difficulty to do something in the form of paper-pencil, so they need to be connected with creative activities to support material achievement.

Non-academic evaluation is done by providing monitoring cards that serve as a tool to control students' activities while at home. Monitoring card is a short stuffing card that describes daily worship activities, such as praying fardhu, reading Iqro'/ Qur'an and fasting sunnah in the form of tables. It is known that this kind of monitoring card can help slow learner students to solve problems related to interpersonal communication, initiative and poor motivation (N.I et al., 2012). Monitoring card becomes a media liaison between teachers and parents / guardians of students so that, Islamic education materials that are applicative can be practiced by students, observed and well controlled by parents and guardians at home.

Problematika Implementation of Islamic Religious Education Curriculum in Inclusive Education Setting at SMP Muhammadiyah 1 Godean

The implementation of a modified regular curriculum in Islamic Religious Education subjects for students with special needs at SMP Muhammadiyah 1 Godean faced several problems including the absence of a special companion teacher for slow learner students. In fact, special assistance teachers have a quite important role in inclusive schools, because their presence accompanying during the learning process can help maximize the understanding of students with special needs. Therefore, in order to replace the role of a special companion teacher, in each lesson the teacher must condition the class in such a way and spend more time on the individual mentoring of slow learner students. In addition, the condition and characteristics of students are also one of the problems in learning Islamic Religious Education at SMP Muhammadiyah 1 Godean. On some occasions, regular students tend to be difficult to condition, thus disrupting the concentration of slow learner learning. While slow learner students have characteristics that tend to be quiet and shy. Such conditions make it increasingly difficult for teachers to identify the level of understanding of students during the learning process. Several similar problems related to the implementation of Islamic Religious Education in inclusive schools can be overcome by adding capable and competent educators in the field of Extraordinary Education, adding infrastructure for Children with Special Needs, reviewing the curriculum and establishing cooperation with parents (Khotimah, 2019). In addition, the role and direct contribution from the school can also be done by intense socialization to all school residents so that students with special needs can be well received in school (Hasyim, 2013).

This finding showed that Islamic Education learning was carried out in regular full inclusion classes using a modified regular curriculum for slow learner students.

Learning Islamic Religious Education SMP Muhammadiyah 1 Godean faced several separate problems such as the unavailability of Special Companion Teachers and differences in characteristics of each student, both regular students and special need. Curriculum adjustment is done by paying attention to the condition and characteristics of slow learner students by modifying the material, delivery strategies and evaluation of learning. In practice, Islamic education learning at SMP Muhammadiyah 1 Godean faced several problems including the absence of a Special Companion Teacher for slow learner students and the condition and characteristics.

This research in a line with [Wahyuno, E. W. E., Ruminati, R., & Sutrisno, S. \(2014\)](#) who confirmed that in implementing learning at school inclusive classroom teachers generally experience obstacles or difficulties primarily associated with the types and characteristics of the students in the class. Inclusive education is aimed at accommodating learning needs from a very broad spectrum in formal and informal education settings and not just integrating children who are marginalized in mainstream education ([Sunarto & Hidayah, 2017](#)). Inclusive education is an approach to changing the education system so that it can accommodate a very diverse range of students. The aim is to enable both teachers and students to feel comfortable with differences and see them as challenges and enrichment in the learning environment rather than as problems. The implementation of inclusive education is influenced by many factors including cultural, political, and human resources factors ([Cansız, N., & Cansız, M. 2018; Kwon, 2005](#)). According to ([Ainscow, 2005](#)) the implementation of inclusive education can be evaluated using an index called index for inclusion. Conceptually this inclusion index is constructed from three dimensions, namely (1) the cultural dimension (creating inclusive cultures), (2) the producing inclusive policies, and (3) the evolving inclusive practices.

CONCLUSIONS

Islamic Education learning for students with special needs at SMP Muhammadiyah 1 Godean is carried out in regular full inclusion classes using a modified regular curriculum model. Curriculum adjustment is done by paying attention to the condition and characteristics of slow learner students by modifying the material, delivery strategies and evaluation of learning. In practice, Islamic education learning at SMP Muhammadiyah 1 Godean faced several problems including the absence of a Special Companion Teacher for slow learner students and the condition and characteristics of slow learner students who tend to be quiet and shy, making it increasingly difficult for teachers to identify the level of understanding of students during the learning process.

ACKNOWLEDGEMENTS

The author say thanks to the IJoASER (International Journal on Advanced Science, Education, and Religion) and SMP Muhammadiyah 1 Godean that have provided the opportunity to publish this paper.

AUTHOR CONTRIBUTION STATEMENTS

The author had participated in the research and approved the final version of the Manuskript

REFERENCES

- Almanshur, Ghoniy, M. D., & Fauzan. (2012). *Metodologi Penelitian Kualitatif*. Ar Ruzz Media.
- Anggraini, S., Siswanto, J., & Sukamto. (2019). Analisis Dampak Pemberian Reward And Punishment Bagi Siswa SD Negeri Kaliwiro Semarang. *Mimbar PGSD Undiksha*, 7(3), 227.
- Anita, A., & AB, D. S. (2019). Islamic Education in The Inclusive School: Experimental Study of The Application of Differentiated Instruction For Slow Learners. *Afkaruna*, 15(2), 14.
- Arifin, Z. (2011). *Konsep dan Model Pengembangan Kurikulum*. Remaja Rosdakarya.
- Ainscow, M. (2005). Understanding the development of inclusive education system. *Journal of Research in Educational Psychology*, 3, 5-20.
- Cansız, N., & Cansız, M. (2018). The Validity and Reliability Study of Turkish Version of the Sentiments Attitudes and Concerns about Inclusive Education Scale. *Kastamonu Eğitim Dergisi*, 26(2), 271-280.
- Fitri, R. M., Sumaryanto, T., & RC, R. A. (2019). Thematic Learning Strategy of Teacher to Slow Learners in Inclusive Elementary School. *Educational Management*, 8(1), 124-130.
- Garnida, D. (2015). *Pengantar Pendidikan Inklusif*. Refika Aditama.
- Hasyim, Y. (2013). Pendidikan Inklusif di SMK Negeri Malang. *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 1, 112-121.
- Ilahi, M. T. (2013). *Pendidikan Inklusif Konsep dan Aplikasi*. Ar-Ruzz Media.
- Indianto. (2013). *Implementasi Pendidikan Inklusif*. FKIP UNS.
- Khotimah, H. (2019). Problematika Proses Pembelajaran Pendidikan Agama Islam Pada Siswa Tunawicara di Sekolah Dasar Inklusi. *Edudeena*, 3, 1-12.
- Kwon, H. (2005). Inclusion in South Korea: The current situation and future directions. *International Journal of Disability, Development and Education*(52), 59-68.
- Latif, M., Zukhairina, Zubaidah, R., & Afandi, M. (2013). *Orientasi Bru Penadidikan Anak Usia Dini*. Prenada Media Grub.
- Mumpuniarti. (2007). *Pendekatan Pembelajaran bagi Anak hambatan Mental*. Kanwa Publisher.
- N.I, M., G, R., & R, H. (2012). Effect of Academic Intervensi on The Developmental Skill of Slow Learners. *Pakistan Journal of Psychological Research*, 27(1), 146.
- Ramayulis, & Nizar, S. (2010). *Filsafat Pendidikan Islam*. Kalam Media.
- Rusman. (2011). *Manajemen Kurikulum*. Rajagrafindo Persada.
- Sholawati, S. A. (2019). Manajemen Pembelajaran Pendidikan Inklusi Pada Anak Berkebutuhan Khusus di SDN Kalirungkut 1 Surabaya. *Jurnal Abdau*, 2, 39-60.
- Sulthon. (2013). Mengenal Pendidikan Multikultural Bagi Anak Berkebutuhan Khusus dengan Model Inklusi dalam Pendidikan Islam. *Addin*, 7(1), 213.
- Sunanto, J., & Hidayat, H. (2017). Desain Pembelajaran Anak Berkebutuhan Khusus dalam Kelas Inklusif. *JASSI ANAKKU*, 17(1), 47-55. Google Scholar
- Tarmansyah. (2007). *Inklusi Pendidikan Untuk Semua*. Depdiknas.
- Uno, B. H., & Mohamad, N. (2011). *Belajar dengan Pendekatan PAILKEM: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Efektif, Menarik*. Bumi Aksara.
- Vasudevan, A. (2017). Slow learners - Causes, Problems and Educational Programmes. *International Journal of Applied Research*, 310.
- Wahyuno, E. W. E., Ruminati, R., & Sutrisno, S. (2014). Pengembangan Kurikulum Pendidikan Inklusif Tingkat Sekolah Dasar. *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan*, 23(1).Google Scholar

Copyright Holder :

© Husna, D., Ichsan, Y., & Salsabila, U., (2021).

First Publication Right :

© IJoASER (International Journal on Advanced Science, Education, and Religion)

This article is under:

CC BY SA