



Inclusion Class Management Model in PAI Learning Based on Integration Interconnection

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ABSTRACT

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This research departs from the background of the problem about researchers' anxiety about how to manage inclusion classes in PAI learning. This study uses a qualitative approach type of case study with multi site design. The technique of collecting data through observation, in-depth interviews and documentation. The results showed that: 1) Characteristics of inclusion class students in both SDN, namely: a) Normal students and b) ABK students, consisting of several types, namely autism, mental retardation, ADHD, quadriplegic, dyslexic, emotional disorders and slow learner. 2) The GPAI strategy in managing regular classes is by classical direct learning methods and the assignment of tasks is differentiated according to students' abilities. 3) Implications of the inclusive classroom management model have a positive impact on learning outcomes, in addition students are also accustomed to applying values Islam in real life, is able to adapt, communicate and socialize well with others.

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Introduction

Education is a conscious and planned effort in educating the generation of people to become independent individuals and able to carry out God's commands as devoted servants according to the purpose of their creation. Through education, an educator is expected to be able to train, guide and educate the generation of the nation to become a person who is useful to himself and the nation.

In improving the quality of education, the government seeks to open opportunities for all Indonesian children to suffer education. One of them is to open opportunities for students who have physical or mental disabilities to be accepted to study in regular schools so they can study

together with other normal students of their age. The education program promoted by the government is an inclusive education program.

O'Neil in the quote Mohammad Takdir Ilahi explained that education is a system of education services that requires that all children with disabilities be served in nearby schools, in regular classes with friends of their age. Through inclusive education, children with disabilities are educated with other children to optimize their potential (Ilahi, 2013). Based on the above understanding, it can be understood that inclusive education is an innovative approach in the world of education because inclusive education seeks to pay more attention to children with special needs, including children with disabilities so that they are not marginalized from normal students. Through inclusive education, children who are not normal can learn together with their peers, regardless of their physical background or shortcomings. Inclusion education is expected to be a place for students with needs to be able to obtain the same knowledge as other normal students. Although not as perfect as normal students' understanding, they are expected to be able to know basic knowledge that can be a provision for them to interact with the community and survive their lives.

The implementation of inclusive education in Indonesia has been regulated in the 1945 Constitution, specifically article 32 paragraph 1 which reads, 1 "Every citizen has the right to education", and paragraph 2 which reads: "Every citizen is obliged to attend basic education and the government does not finance it." Law number 20 of 2003 concerning the National Education System, specifically Article 5 paragraph 1 which reads, "Every citizen has the same right to obtain quality education." Law number 23 of 2002 concerning Child Protection, specifically Article 51 which reads, "Children who have physical and/or mental disabilities are given equal opportunities and accessibility to obtain ordinary education and extraordinary education (Gamida, 2015).

The pedagogical foundation of the implementation of inclusive education has been regulated in Article 3 of Act Number 20 of 2003 which states that the goal of national education is the development of potential students to be able to become human beings who believe and fear the Almighty, noble, healthy, knowledgeable, competent, creative independent and become a democratic and responsible citizen (Ilah, 2013). Based on the pedagogical foundation, it can be understood that inclusive education seeks to mobilize the fighting spirit of educators to train and educate students as a form of responsibility so that the generation of the nation can be a human who is fearful, moral, knowledgeable, and independent in living life.

Research on inclusion has been carried out in Western countries since the 1980s, but large-scale research has been pioneered by The National Academies Of Science (United States). The results show that the classification and placement of children in special schools, classes or places is ineffective and discriminatory. This service recommends that special education be given only

segregatively limited based on the right identification results. Some experts suggest that it is very difficult to properly identify and locate children with disabilities because of their very heterogeneous characteristics. Some researchers then carried out metaanalysis (further results) on the results of many similar studies. The results of an analysis conducted by Carlberg and Kavale in 1980 of 50 research actions, Wang in 1955 and Baker in 1986) on 11 research actions, and Baker in 1994 on 13 research actions showed that inclusive education had a positive impact, both on academic development and social disability children and their peers (Ilahi, 2013).

Characteristics of Normal Children and Children with Special Needs - Normal children are children who have IQ intelligence between 90 to 110. Apart from that, children are said to be normal if they are physically and psychologically healthy and the absence indicates abnormalities that make it difficult for them to do things that are in accordance with his age. According to Aulia Fadhli the child is said to be normal if in infancy he has been able to crawl, stand up, walk (motor development), chatter and say the word (language development) (Ru'iyah, dkk., 2021) While in children aged 3 to 6 years, children are able to communicate with others, learn independence and prepare themselves for school. Whereas children with special needs are according to Aulia Fadhil Children with Special Needs or ABK are children who need special handling related to their specificity (Fadhli, 2010).

The large number of ABK students in Indonesia requires education practitioners to pay more attention to the quality of education in terms of educational services in regular schools that cannot refuse children with special needs who want to get an education. Therefore, teachers and prospective teachers in Indonesia, not only teachers who graduated from Extraordinary Education, must be provided with the knowledge of child psychology, so they can understand their characteristics so they are able to manage classes consisting of various student characteristics and teach learning materials in accordance with participants' abilities student (Ru'iyah, dkk., 2021).

Learning Islamic Education is very important to be taught because these subjects seek to instill religious understanding such as tauhid, sharia and Sufism for the provision of children to carry out their lives in the future, as devoted servants of Allah SWT and as citizens who benefit others. This is in line with the presentation of Abdul Majid and Dian Andayani about the importance of PAI learning to be taught to students for the formation of a generation of knowledge, faith and noble character (Majid dan Andayani, 2016). Moh. Uzer Usman also explained the meaning of classroom management, which is a set of activities carried out by teachers to create and maintain optimal learning conditions and restore them if there is a disruption in the teaching and learning process (Usman, 2002).

From some of the above meanings, we can draw a red thread that the classroom management model is a pattern that the teacher does to manage the class so that the learning process can take place effectively and the learning objectives are achieved. Therefore, as prospective educators and educators who teach in regular schools, especially for Madrasah Ibtidaiyah Teacher Education and Primary School Teacher Education must be able to understand the management of inclusive classes so that when they become teaching staff in schools there are children with special needs inside the teacher can create effective and efficient learning according to the diverse characteristics of students in the inclusion class.

From the research context described above, the authors want to examine the "Model of Inclusion Class Management in PAI Learning, Multikasus Study at SDN 4 Krobot Jambon and SDN Karang Patihan Ponorogo" with the hope that the results of this study can find out how the classroom management model in PAI learning in the inclusion class with the research location in the pilot school for inclusion education in the Ponorogo.

Method

The approach used in this study is a qualitative approach. As according to Sugiono, qualitative research is carried out by in-depth exploration of programs, events, processes, activities of one or more people. A case is bound by time and activity. The researcher conducts detailed data collection using various procedures for collecting data in a continuous time. The analysis of data is conducted through reduction, presentation, verification, and conclusion.

Discussion

Characteristic of Students in the Inclusion Class SDN 4 Krobot Jambon and SDN Karang Patihan

Based on the research that has been done, the characteristics of the development of ABK students who in the 2017/2018 school year at SDN 4 krobot jambon and SDN Karang Patihan consist of normal students and autistic, slow learner, quadriplegic, emotional disorders, mental retardation, ADHD (Attention Deficit Hyperactivity Disorder), and dyslexia. Children are said to be normal if they are physically and psychologically healthy and their absence indicates that there are abnormalities that make it difficult for them to do things that are in accordance with their age (Handojo, 2019).

Strategy for Inclusion Class Management in Learning Islamic Education in SDN 4 Kreet Jambon and SDN Karang Patihan

Classroom management strategies are the most important aspects that every teacher must have and be able to teach in teaching subject matter to students. This is as a statement from Pupuh Fathurrohman and Sobby Sutikno that classroom management has a purpose that is useful for creating quality learning. In general, the purpose of class management is to improve the quality of learning. Learning quality will be achieved, if learning objectives are achieved (Fathurrohman dan Sutikno, 2009).

Based on the characteristics of students in the inclusion class, the class management model set at SDN 4 Kreet Jambon and Karang Patihan Elementary School is a regular class model, full special class and regular class model with pulley oui (withdrawal of ABK students to special classes). Regular class models are classroom management consisting of normal students and ABK students learn together in the same class with the same learning material. This is like the theory of the regular class model presented by Geniofam that in the regular model ABK learns with other (normal) children throughout the day in the regular class using the same curriculum. A special full class model is a class that only places ABK students in a special class to be given learning and questions that are tailored to their abilities. As according to Geniofam, a special full class model is a class model that places children to study in special classes at regular schools (Geniofam, 2010).

The regular class model with a round out is a class model that places ABK children learning with normal children in the first and third meetings, then in the second and fourth meetings ABK students are drawn to a special class to be given learning tailored to the abilities of A BIC students. This is as explained by Geniofam that regular classes with outpatients are children with learning disabilities with other children in the regular class, but in certain times they are drawn from the class to the source room to study together with a special counselor (Geniofam, 2010).

The management strategies for the regular model inclusion class with outpatient, regular class models and full special class models are as follows: 1) Preparation of the RPP is only one, namely the regular RPP, but in implementing the RPP directly developed by the teacher in accordance with the needs and abilities normal and ABK students. 2) Management of benches is composed of U models, theater and random groups. 3) The implementation of learning begins with inviting students to read prayers and short letters. 4) Before learning, the teacher invites students to review past lessons before continuing on to the next lesson. Repetition of past learning material is important to do to train students 'memory, this is according to Dedi Mulyasa, that teachers must be able to carry out learning activities in accordance with learning orientation one of which is to free students from ignorance, disability and train students' memory. 5) The regular classroom learning of PAI teachers explains material in classical ways with lectures, explorations, and quizzes and demonstrations. Teacher Explains in classically but for assignment

is graduative, tailored to student's ability. Graduates are graduative according to the students' ability in accordance with the class management strategy presented by Donald P. Kachak that the same learning program is implemented in different groups according to their learning ability index. 6) In the implementation of specialized classroom learning, GPK describes more relaxed and sharing material so that learning is fun and does not make the ABK students saturate, the practice is given in accordance with their ability. The giving of the subject matter according to the ability of the student in accordance with the strategy of learning in the Islamic education theory spoken by Muhammad Jawwad Ridla, that the teacher should convey the subject matter according to the level of understanding of the students and to the low-educated learners, teachers convey concrete, concrete and according to the level of ability of the learners to digest. 7) When there is a problem in the classroom, for ABK like autism that often pulls out a strange voice, emotional disturbances: often angry and crying suddenly), teachers will come to them and stroke their shoulders, soothe them with gentle advice and give them directions want to focus again in learning. The teacher's strategy in dealing with troubled students in the inclusion class was not done with anger, as Imam Al Ghazali said in his book 'Ulumuddin quoted by Muhammad Jawwad Ridla that teachers should love their students, even treat them like the teacher's treatment and affection for his son alone. The Prophet said: "Indeed my position for you is the same as the parent's position for his children". 8) If a normal child makes a problem or commits a commotion in class, the teacher will admonish them with greetings and advice or give non-verbal cues such as looking at or coming to him by stroking their head and inviting him to return to concentration in learning. Sometimes teachers hit the board if the atmosphere is noisy and by advising or telling them to be quiet. But if it is not possible, the teacher will move the noisy student from his friend to another seat, this disrupts and makes them deterred.

The strategy for handling student problems carried out by PAI teachers in the regular class is also in accordance with the management strategy of the Ibnu lama'ah problem in Tadzkiat al-Sami 'quoted by Muhammad Jawwad Ridla describing the sequence of educational sanctions in dealing with problems arising in class, especially student problems namely : 1) Showing the attitude of prohibiting in the presence of the child concerned without pointing the nose, 2) If the child still has not stopped, the teacher forbids it personally, 3) If the child still has not stopped, the teacher forbids him firmly and reprimands in front of the child other children, 4) If the child still hasn't stopped, then the teacher may punish and exclude him from deterring him and not disturbing his other friends. 9) In conducting learning evaluations PAI teachers provide assessments for normal children and ABK children (children with emotional disorders) who can take regular lessons and are able to do regular questions. But for evaluations for ABK who cannot afford to take regular lessons and cannot do regular questions, they will be given easier questions

(simplified sentence questions and with the help of picture j), but still with the same material as normal children, so they can work on the questions according to their abilities and can reach the KKM that has been set.

Implication of Inclusion Class Management Model for the Success of Student Learning in Islamic Education Learning at SDN 4 Krebet Jambon and SDN Karang Patihan

Class management is very important to create a class that is comfortable in learning in order to achieve learning outcomes in accordance with expectations. One of them is to be able to improve the effectiveness of the learning process as the results of Lutpatul Ainiah's research on class management strategies in the State XI IPS MAN class, Bali which are applied by economic teachers in the teaching and learning process. He said that,

"With good classroom management, it can improve the effectiveness of the teaching and learning process for students. The role of the teacher as classroom manager is expected to be able to create and maintain classroom conditions in such a way that students can achieve teaching goals effectively and allow them to learn well" (Ainiyah, 2010).

Besides being able to improve the effectiveness of the teaching and learning process, classroom management also affects the improvement of student learning outcomes, as the results of research conducted by Nur Azizah that:

"The direct impact of class management strategies carried out in Islamic Education learning is an increase in student learning outcomes through the process of evaluating material mastery and practice, although there are still three students who have not scored according to KKM on cognitive achievement, and seven students score under KKM on achievement psychomotor, so the teacher holds a remedial. Whereas to improve the affective achievement of students in Islamic learning, class management strategies are indirectly maximized to have an impact / influence on student achievement so that they can and are able to apply the Islamic religious material learned in daily life, where and when they are" (Azizah, 2009).

The implications of the inclusion class management model (special class models, regular classes, and regular class models with outpatient) at SDN 4 krebet jambon and Karang patihan SDN that have a positive impact on students' cognitive, affective and psychomotor development and student learning success in learning Islamic education.

Learning outcomes can be seen from the value of normal and ABK students who can achieve the established KKM. Apart from learning outcomes, the affective and psychomotor development of students is also fostered through religious culture that is applied in the learning environment, such as duha prayer in congregation, reading short letters before entering class, istighosah and training da'i cilik every Friday.

The learning environment conceptualized in habituation of Islam and Islamic culture has a positive impact on success in shaping students' personal development. This is as according to A. Tabrani Rusyan et al. That effective learning is strongly influenced by the conditioning factors that exist in the learning environment, including; 1) Students who learn must do many activities. Both

nervous system activities such as seeing, hearing, feeling, thinking, motor activities, and so on. And other activities are needed to obtain knowledge, attitudes, habits, interests and others. What has been learned needs to be used practically and repeated tests are carried out under harmonious conditions so that mastery of learning outcomes becomes more stable, 2) Learning requires practice by relearning, recall, and review so that forgotten lessons can be mastered and lessons that have not mastered will be the property of students (Rusyan, 1994).

This activity can train the ability and development of students to become Muslim individuals who are cautious and noble in accordance with the function of Islamic Education presented by Abdul Majid, namely; 1) Planting values as a way of life to seek happiness in life in the world and the hereafter, 2) Mental adjustment is to adjust itself to the environment, both physically and socially and can change its environment in accordance with the teachings of Islam, and 3) Distribution, namely to channel children - children who have special talents in the field so that these talents can develop optimally so that they can be used for themselves and for others.

Familiar religious activities applied in the learning environment have a positive impact on the development of affective and psychomotor students, including students able to deliver short preaching, being able to carry out the practice of sholat dangan correctly and being educated to get used to shayat dhuha. read the suci al Quran verses fluently and can establish ttkhinkul karimah. such as tolerance, please help fellow friends, respect each other and understand the conditions of their friends so that they can find a harmonious socialization relationship between normal students with ABK, fellow ABK students, and students with teachers in both the classroom and school environment.

Analysis of Islamic Education and Islamic Education Integration of Interconnection

After we have discussed at length about the management of the inclusion class, of course, we also need to integrate the Religion material with the General material. For example, Islamic Religious Education (PAI) material is integrated with the subject of Civic Education (PKN). In addition to the problem of the fusion of disharmonious material, it is sometimes aggravated by the absence of teacher competence. For example, PKN teachers lack mastery of religious material and vice versa, PAI teachers lack insight into their nationality. Thus failing to create cohesion between the two maples, not connecting, each subject separately. (Separation of Content)

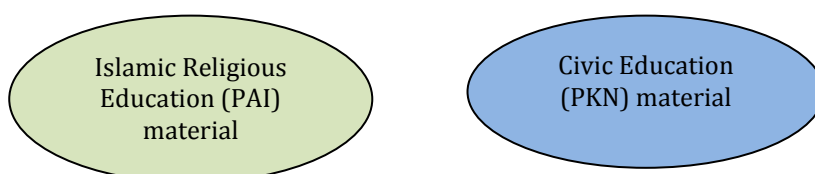


Fig 1: Separation of content

Therefore, thematic-integrative learning approaches between subjects, especially those based on religion and citizenship, need to be sought to bridge the problems above. Then proceed with the selection and sorting of the right materials, including eliminating religious subject matter on certain topics that are prone to arousing hatred for followers of other religions, revising material content that contains seeds of radical teachings as several years ago were found in several religious textbooks. Also important is the provision of adequate teacher mastery in these two subject areas. Thus PKN teachers are required to also explore religious disciplines, whereas PAI teachers are also required to broaden their national insight.

Looking ahead, we hope that curriculum developers will design and choose the ideal PAI and PKN material so that one generation will have Indonesian patriotism and nationalism, but at the same time religious, obedient religious rules.

To realize such expectations important things to be included in PAI and PKN material are aspects of Islamic understanding relating to religiosity, nationalism, pluralism and humanism, in addition to material that has been commonly given such as jurisprudence, aqeedah, adab, tajwid dls. because these aspects are actually embodied inherently in Islamic teachings. So students - who will later become a Muslim adult - are required to embody these aspects. Being an Indonesian Muslim means also fighting for the glory of the Indonesian homeland. So that if the two subjects are combined it will become an integrated subject containing elements of PAI and contain elements of PKN.

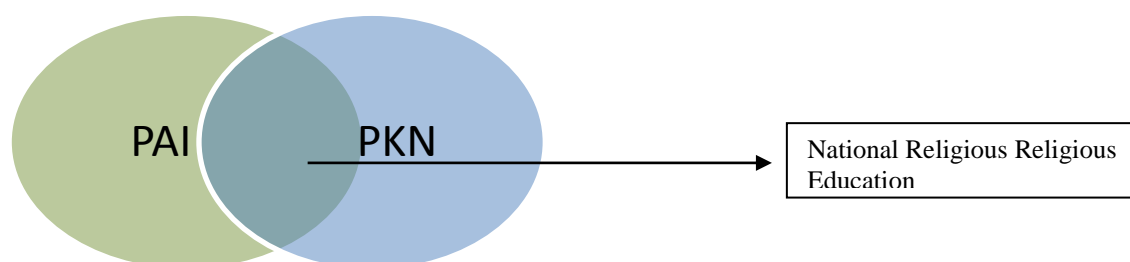


Fig 2: Integrated of content

Conclusion

Characteristics of students in inclusive classes consist of non-students and ABK students with various types, namely autism, ADHD, dyslexia, quadriplegic, mental retardation, slow learner and emotional disturbances. Based on the characteristics of students in the inclusion class, the management of the inclusion class is to use regular class models, full special class models and regular class models with outgoing classes (withdrawal to special classes).

The implications of the inclusive class management model, (full special class models, regular classes, and regular class models with learning out) have a positive impact on students' cognitive, affective and psychomotor development and on the success of PAI learning. Learning outcomes can be seen from normal student grades and ABK who can achieve the KKM that has been set. Apart from learning outcomes, religious culture applied in the school environment also has a positive impact on students 'self-development, so they can train students' abilities and development to become Muslim individuals who are fearful and praiseworthy with fellow friends, parents, teachers and people who are in the surrounding environment.

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