

VALUE-BASED ISLAMIC EDUCATION MANAGEMENT MODEL FOR INCLUSIVE EDUCATION: A CASE STUDY AT HAYAT SCHOOL

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Abstract

This study addresses the implementation of inclusive education for children with special needs (CSN) at Hayat School by examining the integration of Islamic values within its educational management framework. Recognizing the importance of justice and equality in Islamic teachings, the study aims to develop a fair and inclusive learning environment that accommodates all students without discrimination. Employing a qualitative methodology, the research utilizes interviews, observations, and document analysis to obtain a comprehensive understanding of inclusive education practices in this Islamic school context. The findings reveal several challenges in managing inclusive classrooms, particularly in stabilizing the emotional states of CSN students and maintaining their engagement. Teachers adopt adaptive instructional methods and emphasize sustained attention to create a supportive and inclusive atmosphere. Additionally, the school implements differentiated assessment strategies tailored to the needs of CSN, thereby reinforcing inclusiveness in evaluation processes. The study concludes that successful inclusive education management relies on ongoing professional development for educators, focusing on fostering empathy and mutual understanding among regular students toward their peers with special needs. These efforts are vital to ensuring the academic and social development of CSN within an inclusive educational setting. This research contributes valuable insights into the role of Islamic values in shaping inclusive education models and offers practical recommendations for Islamic schools seeking to enhance inclusivity.

Keywords: *inclusive education, Islamic education management, Islamic values.*

INTRODUCTION

Inclusive education has emerged as a key paradigm in educational reform, aiming to ensure equitable learning opportunities for all students, including those with special needs. Rooted in the principles of justice and equality, inclusive education challenges traditional exclusionary practices and advocates for the full participation of all learners in the mainstream educational environment. While significant progress has been made globally, the implementation of inclusive education remains complex, particularly in contexts where cultural and religious values intersect with educational policy.

In Islamic education, the values of equality, compassion, and social justice are central tenets that can serve as a strong foundation for inclusive practices. The Qur'anic perspective emphasizes the inherent dignity of every human being, regardless of physical or cognitive abilities, positioning Islamic values as a moral compass in educational decision-making. Despite this alignment, empirical

studies on the integration of Islamic values in inclusive school management remain limited, particularly in Southeast Asian contexts such as Indonesia.

This study aims to explore how Islamic values can be effectively integrated into education management to support inclusive education practices. Specifically, it investigates the implementation of a value-based Islamic education management model at Hayat School, a private educational institution in Indonesia that is committed to inclusive practices and grounded in Islamic values. The model emphasizes values such as justice (*'adl*), compassion (*rahmah*), and social responsibility (*mas'uliyah ijtimaiyyah*), which are essential in addressing the diverse needs of students (Mu'is et al., 2022).

Despite the increasing advocacy for inclusive education, many schools still face challenges in their practical implementation. These challenges include inadequate facilities, limited professional development for teachers, and insufficient institutional support (Amka & Rapisa, 2020). Furthermore, in various socio-cultural contexts, religious or cultural beliefs may hinder inclusive efforts, as observed in studies conducted in the Pacific Islands, South Africa, and India (Alur, 2007; Meltz et al., 2014; Sharma et al., 2023). While inclusive education has been widely discussed in various educational frameworks, studies that specifically address the integration of Islamic values into the management of inclusive schools remain scarce, particularly in the Indonesian context.

Therefore, this study seeks to fill this gap by proposing a contextual model of value-based Islamic education management that can support the development of inclusive education practices rooted in Islamic principles. The findings are expected to contribute not only to the theoretical discourse on Islamic education management and inclusive education but also to provide practical insights for policymakers and educators in Islamic educational settings.

This study employs a qualitative case study approach to provide a contextual understanding of the management model at Hayat School. The methodological details are elaborated in the following section. By combining these approaches, the study is expected not only to enrich the literature on theories in the field of education management but also to provide practical guidance for improving the quality of inclusive education in school institutions.

METHOD

This study uses a qualitative approach to examine the application of a value-based Islamic education management model in inclusive education at Hayat School. This approach was chosen because it allows the researcher to gain a deep and comprehensive understanding of how Islamic values are applied in an inclusive educational environment (Creswell, 2012). The three main techniques used in this research are in-depth interviews, observation, and document study.

In-depth interviews were conducted with stakeholders such as the principal, teachers, and students to explore their perspectives and experiences regarding the application of Islamic values in inclusive education. The interviews were semi-structured, allowing the researcher to explore themes deeply and flexibly (Andalib, 2024). Interviews were conducted with the school's inclusion program coordinator, three teachers with special education backgrounds, two teachers with general education backgrounds, six students with special needs, and three regular students. The data obtained from these interviews are expected to provide insights into the challenges and successes experienced in implementing the inclusive education management model.

The following table illustrates the codes and roles of each respondent:

Tabel 1. Interview Respondent Codes

No.	Respondent Codes	Position/Role	Background
1.	P1	Inclusion Program Coordinator	Special Education
2.	G1	Teacher 1	Special Education
3.	G2	Teacher 2	Psychology
4.	G3	Teacher 3	General Education (Science), Homeroom Teacher
5.	G4	Teacher 4	General Education (Islamic Education), Homeroom Teacher
6.	G5	Teacher 5	Shadow Teacher
7.	S1	Student 1, grade 7	Special Needs (Autism, Intellectual Disability, Slow Learner)
8.	S2	Student 2, grade 8	Special Needs (Cerebral Palsy, Learning Difficulties)
9.	S3	Student 3, grade 8	Special Needs (Down Syndrome, Intellectual Disability)
10.	S4	Student 4, grade 8	Special Needs (Hearing Impairment)
11.	S5	Student 5, grade 1	Special Needs (Autism, Intellectual Disability)
12.	S6	Student 6, grade 1	Special Needs (ADHD, Speech Impairment)
13.	S7	Student 7, grade 2	Special Needs (Autism)
14.	R1	Student 8, grade 2	Regular
15.	R2	Student 9, grade 2	Regular

In addition to interviews, direct observation was conducted to observe social interactions, teaching practices, and school management, providing insight into how Islamic values are applied in daily school life. This observation took place from November 2024 to December 2024. The chosen timeframe aimed to capture changes and dynamics during this period, thereby enhancing the consistency and accuracy of data collection. Document study was also carried out through the analysis of official school documents, such as policies, curricula, and activity records, to understand the formal structures and policies that support or hinder the implementation of the value-based Islamic inclusive education management model.

To ensure the validity and reliability of the data, this study employs data triangulation. Triangulation is conducted by combining various data sources, namely interviews, observations, and document studies. By comparing findings from these different sources, the researcher can obtain a more comprehensive and accurate picture of the application of Islamic values in inclusive education at Hayat School. Triangulation also helps identify inconsistencies or discrepancies in the data, which can be further analyzed to provide deeper insights (Noble & Heale, 2019).

The collected data were then analyzed using thematic analysis. This technique is used to identify themes and patterns that emerge from the data, allowing the researcher to systematically interpret the information. Through this method, the study is expected to contribute to the development of theory and practice in value-based Islamic inclusive education.

RESULT

This section presents the main findings of the study on the implementation of a value-based Islamic education management model in inclusive education at Hayat School. These findings are organized based on themes identified in the data analysis, including the application of Islamic values in daily practices, challenges faced, and strategies used by school management to address challenges in implementing inclusive education at the school.

1. Profile of Inclusive Education at Hayat School

Hayat School is a non-formal school located in Bandung, under the auspices of the Majelis Kreatif Indonesia Foundation, and has been established since 2015 with the slogan '*Learning to Live Well.*' The school's vision is '*To be recognized as a development-focused educational institution centered on the Quran, providing academic excellence, creativity, and equipping future leaders to impact Indonesia according to their inherent potential.*' This vision emphasizes the understanding

that every child is born with unique potential, aiming not to standardize students' abilities but to align education with their best potential.

Inclusive education at Hayat School is managed by 'Hayat Inclusion and Therapy,' led by a coordinator with a special education background. This demonstrates the school's serious commitment to inclusive education. Of the total 124 students, 35 are children with special needs, comprising 28% of the total student body across the levels of Elementary School (SD), Junior High School (SMP), and Senior High School (SMA). The children with special need at Hayat School have diverse needs, including hearing impairment, intellectual disabilities, learning difficulties, mental retardation, autism spectrum disorders, attention deficit hyperactivity disorder (ADHD), Down Syndrome, and gifted child syndrome. This was explained by the main coordinator of the inclusion program at Hayat School, P1.

“Alhamdulillah, at Hayat School, there are 35 students with special needs recorded, ranging from elementary to high school levels. Special needs can be either permanent or temporary. Permanent needs are congenital, while temporary needs are usually due to upbringing or trauma and can be alleviated or symptoms reduced with proper intervention. The special needs vary, including intellectual disabilities, hearing impairments, intellectual and motor challenges, autism, and giftedness. These students are spread across all grade levels and join the same classes as regular students”



Image 1. Pencak Silat Class



Image 2. Music Class



Image 3. Respondent S5 in Class



Image 4. Respondent S6 in Class

Observations at Hayat School indicate that students with special needs and regular students are generally placed in the same classroom and engage in shared learning activities. As shown in Images 1 and 2, all children, both regular students and students with special needs, participate together in school activities such as Pencak Silat classes and music lessons. However, first-grade SWSN in elementary schools are placed in separate classrooms as they require closer supervision and emotional stability support, as depicted in Images 3 and 4. Nevertheless, they are still involved in joint activities, such as physical exercises and outdoor events, to foster social interaction with their peers.



Image 5. Quran Class



Image 6. Respondent S2, S3, dan S4 in Class

Image 5 depicts a Quran class at the junior high school level, guided by a teacher. In this class, regular students and those with special needs learn together, reflecting Hayat School's commitment to inclusive education. The classroom atmosphere appears harmonious, with the teacher actively engaging all students in discussion and learning. Meanwhile, Image 6 shows three students with special needs being interviewed for the research, assisted by their support teacher. This interview process illustrates the challenges and specific needs in communicating with students with special needs. The support teacher plays a crucial role in facilitating communication, ensuring that students feel comfortable and can express themselves effectively.

2. Application of Islamic Values in Inclusive Education

The results of the interviews and observations indicate that Islamic values such as justice, compassion, and social responsibility are consistently applied at Hayat School. The implementation of these values aligns with the school's vision, which focuses on the development of fitrah-based creativity centered on the Quran. As stated by respondent P1, who is responsible for the inclusion program at the school.

"Hayat School is an educational institution that develops fitrah-based creativity centered on the Quran. In line with its vision, Hayat School also accepts children with special needs, which, Alhamdulillah, is supported by adequate human resources."



Image 7. Front Office



Image 8. Classroom

Images 7 and 8 show some of the school's facilities that provide spaces for students to interact with each other. The school walls are adorned with many colorful educational murals, creating an inclusive learning environment. All these elements together reflect the school's vision, emphasizing the development of creativity based on the natural development of children by providing an environment that supports exploration and collaboration among students.

According to G3, a Mathematics teacher and homeroom teacher at the high school level, efforts to educate the surrounding community about the conditions of children with special needs can be made by encouraging them to reflect on the fact that these conditions are not the children's choice, but rather part of destiny. It is important to realize that they, like all of us, are unique creations of God and should be respected.

“For children in the class, they certainly need to adapt to these conditions, especially at the beginning of the school term. So, we just talk to the children, asking them to reflect: Is this something they chose? Is this something they can control? The answer is no. Where does this come from? It's all a creation of Allah. Then we ask them to consider how they would feel if they were in that position. We guide them in this way to foster understanding and empathy towards their peers with special needs. However, usually, high school students are more mature and can be engaged in conversations to enhance their awareness and empathy.”

The value of justice is reflected in Hayat School's admissions policy, which does not differentiate between children with special needs (CSN) and regular students, ensuring that all students have equal access to educational resources. However, for CSN, the initial assessment during new student admissions is more detailed. It includes an analysis of the student's health documents, interviews with parents about the risks and responsibilities involved in inclusive education, and a two-week trial class to assess the CSN's emotional stability, analyze their needs, and plan for unexpected events.

Respondent P1 further explained this process

“During initial registration, we first request the child's profile from the parents, which can be from a psychologist or therapy center. Then, a two-week observation is conducted to see how the child socializes and behaves when emotions arise. Sometimes, things are not revealed just

through parent interviews, so during those two weeks, assessments are conducted using specific instruments to evaluate the characteristics of the child with special needs”.

Teachers and regular students at Hayat School apply the value of compassion by creating a supportive and caring environment where every student feels accepted and valued. One of the teachers, G3, shared their experience teaching in an inclusive classroom: "Sometimes I still find it challenging to communicate with CSN in the class, but over time, I try to understand the diverse classroom conditions. Some students in the class have even become interested in learning sign language and have become interpreters for their CSN peers”.

This aligns with G4, who teaches at the elementary level, stating that regular students and CSN can socialize well, although it initially required adaptation

“At first, we were still figuring out how to teach in a mixed class. But now, regular students have started to understand their CSN friends when they suddenly hit or shout in class. They even help by reporting to the teacher if a CSN friend acts physically towards another.”

This is supported by interviews with regular students who stated that they have no issues with the presence of CSN in their class. Although they have occasionally experienced sudden physical outbursts, they recognize the differences and try to understand them as friends. As expressed by regular students R1 and R2 when asked about their peers with special needs.

“I don’t mind having them (S7) in class; I’m happy to have more friends. Even though I was hit and cried before, it’s okay, they’re just different, and I understand. Now I just tell them not to hit, and they listen.”

“I enjoy learning in this class; I think all students are the same. Even though they (S7) like to shout in class, maybe they want to say something but don’t know how”

Interviews with special needs students S2, S3, and S4, facilitated by teacher G1, revealed that they feel happy and quite comfortable attending Hayat School. During the interview, they were busy preparing projects for the upcoming school festival, demonstrating their enthusiasm and engagement in school activities. The inclusive environment and support from teachers seem to play a crucial role in creating a positive learning experience for them.

Social responsibility is realized through programs focused on developing children's independence and creativity, in line with the school's vision. These programs involve teachers and all students in activities that strengthen empathy and solidarity while encouraging students to explore their abilities. As stated by P1, the school uses nature exploration programs to teach students about their environment while enhancing problem-solving skills and teamwork. Additionally, entrepreneurship programs like market day provide practical experiences for students to learn applied mathematics, making learning applicable and relevant to everyday life.

“Hayat School, being creativity-based, has many activities and programs in that direction. Especially for junior and senior high school levels, the learning is directed more towards practical skills for everyday life, particularly skills that will be used after graduation, thus fostering independence. For example, mathematics lessons are directed more towards everyday

usage, such as money management. Special needs students also learn mathematics faster when introduced through the concept of money, possibly because it is more familiar and frequently encountered daily”

“Special programs for special needs students include a weekly hydrotherapy swimming program. Regular students usually have it every two weeks. Additionally, for special needs students, there is a specific time when they are separated from the inclusive class, usually to enhance their skills and abilities. For instance, those with intellectual challenges have dedicated time with an assistant for additional learning outside regular class hours”

In addition to programs focused on independence and creativity, Hayat School also offers physical activities such as swimming (hydrotherapy), archery, and Pencak Silat. These programs are designed to improve students' motor skills, especially for those with special needs. Hydrotherapy through swimming helps students develop coordination, balance, and muscle strength in a fun and calming way. Hydrotherapy activities for special needs children can be seen in Image 11 below. Archery and Pencak Silat not only enhance fine and gross motor skills but also train concentration and discipline. Archery teaches students about focus and control, while Pencak Silat develops reflexes and motor flexibility. By participating in these activities, all students, especially those with special needs, can boost their confidence and independence in a supportive and inclusive environment.



Image 9. Hydrotherapy Activity

Source: Hayat Inklusi Therapy Instagram

The application of Islamic values in daily school life can be seen in efforts to introduce the concept of Tawhid to all children, including those with special needs. Children are introduced to the existence of Allah and taught to understand religious concepts gradually. Although some may struggle with abstract and intangible ideas, teachers at Hayat School use engaging teaching methods to assist them. As G2 shared in their experience supporting special needs students in class.

“For applying Islamic values, it's the same for all children. Religious approaches can be made by introducing them to their God. Although special needs children may not fully understand it yet, we introduce the idea that we are created by Allah. Allah loves us very much, and there are

obligations we must fulfill. The approach is made as simple as possible and connected to something tangible that they can see and feel. Additionally, we teach good habits such as praying before and after learning, learning prayers and short surahs, and applying them in daily activities."

This approach is supported by an inclusive school environment where all components are encouraged to support and respect each other's differences. In this way, Islamic values are not only taught as theory but also practiced in daily interactions, helping students internalize religious teachings in their lives.

3. Challenges and Strategies in Implementing Inclusive Education

Respondent P1 identified several key challenges in implementing inclusive education at Hayat School. One of the biggest challenges is the role of school leaders and teachers in providing a deep understanding of inclusive education to all school members. Not all staff and students fully understand the needs and conditions of CSN, which can lead to a lack of engagement and feelings of isolation for CSN. Additionally, regular students need to learn to understand differences without discriminating against their peers with special needs.

"At Hayat, the challenge is more about aligning perceptions. Sometimes the facilitators are not all aware of how to handle those with special needs. This includes regular students; we try to teach them how to respond when their peers have tantrums. We teach regular students to give space first to the child having a tantrum, then report it to the facilitator. Our facilitators (teachers) at Hayat Inclusion and Therapy come from diverse educational backgrounds, including special education, psychology, psychotherapy, speech therapy, and physiotherapy. This diversity helps other facilitators who come from general education backgrounds"

In line with its commitment to implementing inclusive education, Hayat School recruit teachers from various educational backgrounds. This diversity helps teachers and students understand the needs of CSN and create engaging learning experiences for all. Additionally, G2 expressed similar challenges faced in implementing inclusive education.

"Perhaps the challenge is to make those around them understand that they have limitations. We try to be understanding, especially when they are in an uncontrollable emotional state."

G1 explained some challenges faced while supporting CSN at the junior high school level. One major challenge is the aggressive behavior sometimes exhibited by CSN towards peers and teachers. This behavior requires extra attention and supervision, especially during outdoor activities and nature exploration, where the risk of injury or conflict can increase.

"For me, the challenge is more about the children's aggression. CSN sometimes has a lot of energy, so we must be constantly vigilant because we're worried, they might run off. We also must stay focused on the children because if we let our guard down, they might hit a friend or wander off alone. As their support, we must always be together and under our supervision. Sometimes we're not always in optimal condition, so we try to give the child space to prevent

us from getting emotionally triggered by them. Supporting CSN requires agility, which can be exhausting, but seeing the children at school keeps us motivated”



Image 10. Respondent S3 and G1



Image 11. Respondent S7

Image 10 documents of a CSN child with Down Syndrome walking with teacher G1. This moment shows the close relationship and individual support provided by the teacher to the student, which is crucial in helping the student feel safe and accepted in the school environment. Meanwhile, Image 11 depicts students S7 whining with their homeroom teacher during music class. This situation illustrates the emotional challenges sometimes faced by CSN in the learning environment. The homeroom teacher is seen providing emotional support and full attention, helping student S7 calm down and refocus on the activity.

For CSN, there is often a difference between their mental and physical age, which can affect the learning process at school. This poses a challenge for teachers, as they must remain focused and vigilant in managing the class. According to G1, teachers are required to manage students' emotions, which can sometimes suddenly erupt or become angry.

“For me, it's because I'm dealing with older children, but their mental age is lower than their physical age. So, their mood is unpredictable; sometimes, if they're in a good mood, they can follow the lesson, but if left alone for a moment, they can lose focus. So, we must always stay focused and not let our guard down.”

In the classroom, G3 and G4 also explained the challenges in implementing inclusive education. Teachers need to understand the conditions and needs of each child to design flexible and adaptive learning. This is a challenge for school management and teachers as curriculum implementers to ensure that learning can be followed by both regular students and CSN. Learning outcomes and assessments for CSN are adjusted based on each student's individual abilities. This poses a challenge for teachers to adapt learning materials and assessment systems to accommodate all class participants.

“The challenge is how to educate their peers to treat those with special needs without overly special treatment. If they are helped too much or treated too specially, they may feel different from their peers. The same goes for classroom learning; we need to find the right balance, so they don't feel different but can be included in all class activities.”



Image 12. Student Assessment



Image 13. Different Assessment for CSN

Image 12 shows several third-grade students working on math exam questions during the end-of-semester assessments. They sit quietly and focus on their desks while the teacher supervises to ensure the smooth conduct of the exam. On the other hand, Image 13 displays math exam questions specifically designed for children with special needs (CSN), tailored to their ability level, which is just beginning to recognize numbers. These questions are simpler and more visual, designed to test basic understanding of numbers and simple operations. This approach ensures that every student, including CSN, can participate in assessments according to their abilities, reflecting the school's commitment to inclusive education.

“The challenge is mainly adapting the lessons. We must find lessons or materials that all children can understand. In my class, CSN doesn't have learning barriers, but this makes them quickly bored and always want to leave or shout to go home. They feel their peers are too relaxed and do not meet their expectations, which makes them angry. Before having a support teacher, I struggled to manage this, so I'm grateful now for the presence of a CSN support teacher in the class, allowing me to focus on the regular students”

To address some challenges, the school implements several strategies. One is consistently providing positive affirmations to regular students to help them understand and support their CSN peers, especially during tantrums and emotional outbursts. Regular students are taught how to respond to and prevent these difficult situations, creating an inclusive and supportive environment. Additionally, the school provides support teachers for CSN in the classroom, assisting the main teacher in offering personalized attention and slower explanations as needed by CSN.

“In my opinion, equality in the classroom is crucial in inclusive education. What I observe is that special needs children tend to be separated and distinguished from other students, with

their seating separated because the teacher doesn't know how to handle them. However, as a support teacher, I open communication with the homeroom teacher to rotate seating arrangements so that CSN do not feel different or isolated."

The presence of support teachers is vital because they can provide the individual support that CSN needs, ensuring that each student can follow lessons in the most effective way for them. Support teachers also play a role in managing student behavior and emotions, helping to create a safe and inclusive learning environment. In this regard, shadow teacher G5 stated that a challenge is ensuring equality in the classroom between regular students and CSN. Furthermore, communication among teachers is essential, especially for those without a special education background, to ensure that teaching strategies used can meet the needs of all students. This collaboration helps create a more holistic and integrated approach to supporting students' academic and social success.

Moreover, facilities and infrastructure are also crucial in implementing inclusive education. The availability of learning media in the classroom, such as visual aids and educational technology, greatly assists the teaching and learning process. Additionally, exploration facilities like trees, ponds, playgrounds, and a mini zoo can be effective means to engage CSN and facilitate more interactive learning.

"In my view, for inclusive education, facilities and infrastructure should be provided first by the school, followed by supportive programs that can facilitate special needs children. Subsequently, children are trained to be independent so that inclusive education helps them adapt more quickly to the surrounding community after they graduate."



Image 14. Nature Exploration as an Adaption Process



Image 15. Playground



Image 16. Mini Zoo

According to G3, before participating in classroom learning, it is important for CSN to first adapt to the school environment upon arrival, as shown in Image 14. One effective way to aid this adaptation is by engaging them in outdoor play until they feel comfortable. This activity can include feeding animals, caring for plants, or running around the school area. These activities not only help CSN adjust to their surroundings but also give them the opportunity to calm down and mentally prepare before starting classroom lessons. Consequently, they can enter the classroom feeling more prepared and calmer, which can enhance their focus and participation in learning activities.

“Before entering the classroom, children are usually taken to explore the garden or mini zoo. This helps them adapt to the school environment. Once they feel comfortable, they join the class and participate in learning with others. Additionally, for CSN, there is a specific time when they are separated for a few hours per week to train specific skills, such as speech therapy or specialized materials to enhance their skills.”



Image 17. Emotion Card

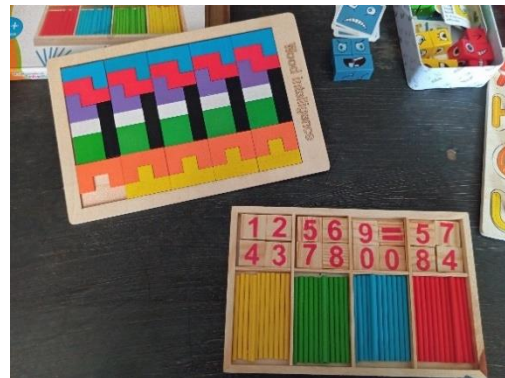


Image 18. Math Stick



Image 19. Flash card



Image 20. Puzzle

To support inclusive learning, the educational media provided are selected to be engaging and interactive, as shown in Images 17, 18, 19, and 20. The use of aids such as flashcards, emotion cards, game boards, puzzles, and balls not only make learning more enjoyable but also helps develop students' fine motor skills.

DISCUSSION

In this study, thematic analysis was used to organize and understand the data obtained from interviews and observations. This process began with data transcription, followed by coding to identify emerging patterns and themes. The main themes identified include the application of Islamic values such as justice and compassion, challenges in inclusive education management, and adaptive teaching strategies. By using thematic analysis, the researcher can delve deeper into how Islamic values are applied in the context of inclusive education at Hayat School and how this affects students' learning experiences and school management. This method allows the researcher to provide rich and detailed interpretations, supporting the research objective of exploring the implications of Islamic value-based education management.

The study reveals that the implementation of Islamic value-based inclusive education at Hayat School has significant implications for education management. This aligns with the hadith, "Indeed, Allah does not look at your forms and wealth, but He looks at your hearts and deeds" (HR. Muslim). One of the key findings is the role of Islamic values such as justice and compassion in shaping student admission policies. This is consistent with findings by Aisah (2020), which show that Islamic values can enhance accessibility and equity in inclusive education. However, challenges remain in ensuring that these policies are consistently applied across educational institutions, as highlighted by Rahmi & Muqowim (2022), who emphasize the need for strong structural support for successful implementation.

The inclusive approach implemented at Hayat School aligns with the literature emphasizing the importance of a learning environment that supports social interaction and understanding among students Amka & Rapisa (2020). Placing CSN and regular students in the same classroom supports the theory that inclusive education can enhance empathy and social skills among regular students. Additionally, it provides CSN with learning opportunities in a more diverse and dynamic environment (Nurfadhillah et al., 2022). Collaborative programs and group activities are designed to encourage cooperation and mutual understanding, ensuring that all students feel valued and supported.

At Hayat School, the implementation of Islamic value-based inclusive education not only enhances accessibility and equity but also serves as a platform to deepen students' awareness of diversity. Engagement in social activities, such as independence programs and collaborative projects with external parties, has been shown to enhance students' understanding of the importance of inclusive education. This prepares them to contribute positively to society in ways that align with Islamic values, such as justice and compassion. Thus, inclusive education benefits students individually and enriches the community, creating a generation more sensitive to differences and better prepared to face future social challenges.

Moreover, the study highlights the importance of training for teachers and educational facilitators in managing inclusive classrooms. Training focused on adaptive teaching strategies and empathy development has proven effective in enhancing teachers' skills, as supported by the study by Larios & Zetlin (2023). However, the study also found that ongoing and comprehensive training remains a challenge, given the resource constraints often faced by educational institutions. This contrasts with findings by Kivirand et al. (2021), which suggest that short training sessions can have a significant impact if supported by continuous reflective practice.

To optimally support inclusive education, the school recruit teachers from various professional backgrounds, including special education, psychology, counseling, psychotherapy, speech therapy, and physiotherapy. This ensures that educators can meet the needs of all students. These teachers not only play a role in academic instruction but also provide emotional and social guidance and design adaptive learning strategies. Thus, the school ensures that students develop academically and in their social and emotional aspects.

Teachers must be creative in developing flexible and adaptive lesson plans, ensuring that every student, including CSN, can achieve learning outcomes. Adjusting learning outcomes and assessments according to individual student abilities is a practice supported by literature as an effective way to ensure that all students can learn according to their needs (Kinanthi et al., 2024). This strategy includes using various teaching methods, such as project-based learning, educational technology, and multisensory learning approaches, all designed to accommodate diverse learning styles and student needs. Thus, teachers can create an inclusive and responsive learning environment where every student feels supported and motivated to reach their maximum potential.

The curriculum implemented at Hayat School focuses on a personalized curriculum, allowing each student to develop according to their unique potential. This approach aligns with the literature emphasizing the importance of a flexible and adaptive curriculum in inclusive education to ensure that all students, including CSN, can learn effectively (Lübke et al., 2021). The school's varied programs, such as nature exploration and entrepreneurship activities, support the development of independence and creativity, which are essential elements in inclusive education. Through these activities, students are encouraged to think critically, solve problems, and collaborate with their peers, thereby developing strong social skills and readiness to face challenges outside the school environment.

The use of engaging and interactive learning media is supported by research showing that visual and kinesthetic learning methods can enhance student engagement and learning outcomes, especially for those with special needs (Ulva & Amalia, 2020). This media-rich environment allows CSN to learn through direct experience and sensory training, which can enhance their understanding and

engagement in learning activities. By utilizing these resources, the school can create more engaging and inclusive learning experiences for all students.

The school's facilities, including infrastructure, generally support the implementation of inclusive education at Hayat School. However, limitations in accommodating CSN with physical disabilities indicate a need for improved facilities. The literature shows that physical accessibility is crucial in creating an inclusive environment that can support all students (Supardi, 2023). Therefore, enhancing facilities to be more accessible for students with physical disabilities can be a priority in the school's development plan.

The integration of spiritual values into the curriculum and daily activities at Hayat School helps build a harmonious school environment. A study by Husen & Khoirudin (2022) supports this finding, showing that spiritual values can strengthen a sense of community and mutual respect in the school environment. However, some researchers like Latif & Hafid (2021) caution that while a religiously homogeneous environment can facilitate the integration of spiritual values, care must be taken to ensure that this approach does not overlook the diversity of perspectives and practices within Islam itself, as well as respect individual differences among students.

The approach implemented by Hayat School demonstrates a commitment to addressing inclusion challenges with student-centered and well-planned strategies. Literature supports the importance of ongoing training and supports teachers and regular students to create an effective inclusive environment (Arfa & Lasaiba, 2022). By providing a better understanding of inclusion and offering specific support for CSN, schools can reduce stigma and increase the engagement of all students. These strategies reflect best practices in inclusive education, where every student is valued and supported to reach their maximum potential.

Additionally, the Islamic value-based management approach at Hayat School positively impacts relationships with the surrounding community. Socialization programs and collaboration with parents and local organizations have raised community awareness of the importance of inclusion. This is consistent with findings from Tamela et al. (2020), which show that community involvement can strengthen support for inclusive education. However, challenges remain in maintaining sustained engagement, especially in communities less exposed to the concept of inclusion, as revealed by Supardi (2023).

To enhance the implementation of the inclusive education model, Hayat School can consider several recommendations. First, improve teacher training related to inclusive and adaptive learning. This training can be conducted at the start of a teacher's training session and included in new staff training materials at Hayat School. Second, expand and improve physical facilities to ensure better accessibility for all students, so that in the future, Hayat School can also facilitate CSN with physical

limitations. Third, involve the school community in developing more comprehensive inclusion policies, ensuring that all stakeholders understand and support the school's inclusive vision.

By adopting these recommendations, Hayat School can implement more effective learning in applying a student-centered inclusive education model. This means ensuring that every individual has equal opportunities to develop. Collaboration among various parties is essential in creating an environment that supports students with special needs in implementing inclusive education.

CONCLUSION

This study examines the integration of Islamic values into education management can significantly enhance the effectiveness of inclusive education in Islamic school settings. At Hayat School, values such as justice (*'adl*), compassion (*rahmah*), and social responsibility (*mas'uliyah ijtimai'iyah*) are not merely philosophical ideals but are actively embedded into school policies, teaching strategies, and interpersonal interactions. These values have contributed to the creation of a more inclusive, respectful, and ethically grounded learning environment, particularly for students with special needs.

Key enablers of this value-based model include strong leadership commitment, the presence of trained assistant teachers, collaborative pedagogical practices, and a school-wide culture that embraces diversity. Challenges, including emotional adjustment and initial resistance among regular students, are addressed through structured socialization, empathy-building strategies, and ongoing adaptation of instructional methods. Overall, the model offers a viable framework for implementing inclusive education within an Islamic context, providing both practical mechanisms and ethical justification for inclusive practices.

The findings have significant implications for both theory and practice. Theoretically, the study expands the discourse on inclusive education by introducing an Islamic-values-based perspective, offering a culturally grounded alternative to predominantly Western models. Practically, the model provides a strategic reference for Islamic school leaders and policymakers seeking to implement inclusive education in alignment with religious values. Future research is recommended to explore the long-term effectiveness of this model, examine its adaptability across different institutional contexts, and assess the impact of teacher training on inclusive pedagogy and student outcomes.

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