

APPLICATION OF INCLUSION EDUCATION IN EARLY CHILDREN'S ISLAMIC RELIGION LEARNING

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ABSTRACT

Islam is one of the fields of study that must be taught by teachers in formal education institutions. Therefore, Islamic religious learning is an effort to teach various religious issues and values. This research is based on the existence of religious education for children which often fails, because religious education has so far emphasized cognitive and affective aspects, paying less attention to the psychomotor domain. The aim of this research is to describe in depth the application of inclusive education in early childhood Islamic religious learning with aspects of faith, worship and morals at the Pelangi Anak Negeri Yogyakarta Islamic Kindergarten. This research method is qualitative. The data is collected by observing, interviewing and documenting. Data analysis uses data reduction, data presentation, drawing conclusions and testing the validity of the data using technical triangulation. Research results: (1) The implementation of inclusive education serves the needs of students regardless of all differences, which can be seen from the principles of learning, using a curriculum that is modified according to student needs, class composition consisting of various aspects of diversity , Islamic religious learning develops aspects: aqidah, namely introducing God, worship by performing prayers , murajaah , reading Iqra, and morals by teaching the words sorry, thank you , please; (2) Supporting factors for implementing inclusive education are: Human Resources (HR) and parents . Meanwhile, the inhibiting factors are: school buildings, Special Guidance Teachers (GPK), and teachers in handling Children with Special Needs (ABK).

Keywords : *inclusive education, Islamic religious learning, Pelangi Anak Negeri Islamic Kindergarten .*

ABSTRAK

Agama Islam merupakan salah satu bidang studi wajib diajarkan guru pada lembaga pendidikan formal. Oleh Karena itu pembelajaran agama Islam merupakan usaha-usaha mengajarkan berbagai persoalan dan nilai-nilai agama. Penelitian ini dilatar belakangi adanya pendidikan agama untuk anak yang kerap menemui kegagalan, karena pendidikan agama selama ini lebih menekankan aspek kognitif dan afektif, kurang memperhatikan ranah psikomotorik. Tujuan penelitian ini mendeskripsikan secara mendalam penerapan pendidikan inklusif pada pembelajaran agama Islam anak usia dini dengan aspek akidah, ibadah, dan akhlak di TK Islam Pelangi Anak Negeri Yogyakarta. Metode penelitian ini yaitu kualitatif. Adapun pengambilan data dengan melakukan observasi, wawancara dan dokumentasi. Analisis data menggunakan reduksi data, penyajian data, penarikan kesimpulan dan uji keabsahan data dengan menggunakan triangulasi teknik. Hasil penelitian: (1) Penerapan pendidikan inklusif melayani kebutuhan siswa tanpa memandang segala perbedaan dapat dilihat dari prinsip pembelajaran, menggunakan kurikulum yang dimodifikasi sesuai kebutuhan siswa, komposisi kelas terdiri dari berbagai aspek keberanekaragaman, pembelajaran agama Islam mengembangkan aspek: akidah yaitu mengenalkan tuhan, ibadah dengan melaksanakan sholat, murajaah, baca iqra, dan akhlak dengan mengajarkan kata maaf, terimakasih, tolong; (2) Faktor pendukung penerapan pendidikan inklusif yaitu: Sumber Daya Manusia (SDM) dan orangtua. Sedangkan faktor penghambatnya yaitu: gedung sekolah, Guru Pembimbing Khusus (GPK), dan guru dalam penanganan Anak Berkebutuhan Khusus (ABK)

Kata Kunci: *pendidikan inklusif, pembelajaran agama Islam, TK Islam Pelangi Anak Negeri*

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INTRODUCTION

Early childhood education is organized to help physical and spiritual growth and development which is carried out through formal, non-formal and informal channels. One form of formal early childhood education is Kindergarten (Rusijono, 2010). Kindergarten is a form of early childhood education in the formal education pathway for the age range of four to six years. Kindergarten (TK) education is not mandatory education, but with its presence children develop all aspects of their development (Djoehaeni, 2005). In kindergarten, children are expected to be able to learn well to prepare for their future.

Formal education at the early childhood level is a new science so it requires a different approach. As a result of these conditions, various efforts and approaches are often misunderstood by many parties. Learning comes from the word "study" which means change in a person caused by experience (Djiwandono, 2003). Learning itself is an effort to direct student activities towards learning activities (Ms, 2005). Learning Islamic Religion is one of the fields of study that must be taught by teachers in formal education institutions. Because learning about Islam is an effort to teach about various religious issues and values.

The process of introducing religious life from an early age requires specific knowledge and skills. A good and appropriate management system, in accordance with the child's growth and development so that the natural potential can develop optimally (Abdurrahman, 2005). The instillation of values regarding the concept of divinity, worship and normative values that takes place from an early age is able to form a child's religiosity that is deeply rooted and has an influence throughout life. This can happen because at that age, the child does not yet have basic concepts that can be used to reject or accept everything that comes to him. So the religious values that are instilled will become the first color of early childhood self-concept (Majid & Andayani, 2004).

However, children have various conditions, characteristics and cultures, so they need to be understood by many parties around the child, such as: parents, teachers and the community. Children who have differences (physical, intellectual, socio-emotional conditions, linguistic, etc.) have the same right to obtain a decent

education. This is in accordance with the 1945 Law (which has been amended) article 31 paragraph 1 which states that every citizen has the right to education. The government provides opportunities for all children to receive educational services without looking at differences in children, one of which is through inclusion, which is stated in UUD 45 Article 31 paragraph 1 "Every citizen has the right to receive education".

Inclusion is a system where all citizens collectively realize their shared responsibility to educate all students so that they develop optimally according to their potential. All students who enter the school environment fully become members of the school community, and each other participates appropriately to get opportunities and take responsibility for education in general (Suparno, 2010).

Inclusive schools for each child must be appropriate to their special needs. Every effort is made to be served optimally by making various modifications and/or adjustments, starting from the curriculum, infrastructure, teaching and education staff, learning systems to assessment systems. In other words, inclusive education requires schools to adapt to the demands of individual student needs, not students adapting to the school system. The advantage of inclusive education is that children with disabilities and normal children can interact with each other naturally in accordance with the demands of society's daily life, and their educational needs can be met according to their respective potentials. The consequence of implementing inclusive education is that schools are required to make various changes, starting from perspectives, attitudes, to educational processes that are oriented towards individual needs without discrimination (Johnsen & Skjorten, 2003).

The National Education Government Regulation on inclusive education, article 2, namely paragraph (1), states that the aim of providing inclusive education is to provide the widest possible opportunities for all students from various conditions and backgrounds to obtain quality education in accordance with their needs and abilities. Paragraph (2) is to create an education system that respects diversity and is not discriminatory for all students. Inclusive education aims to provide broad opportunities and realize the implementation of education that respects diversity, and does not discriminate against all students who have disabilities (physical, emotional,

mental, social) or have intelligence potential (special talents) to obtain quality education according to their needs and needs. his abilities.

Basically, education for all groups regardless of ethnicity, culture, religion and socio-economic status is a basic need to ensure a more dignified life. This is guaranteed in the 1945 Law article 31 paragraph 1. However, in reality, providing educational services to students is not easy. Considering the rapid population growth, it is appropriate to provide inclusive education to children. Appropriate educational services will help students obtain their right to obtain reasonable, quality and sustainable education.

Pelangi Anak Negeri Islamic Kindergarten is different from other kindergartens. This kindergarten under the guidance of Umi Sri Utami Purwaningsih was founded in Yogyakarta in 2012. This school prioritizes pro-child education. Diversity is one of the underlying philosophies of the Pelangi Anak Negeri Islamic Kindergarten. Providing all students with equal learning opportunities, accepting children with various special needs.

Pelangi Anak Negeri Islamic Kindergarten provides a conducive space so that students can grow and develop optimally. This is because basically children have potential from birth. A place and atmosphere that is comfortable and safe, full of children's excited chatter, great attention from teachers, is an ideal place and a second home for students. Apart from that, learning activities provided through a play approach are the basis for implementing learning activities at the Pelangi Anak Negeri Islamic Kindergarten. The learning methods applied are in accordance with the needs and are in favor of students. Various learning activities are created through games to optimize student development with various media so that students are ready to take part in learning at the next level . In the article This will discuss more in about Implementation of Inclusive Education in Early Childhood Islamic Religious Learning at the Pelangi Anak Negeri Islamic Kindergarten .

METHOD

Method research used in study This is Qualitative . Qualitative research is based on the consideration that the implementation of inclusive education in AUD Kindergarten Islamic religious learning involves various aspects that must be explored more deeply and comprehensively . The reason that prompted the

researcher to use the descriptive quantitative type was that the researcher wanted to know more deeply and explain the process of early childhood Islamic learning which takes into account the diversity of students at the Pelangi Anak Negeri Yogyakarta Islamic Kindergarten, so that researchers gain knowledge about the application of inclusive education in children's Islamic religious learning. early age at the Pelangi Anak Islam Kindergarten in Yogyakarta.

The data sources in this research are the principal, class teacher, GPK and students of Pelangi Anak Islam Kindergarten Yogyakarta, learning activities both in the classroom and outside the classroom, and written data sources in the form of references used by researchers in the form of books, scientific magazines , field notes, and photos. Data sources are used to examine subjective aspects and the results are analyzed inductively . Basically there are three data collection techniques commonly used in qualitative research , namely observation, interviews and documentation studies (Tanzeh, 2011).

Data analysis in qualitative research is carried out during data collection and after completing data collection within a certain period. At the time of the interview, the researcher had carried out an analysis of the interviewee's answers. If the interviewee's answers after analysis feel unsatisfactory, the researcher will continue asking questions again until the next stage certain data is obtained that is considered credible (Sugiyono, 2013)

RESULTS AND DISCUSSION

Islamic religion is an important lesson in kindergarten. Through the implementation of inclusive education at the Pelangi Anak Negeri Islamic Kindergarten, it is hoped that students will be able to learn about Islamic religion properly and correctly. Inclusive respects all differences. They are not discriminated against and have the right to receive adequate educational services. It is hoped that this can increase children's knowledge of Islamic religion , as well as with ABK (The child with special needed). ABK Other normal children will interact with each other. Children will appreciate diversity from a young age. This learning is very good for children's future development . In the learning process , teachers have task For encourage , guide , and also as facilitator for student For reach objective expected

learning . Teachers have not quite enough answer For observe the development process of their students, so that the success of the learning that has been implemented is known.

In learning, the teacher has carried out according to procedures, namely preparation with SKH (daily activity units), arrying out learning according to schedule, and evaluating learning. Islamic religious learning activities at the Pelangi Anak Negeri Islamic Kindergarten are carried out in the classroom and outside the classroom, which is created in a relaxed and enjoyable atmosphere. To facilitate and achieve success in delivering Islamic religious material , teachers are required to use interesting learning strategies. Because if in the learning process the teacher uses boring learning strategies, students will experience difficulties and the learning objectives achieved will not be realized. There are 5 learning activities at Pelangi Anak Negeri Islamic Kindergarten, namely: initial activities, core activities I, rest, core activities II and final activities. This activity is a series of lessons that have been prepared according to the school program. The teacher carries out learning in accordance with the RPPM (Weekly Learning Implementation Plan) that has been made previously .

a. Initial activity

Initial activities begin when students arrive. Newly arrived students do not forget to say hello and shake hands with their teachers and friends. Students take off their shoes and socks then put them in the shoe rack according to class. Students' bags are placed in the bag rack, for Kindergarten A and Kindergarten B the bag rack is on the 2nd floor in front of the Kindergarten A and Kindergarten B classes. After placing their bags, the students gather in the indoor playroom to perform the Sunnah Dhuha prayer in congregation. Before performing the sunnah dhuha prayer in congregation, students perform ablution first. When performing ablution , students line up neatly waiting for the queue to arrive as directed by the teacher. This serves to instill good morals in students by queuing . Regular students and special needs students line up together and follow the reading and movements taught by the teacher.

After ablution, the teacher gives the students time to prepare for the sunnah dhuha prayer in congregation. Male students wear pecis while female

students wear mukena. Congregational sunnah prayers are carried out every day. Students are introduced to sunnah prayers and accustomed to carrying them out. Students bring their own prayer equipment from home. This is done so that students remember and are responsible for their assignments.



Figure 5.2 Students praying sunnah prayers in congregation

After the prayer, the students continued to pray and murajaah together. When praying, students sit quietly reading the prayers of their parents and other prayers led by their teacher and ustadzah. Before learning begins, class A students at Pelangi Anak Negeri Islamic Kindergarten first deposit iqra, memorize a short letter and a short hadith. Students line up and sit neatly waiting in line for their names called while memorizing short letters and short hadiths.



Figure 5.4 deposit iqro , short prayers, and short hadiths .

Based on the results of observations and documentation, data was obtained, namely that the implementation of students' initial activities began with students placing shoes and bags in the racks provided. Then the students gathered in the indoor playroom in a row to perform ablution first before praying the sunnah congregational prayer . Teachers offer male students to become priests. Once the students are ready, the students and teacher pray the sunnah prayer together. Then pray together and murajaah together. And class A kindergarten students continued with iqro deposits , short prayers and short hadiths. Every day students perform prayer activities sunnah dhuha congregation in the indoor playroom . Students gather and pray in congregation. They are very active in this activity, the students do it happily together and are generous together. And class A kindergarten students continued with iqro deposits, short prayers and short hadiths . Every day students perform prayer activities sunnah dhuha congregation in the indoor playroom . Students gather and pray in congregation. They are very active in this activity, students do it with pleasure .

b. Core Activities 1

At 08:00 students have entered the main activities. The core activities begin with a discussion of this week's theme. The teacher asks the students what day and date it is? Students always answer questions happily and enthusiastically. Every time a student arrives late, it is customary to say hello to the teacher and friends. ("assalamualaikum"). Students who know that their friends are late are also used to responding to their friends' greetings. Teachers make it a habit to teach students to respect all school members. If a friend is late, give them the opportunity to pray first .

activity the teacher has provided 3 learning media according to this week's theme. The teacher explains in advance the materials that students will use during learning. The teacher invites students to discuss the materials that will be used today. Communicating with students will train students to be confident. Students will express their opinions and answer their curiosity. The teacher frees the students to choose learning materials that they like and free students to create the

work they want. This will make students more active, creative, encourage students to ask questions .



Figure 5.5 Activities Learning .

From the results of observation and documentation, data was obtained that the implementation of core activity I was that the teacher provided information on activities according to the theme to be carried out. Teachers can provide information in the form of showing pictures, media and so on.

c. Rest

During breaks, students eat together. Before eating, students wash their hands first. Students are used to queuing to wash their hands. This is one of the commendable morals taught by teachers . After washing their hands, students gathered in the indoor playroom and formed a rectangle, then prayed, led by other students. Students eat together with a varied menu every day, so that students' nutritional needs are met . Based on the results of field note observations, data was obtained that the rest activity was carried out at 09:55. Wash your hands first then gather in the indoor playroom . This was followed by prayer led by other students and eating together.

d. Core Activities II

After eating , the students returned to class. The teacher offers students to play first for a predetermined time or immediately work on core activity II. When students choose to do activities, students will work on activities they like.

Activities are carried out according to students' interests, the teacher frees students to choose their activities. This is in line with Oemar Hamalik's opinion that the teaching and learning process is based on the needs and interests of children .

After completing learning activities, students collect the results of their activities to be assessed by the teacher. Don't forget that students also tidy up the media and tools that have been used to carry out activities . Class teachers and GPK collaborate to monitor student progress and always motivate them in every lesson carried out. GPK always accompanies him at school. GPK helps direct crew members who are not focused and provides appropriate individual programs for crew members. Every activity carried out by ABK has been adjusted to the ABK's individual program design. This is in line with George S. Morrison's opinion that participation is required in planning and implementing the IEP or individual program design . "GPK accompanied 2 crew members. GPK helps crew members who lack focus in carrying out activities. GPK also often reminds and motivates crew members to socialize with others."



Figure 5.6 Individual Special Needs Children Program

Based on the results of observations, data was obtained that GPK always accompanies ABK when they are at school in every activity. GPK also directs crew members when they are not focused and pays attention to crew members.

e. End activities

The final activity was carried out when it was time to go home. The teacher reminds you to tidy up the equipment that has been used. Students are used to tidying up the tools they have used such as stationery, chairs, tables and others after completing activities. After all the chairs, tables, stationery and learning media have been neatly arranged. Then the students prepare to go home. The teacher reviews today's activities by having a conversation with students. Remind students about the learning that has been done today. The teacher also doesn't forget to preview tomorrow's activities. This will attract students' attention so that they are excited to go back to school the next day. Teachers also remind students of assignments when they get home. These tasks are: greeting, taking off shoes, changing clothes, washing hands and feet, eating leftovers, sleeping, reciting the Koran and studying. Then continued praying together led by other students.

From the results of observations in the form of field notes, data was obtained that the final activity was carried out when the students had finished working on the activity. Students tidy up all the equipment that has been used. Then the students pray, led by one of the other students. The teacher always reviews today's activities and previews tomorrow's activities. Students are also reminded to do their homework when they get home. Aspects of developing Islamic religious learning for early childhood, basic competencies are directed at the ability to aqidah (knowing and believing in the existence of God), worship, and having good morals.

CONCLUSION

Serving students' needs without considering all differences. This can be seen from: a) Learning principles adapted to student needs b) Using Educational Unit Level Curriculum (KTSP) 2013 Early Childhood Education curriculum from the Education Department which is modified according to student needs c) Class

composition consists of various aspects of diversity d) Each student is given treatment according to their needs e) A system for accepting new students based on the age of the child. f) The role of the school principal and teachers is to prepare an annual activity program. Meanwhile, the role of parents and the school committee is: to collaborate in workshop and outing programs class g) Implementation of learning includes: initial activities, core activities I, breaks, core activities II, and final activities that develop Islamic religious learning (beliefs, worship, morals)

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