Al Islam Education Learning at Independent Curriculum-Based Inclusion Schools in Grade 2 SD Muhammadiyah 1 Kebomas

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ABSTRACT

Al Islam education is the foundation of all sciences in the formation of the nation's character, especially in school students labeled as Islamic. In this case, it is inseparable from Al Islam education for inclusion in elementary schools (SD). This study aims to analyze the concept of Al Islam education learning in an independent curriculum-based inclusion school in grade 2 of SD Muhammadiyah 1 Kebomas, and analyze the application of Al Islam education learning in an inclusive school based on an independent curriculum in grade 2 of SD Muhammadiyah 1 Kebomas. The researcher compiled this research using qualitative research methods, while the data collection techniques used in this study were observation, interview, and documentary techniques. The data analysis techniques used by the researcher are the Miles, Huberman, and Saldana models, which consist of three stages: data representation, data display, and conclusions. From the data collection and analysis techniques used by the researcher, it was found that the learning of Al Islam education in inclusive schools does not prevent Al Islam education from being taught to inclusion students; that is, in the application of Al Islam education, there are things that must be adjusted to the abilities of inclusion students, which is also in accordance with the independent curriculum applied in the 2nd grade of SD Muhammadiyah 1 Keboma.

Keywords: Al Islam Education Learning, Inclusion School, Independent Curriculum, SD Muhammadiyah 1 Kebomas

I. INTRODUCTION

Education serves as a platform to shape indonesia's future generations and guarantee its place in world culture. Islamic education is a very important component of students' spiritual growth as it assists them in navigating all aspects of life (Maswan, 2017). Islamic teachings place great emphasis on religious education. This is very important to form students' religious beliefs and ensure they adhere to the teachings of the Qur'an and Hadith.

An important component of an education system that considers the unique requirements and diversity of each student is Islamic Religious Education in an inclusive school environment. The demands and obligations of common people in the human realm are reflected in the current research on educational inclusion. Easy access to information and learning resources drives the growth of an inclusive educational culture. It is very important that children with special needs have equal access to high-quality education free from prejudice (Risnawati, Eris, 2021).

An approach that recognizes and embraces diversity in Islamic teaching, learning, and education is reflected in the inclusive paradigm of Islamic religious education. Respecting everyone regardless of differences in religion, culture, nationality, or other origins is part of this. (Risnawati, Eris, 2021)..

By ensuring that everyone, including those with special needs or from various backgrounds, has equal access to Islamic religious education that is free from discrimination, Al Islam education aims to ensure access to all people in an inclusive paradigm. Recognizing and respecting differences between teaching and learning is one way to embrace diversity. This entails recognizing and calculating variations in students' learning requirements, social-emotional needs, and learning styles (Pornomo, Putri Irma Sholikhah, 2021).

When it comes to advancing equality in educational opportunities and ensuring that everyone has access to the tools and assistance that they need to realize their full potential, inclusive education prioritizes equality. Encouraging empathy and tolerance for others, regardless of beliefs or practices, is the goal of inclusion education. Collaborative learning is used in inclusive education to promote cooperation and teamwork among

students of all backgrounds so that they can grow into an inclusive community and learn from each other (Muliadi, 2012).

To achieve inclusive education, the curriculum must be modified to meet the requirements of each student, including the utilization of a variety of instructional strategies to accommodate a variety of learning preferences. Students' creativity and self-expression are valued, and they are given the opportunity to create their own Islamic identity in a welcoming and encouraging environment (Maskuri 2023). Islamic education in an inclusive paradigm aims to provide a learning environment that respects and embraces diversity as a force that enhances everyone's educational experience, in addition to guaranteeing that everyone has access to education (Eris Risnawati, 2021).

All students, regardless of their circumstances or backgrounds, should receive comprehensive and encouraging education in inclusive schools. Respect for diversity and inclusivity must be embedded in the school culture. Policies that promote inclusivity, employee training, and awareness campaigns can help achieve this (Maskuri, 2023).

Although an increasing number of people are realizing how important it is to be inclusive, many schools around the world still do not fully promote inclusive school cultures (Mansir, Firman, 2021). The elements that contributed to this are as follows.

1. Limited Resources: Schools often struggle to provide all students, especially those with special needs, with the help they need because of a lack of funds, staff, or facilities.
2. Lack of Training: It possible that manya educators and other school personnel do not have the necessary training to handle the various requirements of students in an inclusive environment.
3. Stigma and Distrust: Due to a lack of knowledge or negative experiences, some schools or school community members may still harbor stigma or distrust of the idea of inclusion.
4. Inability to Address Diverse Needs: Certain schools may struggle to meet the diverse requirements of children in a standard classroom environment, especially if they have too large a class or little extra assistance.
5. Policies and systems: Policies and education systems in a given location cannot encourage inclusive practices, or may even make it difficult to establish an inclusive atmosphere.

It is important to remember that many educational institutions and instructors have put a lot of effort into encouraging inclusivity and providing a welcoming environment for all students. There is optimism that more schools will become inclusive in the future as a result of increased awareness and help from various sources. Schools can build a nurturing atmosphere for each student, allowing them to thrive according to their unique potential using comprehensive and sustainable strategies (Pertiwi, 2023).

Currently, an independent curriculum is built on the idea of education in Indonesia to promote business, innovation, and character education. This idea seeks to provide schools with greater flexibility in creating a curriculum that considers the needs and potential of local students. Therefore, it is hoped that education will be in line with the demands of society and allow for more educational innovation. The independent curriculum produces teaching that emphasizes students' unique characteristics, abilities, and interests, in addition to mastery of academic subjects (Kemendikbudristek, 2022).

The idea of an independent curriculum is implemented in inclusive schools, curriculum preparation in inclusive schools, allowing the curriculum to be tailored to the unique requirements and traits of each student, including those with special needs highlighting the value of recognizing and respecting diversity and providing opportunities to all students, including those with special needs, to reach their full potential (Kemendikbudristek, 2022).

This allows for learning to be more diverse and inclusive. With an independent curriculum that emphasizes the development of diverse talents and potential, including the exceptional abilities possessed by children of inclusion, this curriculum can also be used as a special ability development program. Differentiation between education and different learning modalities can achieve this (Kemendikbudristek, 2022).

Character education is the main goal, and an independent curriculum can be used to facilitate inclusive character education, in addition to the mastery of academic subjects. Values such as empathy, collaboration, tolerance, and respect for diversity will be emphasized in the independent curriculum, fostering an inclusive learning environment for all students (Ngaisah & Aulia, 2023). Students with special needs can participate in curriculum development, as well as other students. This will allow them to feel that they are part of the learning process and to provide important feedback on their needs (Pertiwi et al., 2023).

Life skills can be developed through an independent curriculum. In addition, the independent curriculum will focus more on helping students acquire the life skills they need to thrive in society and daily life (Mansur et al., 2022). In addition to improving the educational experience of children with special needs, the implementation of an independent curriculum in inclusive schools will make classrooms more welcoming and empowered for all students.

The inclusion school of SD Muhammadiyah 1 Kebomas illustrates how the principles of an independent curriculum can be used in an inclusive educational environment. SD Muhammadiyah 1 Kebomas strives to provide an inclusive learning environment in which every student can reach their full potential by applying the principles of an independent curriculum.

To make SD Kebomas Muhammadiyah 1 an inclusive school, the Gresik district government collaborated with the UPT *Resource Center* Gresik, an organization that collaborates with children with special needs, to make SD Muhammadiyah 1 Kebomas a reference school. There are currently 22 inclusion students in grades 1–6 for the 2023–2024 academic year, which shows that there is sufficient public trust to allow parents to commit to their children with special needs. Therefore, research on this topic is interesting, especially related to the study of Al Islam Education in the inclusion school of SD Muhammadiyah 1 Keboma.

Especially in grade 2, six out of thirty-four students in one school had special needs. Students are encouraged to build their own abilities as part of the Al Islamic educational curriculum. It is believed that students will have more engaging educational experiences as a result of the development of these abilities. Teachers can promote tolerance, empathy, collaboration, and understanding of the differences between children with special needs and other students by implementing character education. Differences do not stop socialization and students' enthusiasm to get to know each other better because of the sense of belonging between them.

Because the 2nd grade of SD Muhammadiyah 1 Kebomas is worthy of research, the researcher is interested in learning more about the idea and implementation of Al Islam education in inclusive schools based on an independent curriculum.

II. METHODS

This study used a qualitative method, which is a case study approach that emphasizes observation and often involves analysis (Rokhamah et al., 2024). Based on the independent curriculum of SD Muhammadiyah 1 Kebomas grade 2, the researcher sees how al Islam education is conceptualized and implemented in inclusive schools In this study, the informants involved, namely: the Principal as the policy holder, the Deputy Head of Curriculum SD Muhammadiyah 1 Kebomas plays an important role in creating, implementing, and assessing the curriculum in schools, Al Islam Education Teachers both for ordinary students and all students with special needs, the role and practice of al Islam education teachers at SD Muhammadiyah 1 Kebomas can provide important insights about religious teachings and religious education in general, Grade 2 homeroom teachers are often involved in close interactions with students, Shadow teachers are teachers who help teachers with children with special needs in the classroom, and students are important research subjects because they are the standard of success in applying the understanding of Islamic education.

This research was conducted at the SD Muhammadiyah 1 Kebomas jl. Sunan Prapen I/15 Gresik - East Java. This school has been named an inclusion school by the Gresik Regency Education Office no: 16/SK/inklusi/SD 2022. Next, SD Muhammadiyah 1 Kebomas has 19 students with special needs or include students from grades one to six. The number of students with special needs was highest in the Kebomas sub-district area. Therefore, it would be interesting to conduct further research.

The Data collection techniques used in this study were observation, interview, and documentary techniques. The interactive analytical approach of Miles, Hubbermain, and Saldana was used for data analysis in this study. Data analysis methods based on the Miles and Huberman model and The data analysis method used in this study are the Miles, Huberman, and Saldana models, which have three stages: data presentation, condensation, and conclusion (Miles, Huberman, & Saldana, 2014).

The validity of the data in this study used the following techniques. *First*, triangulation of methods and sources where to validate conclusions, triangulation requires the use of multiple data sources, data collection techniques, or data analysis. triangulation between different informants or respondents or between different data collection methods, including document analysis, observation, and interviews (Rokhamah et al., 2024). The researcher applied this approach to data obtained through observations and films, as well as interviews with various respondents and informants. *Second*, re-examination by respondents (member checks), where after data collection and analysis, researchers can follow participants or respondents to corroborate the results

obtained (Rokhamah et al., 2024). This makes it more likely that the researcher's interpretation will align with the participant's perspective and experience.

III.   RESULTS AND DISCUSSION

Result

The concept of learning Al Islam education in an inclusive school based on the independent curriculum in grade 2 of SD Muhammadiyah 1 Kebomas

Based on observations from the curriculum guideline document for the 2024-2025 school year, SD Muhammadiyah 1 Kebomas uses a combination of the curriculum of the Ministry of Religion of the Republic of Indonesia and the Elementary and Secondary Education Council (Dikdasmen) of the Muhammadiyah Central Executive. The Curriculum Guidelines of the Muhammadiyah Central Education Council are a revision of the curriculum that **aims to** encourage the development of the Islamic character, understanding of Muhammadiyah's ideals, and Arabic language proficiency. As conveyed by SP1

"That al Islam education in Muhammadiyah has the purpose of introducing all students to Islam, Muhammadiyah, and Arabic or commonly known as Ismuba," said SP1.

This curriculum seeks to maintain the ideals of Muhammadiyah and Islam while producing a generation with beliefs, moral character, and global skills. As explained by SP2

"The material in the Ismuba curriculum emphasizes the ideals of Muhammadiyah and Islam in order to create an Islamic generation," said SP2.

The following are some of the main details of the **Ismuba curriculum material** for 2023, based on the Al Islam curriculum guidebook of SD Muhammadiyah 1 Kebomas:

First, the integration of Islamic and Muhammadiyah values with the values of the Qur'an, As-Sunnah, and the conventional understanding of Muhammadiyah are intended to be communicated through the Imuba curriculum. Worship, ethics, and knowledge of the Muhammadiyah da'wah movement were included in this study.

Second, the contextualization of the independent curriculum with Ismuba focuses on creating Pancasila student profiles and adheres to the principles of the Independent Curriculum from the Ministry of Education and Culture, including project-based learning (PBL). This strategy combines the principles of Muhammadiyah and Islam to create flexible and creative generations.

Third, strengthening Islamic morals and personality at the same time Ismuba teaches students to live in accordance with Islamic principles in daily life, including accountability, discipline, and honesty.

Fourth, Muhammadiyah-based local content provides information on the history of Muhammadiyah, prominent members, and the organization's contribution to society, education, and health has been strengthened.

Fifth, technology and digital literacy have begun to be incorporated into the Ismuba curriculum to provide students with 21st century capabilities that will help them meet the demands of the modern world.

In 2023, the Ministry of Religious Affairs of the Republic of Indonesia will use an Islamic religious education (PAI) curriculum based on an independent curriculum for madrasas such as Raudhatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), and Madrasah Aliyah (MA). In accordance with the dynamics of national educational growth, this curriculum was created to enable freedom of learning while upholding national and religious values.

The independent curriculum will be implemented in madrasas in the 2023–2024 academic year, in accordance with the order of the Director General of Islamic Education number 1443 of 2023. Understanding aqidah, fiqh, morality, the Qur'an, and the history of Islamic culture is one of the learning outcomes (CP) adjusted to the Islamic gaze in this curriculum. The goal was to develop students' characteristics through an integrated and contextual approach.

At SD Muhammadiyah 1 Kebomas, teaching children with special needs (PDBK) requires a methodical, compassionate, and sympathetic approach tailored to their needs.

Metode Pembelajaran Al-Islam di Sekolah Inklusi SD Muhammadiyah 2 Kebomas dalam buku panduan kurikulum sebagai berikut:

The Al-Islam Learning Method at the Inclusion School of SD Muhammadiyah 2 Kebomas in the curriculum guidebook is as follows.

First, the individualization method adjusts learning to the abilities, needs, and potentials of each student. Create an individualized learning plan (RPI) for ABK with a focus on realistic goals.

Second, the visual and practical method uses props such as pictures, videos, or other aids to make it easier to understand the concept of Islam. Example: Using a video of ablution or prayer with movement guide

Third, the method of repetition and positive reinforcement involves repeating important materials to make it easier to remember, accompanied by appreciation to encourage learning motivation.

Fourth, a collaborative method was developed by inviting students to study in small groups where they can help each other. Ensure that group members have roles that suit their abilities.

Fifth, the storytelling method conveys inspiring Islamic stories in a simple language to instill moral and Islamic values.

Sixth, the simulation and role-play methods involve training students with direct simulations, such as practicing ablution, congregational prayers, or reading daily prayers. This simulation helps students to understand and remember worship practices.

In terms of evaluation, SD Muhammadiyah 1 Kebomas uses three types of evaluation: **Initial Evaluation (Pretest)** conducted before learning begins to determine the student's initial ability or background. *Example:* Basic faith test or memorization of prayers before new material is taught. **Process Evaluation (Formative Assessment)** is conducted during learning to monitor student development and improve the learning process. *Example:* Assessment of prayer practice during learning. **Final Evaluation (Summative Assessment)** was carried out after the learning was completed to assess the achievement of the learning objectives. *Example:* Written test or worship practice at the end of the semester.

The application of Al Islam education learning in inclusive schools based on the independent curriculum in grade 2 of SD Muhammadiyah 1 Kebomas

The application in the management of classes with special needs at SD Muhammadiyah 1 Kebomas is as follows.

Part of planning needs to recognize the requirements of the PDBK by determining the specific requirements of the child, such as physical problems, autism, ADHD, or dyslexia. To obtain a professional assessment, a doctor, psychologist, or therapist can be consulted. As stated by SP5, collaborate with experts or practitioners who are able to provide strengthening and legality to the type or category of PDBK.

Building a beneficial, comfortable, and safe learning environment should be created by limiting the number of distractions that can cause children to lose their attention. Students are assigned to their own classes, which are known as resource classes. Use of images and Other Resources. GDP often responds better to visuals, colors, and tangible goods. PDBK accepts materials using images, colors, or tangible objects, such as basic calligraphy coloring, at a specified time.

Using a personal approach whenever possible, implement an Individualized Education Plan (IEP). This plan helps tailor teaching strategies to the needs and skills of children. Develop your child's full potential by concentrating on their strengths rather than their weaknesses.

Being consistent and patients often take longer for students with special needs to learn. This is because of their inability to obtain materials owing to their physical condition and the special demands they have. To help they child feel comfortable and know what to expect, we set a clear schedule.

Skilled interactions speak in simple and uncomplicated terms. In this case, the PDBK companion speaks in both simple and uncomplicated terms. Watch with affection and understand how PDBK communicates.

Collaboration with PDBK experts often develops certain talents through the use of treatments such as occupational therapy, speech therapy, or sensory therapy. Collaborate with educators, therapists, and other professionals to provide comprehensive assistance for children's education.

Involving the family encourages all members to provide constructive support for the PDBK. Building friendly relationships between siblings by showing them an understanding.

Recognition and inspiration celebrate every success, regardless of how small. Positive strengthening tends to increase the GDP confidence. Taking advantage of motivational techniques or incentive schemes that suit the child's preferences.

Teaching strategies can be adjusted using various techniques that can be applied according to the needs of the PDBK. Utilize technology resources, such as educational apps designed specifically for children with special needs.

Paying attention to the emotional calm of parents to maintain their mental stability, the parents also need time for themselves. Join a support group or community to exchange tactics and experiences. While teaching children with special needs can be difficult, this can also be a fulfilling experience. Children can realize their greatest potential if they have the right care, commitment, and encouragement.

    The implementation of al Islam education learning is based on the observations of researchers and interviews with SP3, then the learning of al Islam for PDBK at SD Muhammadiyah 1 Kebomas is carried out in the following ways:

1. Offering a simple prayer

Saying "Bismillah" before eating and "Alhamdulillah" Alhamdulillah' afterwards is an example of a short prayer. Then,

They were reminded to pray every day, including before and after going to bed.

2. **Understanding the pillars of Islam**

Present the basics of Islam in an easy-to-understand manner using visual aids. For example, a film on the pillars of Islam was screened. **Introducing short verses or hadiths**

Teaching hadiths or verses of the Qur'an that are easy to understand. reciting al Fatihah, al Ikhlas, al Falaq, and Annas are taught through examples of the teachers of Al Islam. "La taghdhob walaka al Jannah" hadith about the prohibition of anger is one of the topics taught in hadith to PDBK.

3. **Worship simulation**

Basic gestures are used to mimic ablution or prayer and, if necessary, provide support related to praise for their success.

4. **Teaching Through Stories and Songs**

Using religious songs, fairy tales, or stories of prophets to gain the attention of the PDBK. For example, stories about the virtues of the Prophet Muhammad can be described in simple and engaging language.

5. **Simplifying the Concept**

Teach basic religious principles in an approachable and straightforward manner, such as kindness, integrity, and caring. To help children understand and give them real-life examples. Avoid abstract concepts because PDBK often makes real concepts easier to understand.

    The evaluation of Al Islam learning at SD Muhammadiyah 2 Kebomas is carried out in the following ways: *First*, process-based evaluation with a focus on the development of the learning process, not just the final results. Example: Pay attention to students' efforts in reading prayers, even though they are imperfect. *Second* is individual evaluation by comparing the student's development with his own abilities over time, not with other students. Example: If previous students were only able to recite one prayer, the evaluation aimed to see if there was an improvement. *Third*. A portfolio that collects students' work, such as drawings, prayer writings, or photos of worship practices, to assess their progress holistically. *Fourth,* direct observation by turning off student behavior when carrying out worship, such as ablution, prayer, or prayer memorization. We took note of every small progress to provide constructive feedback. *Fifth*, Practical assessment was conducted by testing students' abilities through direct practice, for example, practicing prayer movements or reading short letters. *Sixth*, feedback and reflection provided positive feedback and motivation after evaluation. Invite students to reflect on what they have learned and what needs to be improved.

Discussion

    Based on the results of the research, the learning of Al Islam in inclusive schools based on the Independent Curriculum in Grade 2 of SD Muhammadiyah 1 Kebomas shows several important findings:

    1. **Flexible Planning**: Schools have been able to implement adaptive learning planning in accordance with the principles of the Independent Curriculum. Teachers understand the importance of accommodating the learning needs of inclusive students, so that materials can be delivered effectively. This is in line with the Independent Curriculum guidelines (Directorate General of Primary and Secondary Education, 2021) which emphasize flexibility in planning to support student diversity. Schools have been able to implement adaptive learning planning in accordance with the principles of an Independent Curriculum. Teachers understand the importance of accommodating the learning needs of inclusive students, so that materials can be delivered effectively.

    2. **Collaborative Learning Strategy**: Collaborative learning strategies between regular students and PDBK have a positive impact on material understanding and strengthening the inclusive character. The peer-teaching model increases students' sense of empathy and solidarity. This approach is supported by the theory of collaborative learning, as described by Slavin (1995), which emphasizes the importance of cooperation in achieving learning goals, especially in diverse environments. Collaborative learning strategies between regular students and PDBK have a positive impact on material understanding and strengthening the character of inclusion. The peer-teaching model increases students' sense of empathy and solidarity.

    3. **Optimization of Learning Methods and Media**: According to research conducted by Meyer and Rose (2002), inclusive learning media can increase the accessibility and participation of students with special

needs in the learning process. The use of methods such as project-based learning and inclusive media (audio-visual, braille, and technological aids) supports the active involvement of all students. This is in line with the principles of an Independent Curriculum that encourages experiential learning.

4. **Fair Evaluation**: Portfolio- and process-based evaluations allow teachers to better understand individual student development. This inclusive evaluation provides a space for students to demonstrate their potential without discrimination. According to O'Malley and Valdez Pierce (1996), portfolio-based evaluation is an effective method for accommodating student diversity, especially in an inclusive learning environment.

Additionally, this approach supports the principles of process-based learning described in the Independent Curriculum Guide (2021). Portfolio- and process-based evaluations allow teachers to understand individual student development better. This inclusive evaluation provides a space for students to demonstrate their potential without discrimination.

5. **Challenges and Solutions**: Some of the challenges in the implementation of Al Islam learning in inclusive schools include limited resources, teacher readiness, and technical obstacles in the learning media. However, these challenges can be overcome through teacher training related to inclusive education, provision of adequate resources, and collaboration between teachers, parents, and student support staff (Vindigni et al., Giovanni.: 2024).

IV.CONCLUSIONS

Conclusion

Al Islam Education in the Independent Curriculum-based Inclusion School in the 2nd grade of SD Muhammadiyah 1 Kebomas has gone well. Flexible planning, collaborative implementation, and inclusive evaluation are key to the successful implementation of such learning. Despite some challenges, continuous efforts can support the achievement of inclusive and equitable learning goals.

Suggestion

Based on the conclusions of the research that has been submitted, the following are some suggestions that can be submitted to support the development of Islamic education learning in inclusive schools based on the independent curriculum in grade 2 of SD Muhammadiyah 1 Keboma:

1. Human resources related to mentoring inclusion students need to receive more attention and improve their skills in dealing with them.
2. Support for various parties who have an interest in schools, in this case the government's attention, needs to be a comprehensive and sustainable approach so that the inclusion school program can run better with the support and attention of the government.

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