

Analysis of Islamic Religious Education Teacher Policy in the Islamic Religious Education Learning Process for Inclusive Class at Muhammadiyah High School 6 Surakarta

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Abstract: This research was motivated by observations that showed that the learning process carried out by Islamic education teachers in the learning process was less than optimal, especially in inclusive schools so educational goals were difficult to achieve. This has a big impact on special needs students and regular students so the implementation of learning is not optimal and less effective. So it can be formulated in this research that the role of teachers in maximizing learning planning, learning processes, and learning evaluation is very necessary. This research aims to analyze the Islamic Religious Education learning process to know the implications for special needs students and regular students as well as for Islamic education teachers. This study uses a qualitative method. Qualitative analysis is taken from Islamic religious education teachers' interpretation of data by providing information and explanations. Research data collection was carried out using interview techniques and field observations. The results of this research show that the relationship between policy and teacher professionalism in teaching greatly influences the continuity of learning so that it can provide changes in the implementation of learning and have an impact on students at the inclusive school Muhammadiyah High School 6 Surakarta. Teacher policies and professionalism have a high influence on the quality of learning and student development.

Keywords: policy; inclusive learning process; special needs students; regular students.

INTRODUCTION

The etymology of polity can be traced back to the Greek word “Polis,” meaning “city.” In this case, policy refers to the concept of organizational structure and is a formal pattern accepted by the government or institution equally to achieve its goals. Monahan in Syafaruddin (2008), p. 75. According to Abidin (2006:17), policy is a broad decision made by the government that affects every member of society. Written rules, or formal organizational choices that are legally enforceable, regulate behavior to establish a new set of values in society. Members of the community or organization will use the policy as the main source of behavioral guidance (Dunn, 1999). According to Good (1959), educational policy is determined by a value system and many assessments of situational factors. These considerations form the basis of how educational institutions are run.

Everyone has the right to education, by the 1945 Constitution. Law Number 20 of 2003 concerning the national education system then confirms this. All members of society, including children with special needs, have the right to education. An inventive and calculated approach to education, inclusive education aims to increase access to education for all children with special needs, including those with disabilities. To maximize the potential of every child, inclusive education is an educational service system that allows all students to learn side by side with each other in public schools while still considering individual needs and diversity (Directorate, 2008).

Circular Letter of the Director General of Management of Primary and Secondary Education, Ministry of National Education Number 380/C, as well as Government Regulation Number 72 of 1991 concerning Special Education and Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusiveness. education for students with disabilities and potential intelligence and/or special talents, also detailing the government's efforts to provide educational services for crew members. C6/MN/2003, dated January 20, 2003, states that every district or city is obliged to plan and implement inclusive

education in a minimum of four schools, which include elementary, middle, high school, and vocational school. Considering the high number of Children with Special Needs in Indonesia, many educational institutions are currently engaged in developing inclusive education. In various places, there are thirty-two thousand ordinary schools which are inclusive. Of the 1.6 million Children with Special Needs in Indonesia, data from the Central Statistics Agency shows that only 18% receive inclusive education services. Around 115 thousand children with special needs attend special schools, while around 299 thousand children with special needs attend regular schools that use inclusive education (MINA, 2017).

The existence of inclusive schools seems to be the best choice for students with special needs to utilize education to have a positive impact on the country, based on the foundation above. When the idea of inclusive schools is put into practice, several problems arise. One of them is that schools cannot provide inclusive education in terms of modifying the curriculum, providing school infrastructure and facilities, recruiting educational staff with special skills, and other complex problems. For it to function as well as possible, a new policy is needed that sets standards for schools that can implement an inclusive education model.

The establishment of the school transformed it into a recognized institution offering comprehensive education to support the achievements of the country's education system. The leader in charge of reviewing and implementing the government's national education plan is the school principal. School principals must be careful when developing or implementing new policies, especially when making modifications. The newly formed policy aims to bring new changes. In fact, with a new policy for this activity, school staff or the school community will object and they will explain why. Therefore, everyone in the school needs to commit from the start to achieve the expected results.

One of the human resources in educational institutions is teachers. To achieve school goals, teacher effectiveness is very important. Because teachers are the main figures when discussing educational issues, the topic of teacher performance is in the spotlight and needs to be given priority. Teachers are always connected to any aspect of the education system; this is important for educational progress, especially that which takes place in formal schools; they also have a significant impact on students' academic performance. An educator's work performance is an indication of their work talent which is shown through the way they carry out their duties in the classroom. A teacher will perform better if he has strong work abilities. However, a teacher's performance will suffer if he is unable to carry out his duties well. Two teacher tasks, namely tasks related to learning process activities and tasks related to organizing and planning related to learning tasks, are mentioned by Uno (2012: 65) as benchmarks for assessing teacher effectiveness.

Performance aspects that can be evaluated include work skills, work quality, responsibility, work discipline, cooperation, and work quantity (Wirawan, 2009: 166). Rachmawati (2013:121) put forward three action indicators to assess teacher performance: designing learning activity programs, implementing learning activities, and evaluating learning. According to Ruky (2004: 4), characteristics such as integrity, submission, self-control, initiative, creativity, commitment, drive, and politeness can all be indicators of employee performance—both good and bad. According to Nitisemito (1982:78), initiative is something that develops naturally within a worker without guidance from superiors, co-workers, or other individuals. Examples include concepts or inventions that improve the work being done. According to the definition above, initiative is the attitude of workers or

educators who complete tasks or make decisions on their initiative without first receiving direction from their superiors.

Julianti's (2023) research explains that the learning model for inclusive students is important. The application of inclusive education in Islamic religious education learning, learning planning, and getting used to positive activities is the main thing. Planning in the form of lesson plans to make learning a success. Apart from that, learning planning focuses on each crew member and applies individualized learning program. Islamic religious education teachers also use practical and visual approaches to support the understanding of Islamic religious concepts by students with special needs, such as encouraging religious practices. The main inclusive education model that this research wants to show is that it provides educational services with an approach that suits the needs and characteristics of each student with special needs.

Research conducted by Wardhani (2020) explains the perceptions and readiness of prospective teachers towards children with special needs in inclusive schools. The results of this research show that a teacher's planning in teaching students with special needs must be considered, such as an Individual Learning Program. Individual Learning Program is a learning plan developed for a child with special needs, which is the result of an agreed discussion carried out by the class teacher, parents of the child concerned, the principal, deputy principal, guidance and counseling teacher, and if there is a psychologist who handles children with special needs. that special. An appropriate Individual Learning Program should contain problems faced by students with special needs and teaching strategies and learning support facilities.

Research from Ru'iyah, et al (2021) addresses the challenges of Islamic Religious Education teachers in teaching in inclusive schools, including not having competence regarding children with special needs, difficulty understanding the characteristics of children with special needs, and the school not having a special accompanying teacher. The existence of challenges like this requires Islamic Religious Education teachers to improve their abilities in educating children with special needs. This can be done by collaborating with special accompanying teachers and increasing knowledge by increasing reading related to children with special needs.

Reviewing previous research above, explains a lot about how to plan learning for inclusive students and does not discuss much about the policies used by teachers in the learning process. This is one of the reasons this research was conducted, namely to know more about the learning process in inclusive schools involving inclusion students and regular students so that we know whether the learning carried out can be carried out efficiently and effectively.

Based on the background discussed above, researchers are interested in researching Islamic religious education policy. This research is novel, namely to provide information related to the process of implementing learning and evaluating learning so that it can become a reference or learning material for teachers to make learning activities a success, especially in inclusive schools. This research aims to describe the Islamic Religious Education learning process policies used by Islamic Religious Education teachers to know the impact of the learning process on inclusion students and regular students at Muhammadiyah High School 6 Surakarta. The benefit of this research is to provide knowledge regarding the quality of the learning process for Islamic Religious Education subjects in inclusive schools. The results of this research serve as evaluation material for school principals and teaching staff to provide educational implementation processes and services to inclusive students and students in a fair, efficient, and effective manner.

METHOD

This research uses a qualitative approach. According to Strauss and Corbin, qualitative research is research that produces discoveries that cannot be achieved or obtained using statistical procedures or other means of measurement. This research aims to gain a general understanding of social reality and participant perspectives. This research uses a case study type of research which aims to investigate and describe phenomena so that data collection can be developed.

This research was conducted at the inclusive school Muhammadiyah High School 6 Surakarta and carried out in the period October to November 2023. The informant in this research was an Islamic religious education teacher at Muhammadiyah High School 6 Surakarta. The data collection technique in this research is the observation of the object under study, structured interviews, and documentation by looking for several references such as articles, documents, etc. related to the research. The data analysis technique in this research is descriptive qualitative, namely by describing phenomena with words, then analyzing the data, and then analyzing it to obtain conclusions. The data validity technique in this research uses data triangulation and source triangulation.

RESULT AND DISCUSSION

Islamic Religious Education learning process for inclusion students and regular students

Muhammadiyah High School 6 Surakarta is one of the inclusive schools in the Surakarta area, where this school is not only intended for regular students but also for students with special needs. Based on the latest data for 2023/2024, this disabled-friendly school has 73 students and is supported by 15 teachers and 2 education staff. A total of 14 students are inclusive students with complaints of dwarfism, physical impairment, ADHD (Attention Deficit Hyperactivity Disorder), hearing loss, low vision, psychogenic tremor, slow learner, dyslexia, and visual impairment as well as 59 regular students.

From the research that has been carried out, the results show that there are several policies made by Islamic Religious Education teachers so that learning in inclusive classes can run smoothly, among these policies are the length of time for Islamic Religious Education learning and evaluation of Islamic Religious Education learning.

a. *The length of time Islamic Religious Education teachers teach between special needs students and regular students*

From research conducted by Muhammadiyah High School 6 Surakarta, the results showed that several policies or decisions made by Islamic religious education teachers were regarding differences in teaching time. This is done by Islamic religious education teachers in inclusion classes, where in the class several students with special needs have difficulty learning. In the learning process, classroom management is the most important part that can determine the success of the learning process. This is by the aim of classroom management itself, namely creating conducive classroom conditions so that teaching and learning activities take place according to objectives. Classroom management must be carried out optimally and effectively so that it can have a positive influence on student behavior. For teachers who teach in inclusive schools, learning planning must be maximized because not only regular students receive educational services, but also students with special needs.

At Muhammadiyah High School 6, Islamic Religious Education teacher pay special attention to teaching special needs students but do not leave regular students behind. This means that each special needs student and regular student gets their

portion according to their needs. At the beginning of learning, the teacher explains the material simultaneously to special needs students and regular students. Then the teacher asks several short questions to assess students' understanding of the material that has been presented. Regular students who have a level of understanding above special needs students can follow the learning well so that it is easy for them to understand the learning material that the teacher has presented.

For special needs students who have an understanding below that of regular students, the teacher repeats the material that has been presented previously. For inclusive students who have difficulty understanding the subject matter, such as students with dyslexic students (someone who has difficulty or is hampered by reading, spelling, and writing), ADHD (, or the visually impaired, the teacher gives special attention such as face to face with these students. For students with special needs, such as the blind, teachers provide additional time and energy to understand the material. At first, the teacher explains the material slowly, if the teacher gives questions or evaluations on the material that has been taught, the teacher will read the questions and answers to blind students so that it is hoped that the students will be able to understand the material and carry out evaluations so that they are on par with regular students.

For blind students, the teacher uses a presentation strategy where the teacher explains the learning material directly to the blind. According to Hamruni, this strategy focuses on the teacher's ability to convey learning material to students orally so that students understand the learning material presented (Hamruni, 2009). Teachers also offer an individual approach. According to Mulyati explained that a personal or individual approach is an approach used to serve students' differences so that this individual approach allows students to develop their potential (Mulyati, S. 2021).

Teacher tend to pay a lot of attention to students who suffer from ADHD. Their inability to concentrate is the cause. Attention Deficit Hyperactivity Disorder (ADHD) is an attention and behavioral disorder that causes children to be easily distracted, have difficulty focusing on tasks, be unable to think calmly before acting, have difficulty paying attention and listening to other people, and never be silent, according to Pentecost (2004). Children with ADHD often have difficulty making friends and talking, compared to other children their age. Situations like this sometimes force Islamic Religious Education teachers to spend their free time providing new material to students with ADHD to teach or review.

For regular students, if they understand the material explained by the teacher, they are given an assignment. Likewise with inclusive students who already understand the material presented. With this kind of teaching method, students with special needs are greatly helped in the learning process. They can catch up with lost understanding. The curriculum used in learning is independent. This means that the teacher is only a facilitator in the learning process and a student center. In learning, the teacher gives group presentation assignments. The Islamic Religious Education teacher divides the class into several groups and assigns each group to make a presentation regarding the material. In each presentation group, there are special needs students and regular students. With this, it is hoped that each student will be able to find material related to the assignment that will be presented and practice collaboration between students.

b. *Generalize learning evaluation between special needs students and regular students*

Test, measurement, and evaluation are three terms related to evaluation design. Creating an evaluation design is an important step in planning and developing a learning system. Because, through proper evaluation, you can ensure the effectiveness of the program and the extent of student success in completing learning activities. By using data from evaluation activities, a learning designer can then decide which aspects of the learning program he created need improvement and whether the program as a whole needs to be improved (Wina, 2010). According to Suchman, "evaluation is a process of determining the results that have been achieved by several planned activities to support the achievement of goals" (Arikunto, 2010, p. 2).

Learning evaluation has various purposes, including providing valuable feedback to students, assessing how well students have learned predetermined objectives, telling students which material needs to be studied and which does not, providing information for curriculum developers, and assisting in decision-making, especially those related to the future, and serves as a feedback tool for anyone involved in school education (Sanjaya, 2008).

From the results of the interviews, learning evaluation was generalized to several inclusion classes, namely class 10, 11, and 12 Social Sciences. Seeing the urgency of evaluation for students, teachers must consider how to design the evaluation for each student. This aims to enable teachers to assess teaching activities or experiences that have been carried out. To know the level of effectiveness of the teaching methods that have been used. In conducting learning evaluations, the Islamic Religious Education teacher at Muhammadiyah High School 6 Surakarta gave equal tests between inclusion students and regular students. The teacher makes evaluations for class 10, 11, and 12 students. Not only for daily tests, for Mid-Semester Exam and Final Semester Exam the questions are also equalized between special needs students and regular students.

The impact of the Islamic Religious Education learning process policy

All forms of deeds or actions carried out by teachers in the learning process will have an impact, especially the learning models and methods used by teachers. Optimizing the abilities of students with special needs and regular students requires good teacher competence so that they can meet the different needs of each student. The following are the impacts of the learning process policy:

a. *Achieving the goal of equality between special needs students and regular students*

The goal of inclusive education is to provide the widest possible opportunities for all students—physical, emotional, mental, and social—to obtain quality education tailored to their needs and abilities. This is based on Article 2 of the Regulation of the Minister of National Education of the Republic of Indonesia Number 17 of 2009 concerning Inclusive Education for students with disabilities and who have potential intelligence and/or special talents. Recognize the implementation of inclusive education that does not discriminate against any student.

The existence of policies made by Islamic religious education teachers has several impacts, both for students and teachers. From the results of interviews with Islamic religious education teachers, it was found that the policies he made could achieve the goal of student equality. In the learning process, Islamic Religious Education teachers create two groups, namely special needs students and regular students. This is done by teachers so that inclusive students can receive appropriate educational services, as well as regular students. In this way, inclusive students who

have hearing impairments or problems in focusing and deficiencies in capturing information or the like can be helped and able to study comfortably. Apart from that, the teacher also tries to divide group assignments where the groups consist of special needs students and regular students. In this way, inclusive students do not feel differentiated from other students.

b. Improving understanding and academic achievement of special needs students

The teacher also explained that generalizing the evaluation in several classes could increase the learning value for students with special needs. In the learning process, Islamic Religious Education teachers create two groups, namely special needs students and regular students. This is done by teachers so that special needs students can receive appropriate educational services, as well as regular students. In this way, inclusive students who have hearing impairments or problems in focusing and deficiencies in capturing information or the like can be helped and able to study comfortably. Apart from that, the teacher also tries to divide group assignments where the groups consist of special needs students and regular students. In this way, special needs students do not feel differentiated from other students. Apart from that, Islamic religious education teachers do not give homework, making students more able to explore creativity outside of school activities. Teachers only give assignments at school to students and these assignments aim to find out how far the student's ability level is according to competency indicators, especially for students with special needs.

Daryanto (2010) states that the term "creativity" is often used both inside and outside the educational environment. People usually identify creativity with creative objects. In other words, innovative products play an important role in evaluating creativity. Instructors must be able to teach students through a variety of techniques, not just lectures. To improve the quality of teaching and inspire students to learn, innovative educators are not afraid to take risks. Teachers and other teaching staff must create a learning environment that is relevant, fun, creative, dynamic, and dialogical, as stated in the National Education System Law No. 20 of 2003 (Maulyda, 2018).

According to Woods (1995), a teacher's creativity can be observed in the way they guide their students according to certain pedagogical and learning theories, which include all activities related to learning, especially learning theories (Teaching and Learning Activities), learning concepts, and technical learning. This influences the skills educators need to help children acquire skills closely related to the Partnership for 21st Century Skills (ATC21S), a US-based organization that promotes the 4Cs: communication, cooperation, critical thinking, and creativity (Zubaidah, 2016). Apart from that, Islamic religious education teachers do not give homework, making students more able to explore creativity outside of school activities. Teachers only give assignments at school to students and these assignments aim to find out how far the student's ability level is according to competency indicators, especially for students with special needs (Mila, 2024).

Salamanca Declaration made in Salamanca, Spain, in 1994 (1) Education must be focused on students' needs; (2) All children should learn together; and (3) crew members receive special attention. The next characteristics of children with special needs are: 1) the desire to be recognized; 2) pride; 3) happiness; 4) desire to be noticed; 5) optimism; 6) sense of usefulness; 7) self-confidence; and 8) activity. Teachers who implement inclusive learning must build strong bonds with their students, be approachable and kind, recognize and support students with special needs, and help other students. So that students can see each other, teachers can also arrange different seating arrangements for

them, such as having them sit in groups on the floor, in a circle, or on benches. Teachers can provide a variety of learning resources for any subject; for example, posters, props, and role-playing techniques can be used to teach mathematics classes. Students can contribute cheap and easily available learning media to the class for use in certain subjects by bringing them with them. Learning outcomes can be evaluated with portfolios and observations.

c. *Special needs students and regular students do not receive appropriate evaluations*

The implication of the policy that has been made by the teacher is that the policy of generalizing learning evaluation has shortcomings, namely the lack of appropriateness of the evaluation given to each student. The Islamic Religious Education Teacher at Muhammadiyah High School 6 Surakarta assesses that student learning is the same in special needs students' classes. This is done to improve the academic achievement of students with special needs. According to Law Number 20 of 2003 Article 39 Paragraph 2 concerning the National Education System, educators are professional staff whose duties include organizing and implementing the educational process, evaluating learning outcomes, providing advice and training, conducting research, and carrying out community activities. services especially for educators in higher education.

Even though it has a somewhat similar meaning, experts provide various interpretations of the term evaluation. Evaluation is defined as "a process of describing an evaluand and assessing its benefits and value" by Guba and Lincoln (1985:35), example. In contrast, Gilbert Sax (1980:18) argues that "evaluation is a process through which value judgments or decisions are made from various observations as well as from the evaluator's background and training". According to Arifin (2013: 5), evaluation is a methodical and continuous process that determines the quality (value and significance) of something using certain criteria and factors to arrive at a choice.

Based on the evaluation results, the teacher will be able to determine which students have the right to continue their class because they have successfully mastered the topic and which students have not. Teachers can give extra attention to failing students if they follow these suggestions. Furthermore, teachers will pay more attention if they know the cause, thereby increasing the chances of success. Fairness and objectivity are two principles of evaluation. When completing assessments, each student must participate equally and impartially. It is important to treat each student fairly. Teachers should behave impartially and by the capacities of their students.

Before the assessment procedure is carried out, there is an initial action called identification. The act of identifying something is its recognition or signification; This can be considered as an early detection process for children with special needs or as a screening or case-finding procedure for children who have abnormalities or difficulties (Yuwono, 2015). The purpose of identification is to discover the unique characteristics that each child has by collecting or identifying children with special needs from diverse contexts. The following procedure is an assessment, which seeks to learn more about the child's needs, potential, and deficiencies. The process of systematically searching for additional problems to determine the unique challenges, strengths, and needs of each child with special needs is known as assessment (Dewi, 2018).

To map children with disabilities or special needs, inclusive schools must identify and analyze their students. To find out the right educational services for students at school, mapping is carried out to find out how many needs each child has. This is in line with Minsih's (2020) view which states that identification and assessment activities aim to map the characteristics of children who need special assistance before deciding on appropriate action.

Inclusive students and regular students should receive different evaluations because the needs of inclusive students and regular students are different. Especially for inclusive students who must receive an evaluation according to the disorders they experience. Regular students should get the same evaluation as usual. If the evaluation is generalized to help inclusive students improve their academic achievements, it will make regular students less refined and can hinder the cognitive development of regular students.

d. *Teacher feels tired*

On the other hand, the teacher also explained that the large workload he did made her feel tired. At this school, there is only one Islamic Religious Education teacher so the workload is quite dense. Moreover, you must prepare learning plans for special needs students and regular students from all classes. As a result of the shortage of teachers, learning is disrupted. Teacher shortages limit opportunities to develop relationships and make it difficult for students to truly connect with their education.

Additionally, teacher shortages can limit educational options and hinder student progress. Learning opportunities are insufficient or lost due to teacher shortages. Weaknesses in the delivery of instruction may occur, and important ideas may be overlooked. The educational choices that students can and should have are limited by events like these. Everyone considers the teacher shortage a challenge. Students who are deprived of their rights due to the education system, such as students with disabilities, are particularly affected by situations like this. There is a great need for inclusive educators.

Arismunandar (2008) conducted research and found that 30.27% of 80,000 instructors experienced stress at work. This shows that 24,000 teachers face stress at work. Research shows that workplace stress impacts teacher performance; the more stressed instructors are, the less productive and effective they are. Apart from that, conflicts in the workplace will arise due to teachers' inability to handle problems, including household problems, which will have an impact on work and cause stress at work, claims Indriyani (2009).

The burden on educators and educational institutions is increasing, both state schools and the schools themselves are not yet ready to implement inclusive education in their buildings, both in terms of administration and human resources (HR). This is exacerbated by the lack of cooperation and support from all parties, as well as the lack of government-provided infrastructure and facilities needed for the implementation of inclusive schools, making it impossible for the program to be implemented as effectively as possible. In addition, educators and institutions do not have the necessary knowledge to build inclusive classrooms by applicable laws. This is due to the lack of training provided by the government which can improve teacher competency and the government is considered unable to disseminate policies related to the implementation of inclusive schools or the inclusive school policy itself is unclear.

CONCLUSION

The conclusion obtained from this research is that teachers in carrying out their roles can carry out several policies or be creative in planning and learning processes so that the implementation of learning can run smoothly. At Muhammadiyah High School 6 Surakarta, Islamic Religious Education teacher provide intensive educational services to students with special needs so that learning objectives can be achieved and equalize evaluation for inclusion students and regular students. The implications of this policy are achieving the goal of equalization between inclusive students and regular students as well as increasing the understanding and academic achievement of special needs students. On the other hand, the drawback of this policy is that it is less precise in providing evaluations for inclusion students and regular students and makes teachers more tired.

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