

Islamic Education Teachers and the Process Approach: Challenges in Islamic Education Instruction at Inclusive School of SD Muhammadiyah 12 Pamulang

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Abstract. Recently, the interest of parents who have children with special needs with various diagnoses has increased to send their children to SD Muhammadiyah 12 Pamulang. It is the school's duty to approach students to get special treatment in facilitating the learning process at school. However, PAI teachers do not have special expertise in inclusive education. This study is to discuss the challenges faced by PAI teachers who teach in inclusive schools. The data collection technique used in this study was through interviews with school principals, vice principals for curriculum, and all Islamic education teachers. The data obtained were analyzed through the stages of data reduction, presentation of patterned data, and drawing conclusions. The results showed that the challenges faced by PAI teachers were difficulties in communicating and controlling the behavior of children with special needs even though children with special needs have a good level of academic intelligence, including memorizing the Qur'an. Another challenge found is experiencing a bad mood while studying, teachers are required to have full patience because sometimes children with special needs are indifferent and stare blankly. After conditioning children with special needs to have a good mood, the PAI teacher slowly returns to delivering lessons.

Keywords: : PAI teachers, process approach, PAI learning, inclusive schools.

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INTRODUCTION

This research is triggered by the diversity that is owned by various nations in the aspect of personal ability to pursue an education. In fact, all Indonesian citizens have the right and obligation to get an education. Normal children can attend regular schools, while children with special needs provide special schools that can be accessed by disabled students. In recent years the government has been trying to implement education that has a special program in the school closest to where he/she lives and has the designation of an inclusive school. The school organizes various learning models that suit the needs of disabled students in learning with normal students. For students with disabilities there is special guidance in the learning process. In the classroom, students learn together so as to provide opportunities for students to become a source of learning for each other. Families who have prepared everything related to learning can facilitate the implementation of some educational processes (Abd. Kadir, 2015).

The educational process applied to inclusive education provides equal educational opportunities for all students. This poses a challenge for education systems around the world. Therefore, changes are needed in the values, systems and educational practices that they carry out to facilitate inclusive education, as well as the challenges they face. This challenge lies in educational institutions as implementers of policies and makes the main reason for practicing inclusive education by utilizing the method as the key to successful instructional implementation. Inadequate resources and teacher training as the main challenges in the implementation of inclusive schools. To deal with these challenges, educational institutions provide pre- and in-service training programs for special teachers with disabilities and design arrangements for adequate educational materials and assessments (Alies Poetri Lintang Sari, Ive Emaliana, 2020).

To achieve the successful implementation of inclusive education, many efforts have been undertaken because many challenges still faced by educational institutions. Effective implementation of inclusive education does not guarantee that it will run well, although there are several opportunities to support inclusive education. The results of the study show that

inadequate budgets, lack of necessary materials, absence of qualified professionals, lack of professional growth and development training are some of the main factors hindering the implementation of inclusive education. Several studies show that the challenges faced outweigh the opportunities for the full implementation of inclusive education. Therefore strong collaboration is needed between stakeholders, non-governmental organizations, together with related bodies. Some of the suggested efforts are training for professional teachers in the field of education for children with special needs and appropriate budget allocations to realize the effective implementation of inclusive education (Mulat Alebachew Belay and Sileshi Goshu Yihun, 2020).

All educational institutions adopt, design, and embrace programs that are conducive for students with special needs. There are many challenges in structural modifications to the implementation of inclusive education policies in schools. One of them is the lack of unmodified physical resources, the existence of bad attitudes towards inclusive education policies, the poverty rate among parents of children with disabilities, and the lack of teacher skills regarding education for children with special needs. Further, several issues that affect the implementation of inclusive education policies at the school level. Research conducted by Bibiana Ruguru Ireri, Madrine King'endo, Eric Wangila and Simon Thurania (2020) suggests that poor implementation of inclusive education occurs due to the guiding factors for inclusive education policies are still weak, structural modifications in schools lead to a lack of adequate physical resources, modified, poor attitudes of key stakeholders, and levels of poverty and low teacher skills. Thus, it is necessary to have clear inclusive education policy guidelines regarding structural modifications to enable schools to provide a friendly environment for learning diversity.

A school environment that has a diversity of learning requires a curriculum. Curriculum is an integral part of an education system, because it is one of the components in determining the achievement of a goal. One of them is the Islamic religious education curriculum (PAI). Islamic religious education has a very central role in various educational processes in order to achieve the direction and goals of Islamic religious education itself. The aim of Islamic religious education is to develop all human potential based on Islamic law. However, the PAI curriculum still has problems in life, for example the learning model is still dogmatic, repository and overlap, and the religious concepts being taught have no relevance to life in today's modern times. Educators and all educational staff are required to really be able to understand the curriculum and be able to develop it. In developing the Islamic religious education curriculum (PAI), certain approaches are needed so that the developed curriculum can lead students to the desired changes. Educators can choose several approaches according to their learning model and by considering the characteristics of Islamic religious education itself. The developed curriculum can be implemented by Islamic religious education teachers in the teaching and learning process at school (Muhamad Ghazali Abdah, 2019)

The challenge of building public schools that are more inclusive and meet the needs of the 21st century Knowledge Society is a major one. Therefore teaching for disabled students is carried out in a dialogic manner so that results can be obtained gradually. When there is a change in teacher attitudes to be more inclusive and inviting to students, it does not necessarily indicate a radical shift in teaching methods towards a more student-centered direction (Chrysi Rapanta, Mercè Garcia-Mila, Ana Remesal and Cláudia Gonçalves. 2021). The development of inclusive schools in quantity in several regions has not been followed by developments in quality. Some inclusive schools operate only operationally, without paying attention to the inter-service. Research by Sutipyo Ru'iyah, Fandi Akhmad, Diana Putwiyani, and Anjar Sulistiawan (2021) found that the challenge of learning in inclusive schools is that most Islamic Religious Education teachers do not have an inclusive education background. Challenges for Islamic Religious Education teachers in carrying out their duties include not having competence regarding children with special needs, difficulty understanding the characteristics of children with special needs, and collaborating with special guidance teachers for those who are able to deepen and study children with special needs through books.

Every disabled person has the same rights as other citizens. One of the most effective means of fighting discriminatory attitudes is to create a society that is willing to accept the arrival

of special children, to build a fully integrated society, and to achieve education for all, namely ordinary schools with an inclusive (integrated) orientation. The principle of adjusted education in inclusive schools causes great demands on regular teachers, especially Islamic Religious Education teachers in implementing the Islamic Religious Education learning process for children with special needs in inclusive schools. As for regular Islamic religious education, the scope of educational learning for disabled students includes the Koran, Aqidah, Morals, Fiqh, and Islamic Cultural History. The methods used in learning include the lecture method, discussion method, demonstration method, training method, and question and answer method. The inhibiting factors for PAI teachers in carrying out the PAI learning process for children with special needs are internal factors and external factors. External factors are obstacles from outside the students themselves, while internal factors come from the students themselves. Besides, there are also supporting factors such as students' learning experience and parents' attention to students while they are at home (Sri Handayani, Chodidjah Makarim, 2018).

One of the learning in educational institutions is learning Islamic religious education. The school is obliged to provide Islamic religious lessons to both normal children and children with special needs. Islamic religious education has an important role for children with special needs in the framework of forming an Islamic human being. Children with special needs have the right to receive educational services as normal children get. One solution is inclusive education. Inclusive education places children with special needs to learn together in regular schools with other normal children. (Alfin Nurussalihah, 2016). Actually, children with special needs are children who have privileges. In inclusive schools, children with special needs mingle with normal children in one school. Here, children with special needs and normal children are treated the same. Not all teachers can apply this model. Sometimes they have difficulty choosing the right learning model because there are several children who have different characteristics.

Islamic religious education teachers design programs that are expected to serve children with special needs. The designed learning program must be oriented and able to determine appropriate strategies and models that can be applied to children with special needs. Some research results show that the learning model of Islamic religious education used in learning in inclusive schools is very simple. Not many use electronic tools/technology. Most only use pictures made by the teacher, puzzles, story repetition models, and demonstrations. Learning media and infrastructure are not yet complete. However, the teacher does the evaluation repeatedly until the specified minimum completeness criteria are achieved. There are differences in the obstacles faced between normal and disabled students, because the obstacles faced by children with special needs, namely the mental barriers of each student are different. However, the obstacle faced by Islamic religious education teachers is the lack of learning media, facilities and infrastructure and supervision (Hermawati, 2016).

Teachers have a big role to get maximum results in learning. Teachers are essentially educators who have humanitarian duties, especially those related to the educational process. Education in the learning process is a system that has various components and are interconnected with one another. While learning is a process of interaction with all situations that exist around the individual. Learning can be seen as a goal-directed process and a process of doing through various experiences. Learning activities are carried out by two actors, namely teachers and students. The teacher-student relationship must be dynamic and full of educational meaning. The teacher's task is to teach and the student's obligation is to learn. For this reason, the use of learning approaches and models must be able to activate students so that there are changes in students in learning activities (Abdullah, 2017).

The learning process of Islamic religious education requires an educational model, one of which is democratic education. Democratic education is an educational process to develop all human potentials that respect plurality and heterogeneity as a consequence of cultural, ethnic, ethnic and religious diversity. The main values emphasized in democratic education are equality and tolerance. Whereas in Islamic religious education, transcendence values taught in the curriculum must be practiced in everyday life to achieve good deeds. The challenges of globalization that have penetrated the world of education have become a driving force for inclusive and sustainable educational innovation (Ali Miftakhu Rosyad, 2020). The learning

model applied uses a combination of media images and forms of questions to be read out, then students are asked to tell by assembling more words. This learning model combines the concept of the national curriculum with the concept of Islamic religious education so that it is known as the integrated Islamic religious education curriculum through various educational programs (Khairun Nafilah, 2022). Husnul Khotimah's research (2018) suggests that one of the learning methods for Islamic Religious Education uses the writing to learn strategy, the ABA (Applied, Behavior, and Analysis) method, the demonstration method, the muroja'ah method and speech therapy. The support and participation of parents as the main educators for these five learning methods can get maximum results.

This study must be undertaken to support Islamic teachers have insight and knowledge regarding the approach process used in learning. To get maximum results in the teaching and learning process the teacher must work extra hard. Facing so many obstacles to get maximum results, teachers must try various methods of delivering material. One approach that can be used by a teacher in delivering material is the Group Process Approach. Indicators of the success of a teacher in the teaching and learning process can be seen from the extent to which the educational goals that have been set can be achieved after the learning process takes place. Therefore, the teacher must formulate learning objectives clearly, concretely, and as well as possible for the change of students. These changes may involve knowledge, skills, values, attitudes and behavior or personality, as well as skills. Several previous studies have shown that learning Islamic religious education using the group process approach can be carried out by means of discussions, lectures and demonstrations. These studies also show that the effectiveness of PAI learning using the group process approach is quite high. This can be seen from the interest and student learning outcomes which have increased (Muhammad Ihsan, 2017). Based on the previous discussion, the authors are interested in researching the challenges faced by religious education teachers in learning with a process approach.

METHOD

This research is field research with a qualitative approach. The method used was descriptive qualitative method. This research was carried out at SD Muhammadiyah 12 Setiabudi Pamulang, South Tangerang. The research subjects consisted of two people, namely Islamic Religious Education teachers and Guidance and Counseling teachers from the school. Data collection was carried out in this study through deep interviews with Islamic Religious Education teachers and Guidance and Counseling Teachers. After the data was collected, data reduction was carried out. Then, doing presentation or arrangement of data so as to provide a clear picture in the form of narrative text. The final stage was giving conclusion. The aim of this study was to investigate the concept of PAI learning for children with special needs at SD Muhammadiyah 12 Pamulang which is one of the inclusive schools in South Tangerang, Banten-Indonesia.

RESULTS

Regarding to the data obtained after going through qualitative analysis as well as going through the stages of research, it was found that the Islamic religious education teacher communicated in advance with the homeroom teacher about the condition of the child with special needs related to his limitations and level of ability. Students with special needs who are taught experience difficulties in learning but can still be invited to communicate by Islamic religious education teachers. The teacher took an approach in learning so that students have a good mood in learning so they can follow the lesson well. However, if the mood is not good, the Islamic religious education teacher takes an individual approach and accompanies him for some time until the student with these needs seems to be starting to understand the material being taught by the teacher. In giving lessons to students with special needs, Islamic religious education teachers take more approaches than normal students because of students' indifference to learning. Some of them even show odd behavior. The teacher pays special attention to getting the child's condition back to a good mood. After that, the Islamic religious education teacher slowly gave lessons.

SD Muhammadiyah 12 South Tangerang provides an explanation to prospective parents of new students who wish to send their children to the school regarding the applicable student admission provisions. Children with special needs who can be accepted at SD Muhammadiyah 12 in South Tangerang are children who are considered to be able to take lessons with the national curriculum set by the government. Muhammadiyah schools are public schools that do not have a special curriculum for children with special needs. In addition, the school does not have experts who specifically deal with children with special needs. Another problem is the condition of the class with a large enough number of students, so it is very difficult to deal with these children.

There are several criteria for accepting students with special needs at SD Muhammadiyah 12, South Tangerang. Criteria related to the child's condition include 1) Children who have mild Autistic tendencies with Normal IQ and high Autism with IQ above Normal; 2) Children who are detected as having mild ADHD and are under the guidance of a therapist; 3) Children who have mild hyperactive tendencies and are under the guidance of a therapist; and 4) The child has undergone therapy and has been declared able to attend public school lessons. Apart from that, other criteria that students' parents must know are 5) willing to cooperate with the school by providing as accurate and detailed information as possible about the child's condition; 6) willing to provide experts to assist the student in class as the child's accompanying teacher if necessary; 7) the accompanying teacher is only needed if the child's condition really needs assistance, if the child is able to be independent and can take part in the teaching and learning process well then the accompanying teacher is not needed; 8) the school does not provide special facilities for these children and all services and teaching and learning processes are the same as other students; 9) the school provides consultation and assistance for children who have special needs to actively communicate and cooperate well with the school regarding the development of these children through the SD BK teacher; 10) If during registration there are parents who are dishonest about their child's real condition and it is found that the child needs special treatment, the school has the right to ask the child to continue studying at a school that specifically deals with these children. Decisions are made for the good of all parties, be it parents, students concerned, or the school, so that, we can be more optimal in the teaching and learning process, without any obstacles and disturbances which in the future cannot be resolved properly, and can generate outstanding students and graduated with the best grades.

Education is very important for humans to be able to achieve social welfare, including children with special needs. The existence of inclusive schools can be the answer to providing equal rights for children with special needs in the educational and social world because they can learn and socialize with other regular children. The results of this study indicate that the implementation of Islamic Religious Education learning at SD Muhammadiyah 12 South Tangerang is not much different from other regular schools. The material taught is the same, while the method used is adapted to the material being taught. In certain materials, students with special needs quickly respond to material using the parody method. As found in a study, educators are required to be creative in organizing learning because in one class there are students from various backgrounds and conditions. Therefore, to support learning that is conducive to certain conditions, educators in elementary schools divide it into two groups, namely large groups and small groups to optimize the PAI learning process (Ana Rahmawati, 2018).

DISCUSSION

Inclusive education is a government program that collaborates with public schools to provide educational services for children with special needs. Schools designated to provide inclusive education services have the right to make various modifications or adjustments both in terms of curriculum, facilities and infrastructure, educational staff, learning systems and assessment systems. The curriculum commonly used in elementary schools is the national curriculum with modifications to suit the conditions and needs of students. The learning methods and media used are adapted to the subject matter. Based on the results of the analysis of learning Islamic religious education for children with special needs with autism at the Inclusive School of

SD Muhammadiyah 12 South Tangerang, it has gone well and is in accordance with the results that educators want to achieve.

There are several factors that affect the learning of Islamic religious education in children with special needs with autism at the inclusive school SD Muhammadiyah 12 South Tangerang. These factors include the presence of Islamic Religious Education teachers who are in accordance with their educational background and who have participated in inclusive education training. This is very influential on the success of the learning process. In addition, more than 3 years of teaching experience; mastery of the subject matter; as well as the ability to choose and use learning methods, strategies, and media also have a significant influence on the success of learning. The students responded well to the lessons delivered by the teacher and looked active and had a good interest in taking part in Islamic religious education lessons. Slow children can also be overcome by having a companion teacher. Even though there are many students with special needs, the learning atmosphere can still be calm and conducive. The time available is quite sufficient for the learning of Islamic religious education delivered. The additional time given is very helpful for Islamic religious education teachers in providing repetition and enrichment. Support for facilities and infrastructure in elementary schools that are quite complete really helps teachers in carrying out Islamic religious education learning in schools so that they can support the smooth learning process. The school atmosphere and environment is very good and comfortable and safe, there are parents who understand the child's situation, and students who normally respect their friends who have special needs and do not discriminate against them also affect the learning process. These factors create a comfortable and peaceful atmosphere, and make the learning process run smoothly (Rizali Hadi, 2017).

Before carrying out learning, teachers should make plans for the implementation of Islamic religious education learning for children with special needs in Inclusive Schools. In learning planning, special treatment must be stated when compared to schools in general. The implementation of the learning contained in the implementation plan for learning Islamic religious education uses lecture, discussion and practice methods, as well as the use of cues carried out by the teacher depending on the class being faced. Thus, there are differences in the learning strategies applied by Islamic religious education teachers to one student and another. This refers to the physical and psychological conditions of students so that they use individual learning (M. Maftuhin & A. Jauhar Fuad, 2018). This is reinforced by Ismail's research findings (2015) which suggests that the learning process of Islamic religious education for children with special needs is carried out in inclusive learning settings. In the implementation of Islamic religious education learning, a variety of strategies are used both in carrying out learning activities and evaluating learning outcomes.

It has been found that many obstacles faced both in planning, implementing and evaluating Islamic religious education learning in inclusive schools (Farida Isroani, 2019). To overcome these obstacles teachers are required to have superior competence in their field. Pedagogic competence is one of the competencies that must be owned by every teacher at any level of education and any field, including PAI teachers. Increasing the pedagogic competence of Islamic religious education teachers in learning should be more focused and of particular concern to Islamic education institutions in particular and the government in general. Islamic religious education teachers must be able to humanize human beings who have noble character and morals, have noble character, superior personality, and have dignity. If Islamic religious education teachers cannot improve their pedagogical competence, it will affect students who receive knowledge transformation in the learning process so that learning is considered a failure and education becomes taboo and unimportant in the eyes of society. The development of human resources, especially for Islamic religious education teachers, is the right answer to rectify educational problems that have so far ensnared the world of education. The goal is to improve the morals and character of the nation's generation in accordance with Islamic teachings which are almost swallowed up by the times.

One of the problems in learning Islamic religious education for children with special needs is that the competence of PAI teachers in teaching is not maximized. Another problem is the lack of handbooks (textbooks) for Islamic religious education for children with special needs

so that Islamic religious education learning is not yet effective and efficient. Based on the findings of this study, it can be concluded that the learning of Islamic religious education for children with special needs has been going quite well but needs to be improved. Therefore this study provides advice or recommends that Islamic religious education teachers and related institutions, in this case the local Education Office; Ministry of Education, Culture, Research and Technology; and the Ministry of Religion cooperate to empower and improve the competency of Islamic religious education teachers. This collaboration can be carried out in the form of education and training related to special skills that must be possessed by Islamic religious education teachers in managing learning with children with special needs (Lathifah Hanum, 2014). Teachers are also expected to be able to use learning strategies that implement a contextual approach in learning PAI for elementary school students. The implementation of the strategy is carried out in various ways such as preparing reading materials related to Islamic religious education materials and making concrete example grids so that students can easily understand them. Another strategy is to provide opportunities for students to provide examples according to the reality around them relating to the material being studied. Another strategy that is no less important is to invite students to directly observe the realities that occur outside of school according to the material at that time (Idi Warsah, Ummul Khair, Krismawati, 2020).

In the discussion section, there is a link between the results obtained and the basic concepts and/or hypotheses, and there is a match or conflict with the research results of other researchers. It can also be written the implications of the research results from both in theory and implementation.

CONCLUSION

From the discussion that has been described in the previous section, it can be concluded that the challenge as an Islamic Religious Education teacher in an inclusive school that teaches children with special needs, among other things, if the Islamic religious education teacher has never received special education to treat children with special needs will have an impact on minimal competence in understanding the character of students with special needs. Teachers will also have difficulty understanding the characteristics of children with special needs because they have different characters and not all students with special needs have special accompanying teachers. To improve the ability to educate students with special needs through an approach to students, Islamic religious education teachers must collaborate with Guidance and Counseling teachers as well as class teachers and teachers of other fields of study and enrich themselves by reading reference books on Islamic religious education related to handling students with special needs and psychology books for children with special needs independently.

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