

## IMPLEMENTATION OF THE CHILD-FRIENDLY ISLAMIC SCHOOL PROGRAM FOR INCLUSION EDUCATION SERVICES AT SD IT PERMATA HATI BEKASI

Cesilia Prawening<sup>1</sup>, Sri Sugiarti<sup>2</sup>, Marlina<sup>3</sup>  
{cesiliaprawening@gmail.com<sup>1</sup>, srisugi4287@gmail.com<sup>2</sup>, marlina4409@gmail.com<sup>3</sup>}

A Universitas Nahdlatul Ulama Purwokerto Purwokerto, Jl. Sultan Agung No.42, Windusara, Karangklesem,  
Purwokerto Selatan, Kabupaten Banyumas, Jawa Tengah, Indonesia<sup>123</sup>

**Abstract.** Children with special needs have the same right to be able to meet educational and learning needs as children in general. To be able to provide this right, an education system is needed that can respond consciously, planned, appropriately, and can fulfill the rights of every aspect of a child's life while still paying attention to the diversity of each child with special needs. Therefore, the education system for children with special needs can be organized by an educational service based on the implementation of child-friendly schools that can encourage children with special needs to be able to participate in various learning activities, social life, religion, and can be encouraged by the process of growth and development, as well as in their welfare. This is where it is important to conduct a study on the application of child-friendly Islamic schools to inclusive education services. The purpose of this research is to find out and examine the application of a program in child-friendly Islamic school-based inclusion education services at SD IT Permata Hati Bekasi. This study will examine 8 types of children with special needs in elementary schools (SD) in grades 1-6 totaling 26 students. The data collection techniques used are interviews, observations, and documentation. The results of the analysis and discussion of research at SD IT Permata Hati Bekasi regarding the implementation program of child-friendly Islamic schools on inclusion education services, it was found that first the SIRA program planning was carried out by forming a SIRA development team in collaboration with parents. The SIRA development team consists of child assistance teachers, psychologists, and abk curriculum teams. The curriculum development team held a meeting with parents to discuss the program of learning activities by adjusting the development results of each child. Second, the implementation of the SIRA program is carried out by adjusting to the specific needs of each child. Learning programs in the form of Proksus (Special program), morning culture, super camp, and regular classes Third, monitoring is carried out through a liaison book between accompanying teachers, parents, and psychologists to be monitored by the principal. The liaison book is in the form of reporting on child development based on observations from the teacher of the nurse, assessment of psychology, and child development at home by parents. A liaison book is given weekly. Of the three SIRA programs, it can build the potential of students in the form of independence, social, cognitive regardless of their limitations.

**Keywords:** child-friendly Islamic schools, children, inclusive education.

### INTRODUCTION

Education is all efforts made by the educator towards the development of students in order to realize the main personality in individuals (Suwarno, 1985, p. 2). The good personality of a nation is a reflection of the good quality of education. By Ki Hadjar Dewantara, education as a guide for every individual to be able to live as a human being and a member of society who will achieve the highest safety and happiness. Thus, education becomes a very crucial thing for individuals and a nation. The progress of a nation due to the advancement of education (Montessori, 2018). In

striving for progress and improving the quality of education, the Indonesian government provides opportunities for every Indonesian child without exception to get the right to education. The word 'every Indonesian child' means that it includes every child without exception, including people with disabilities. As stated in the 2003 Law article 5 paragraph 1 that every citizen has the same right to obtain quality education. Schools as places to obtain education should provide the widest possible opportunity to accept all children, including children with special needs, because they have the same rights as other children.

Inclusive Education emerged as an effort to provide equal rights to all Indonesian children, both normal children and children with special needs. Children with special needs are those who have physical or mental disorders. Children with special needs can receive the same rights as other normal children to learn side by side together in one class. Inclusive education was raised as an educational reform in generalizing educational opportunities and rights, justice, anti-discrimination, and as a form of public awareness in responding to children with special needs such as children in general (Setianingsih & Listyarini, 2019). This inclusion education was born based on the 1945 Indonesian Constitution clearly and unequivocally guarantees that every Indonesian citizen has the right to education, which is affirmed in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, as well as in the Regulation of the Minister of National Education No. 70 of 2009 concerning Inclusion Education for students who have disabilities and have special intelligence and/or talent potential. Thus, all Indonesian citizens have the right to receive education and there is no accompanying weld not to get different rights. The educational institutions that provide inclusive education adhere to several basic principles, namely providing opportunities for all student conditions, avoiding negative things in a labeling, and conducting a thorough balance and check (Ilahi, 2013).

Schools that provide inclusive education adhere to a learning system that is different from public schools, which provides learning uniquely for each individual. Unique learning is aimed at pursuing the potential of each student as a whole. Teachers as the main educators in schools have a big role in seeking learning. Teachers are required to be professional in handling children who are in public classes as well as in inclusive classes. Teacher mastery of the implementation of inclusive education includes understanding the characteristics of students, learning processes inside and outside the classroom, teaching materials, learning resources, teaching methods, and evaluation of all students, especially children with special needs (Putri & Mus, 2021). The combination of students with special needs and general students makes the school make adjustments to everything from infrastructure to the curriculum formed by making adjustments to the needs of students.

SD Islam Terpadu Permata Hati Bekasi is one of the institutions that provides inclusive education services at the regular school level. SD Islam Terpadu Permata Hati Bekasi opens opportunities for all children including children with special needs regardless of physical, intellectual, social-emotional, linguistic or other conditions to be able to receive education at the elementary level by organizing programs aimed at growing the potential of Islamic and general nuanced students. Children in various conditions will join one class together. Regular students along with students with special needs will enter one classroom. The capacity of students in each class consists of regular children and children with special needs which amounts to fifteen percent of the number of students in one class. The implementation of teaching in the classroom is carried out by one main teacher, stu accompanying teacher, and shadow teacher of each child with special needs. Thus the class teacher continues to teach thoroughly and adjust to the needs of the students.

Previous research on the implementation of inclusive education programs and their constraints was conducted by Khoirul Umam Alfaaroqi and M. Arif Khoiruddin at SDN Betet 1 Kediri City with the result of providing all infrastructure, educators, and curriculum facilities provided by adjusting to the needs of ABK. In addition to the provision fund, obstacles were also found in the form of facilities and infrastructure that were not entirely adequate. From this research, there are similarities in the form of research on the implementation of inclusive education. What distinguishes between previous research and what will be done is on the focus currently researched is on the program given to students.

Another research that has been researched by Alfina Putri and Sumarlin Mus regarding the implementation of inclusion education programs studied in leading elementary schools in Makassar. The results that can be concluded are findings regarding the process of learning students with special needs, customized learning curricula, supporting facilities and infrastructure, human

resources and good communities in promoting inclusive education. The results are in the form of discoveries in the field. The difference between the previous research and the research to be carried out is on the application of programs held in inclusive education, while the difference is that the focus of the research that will be carried out now is on programs given to students in inclusive education.

An interesting activity program for all students is shown by SD Islam Terpadu Permata Hati Bekasi. Child-friendly Islamic schools are the flagship program of the school. Thus, the author seeks to conduct research on the Implementation of the Child-Friendly Islamic School Program for Inclusion Education Services at SD IT Permata Hati Bekasi with the purpose of this research is to be able to find out the implementation of the inclusion program in one of the favorite schools in Bekasi.

## RESEARCH METHOD

This research is a descriptive-qualitative research with a type of field research. In this study, researchers tried to reveal events in the field. In data collection, researchers use three methods, namely, observation, interviews, and documentation (Emzir, 2014). The observation method is carried out by researchers to collect data in the field directly. The documentation method is used to collect documents in the field, the form of documentation collected by researchers in the form of pictures or photos during the activity. Interviews are used to collect data that is not obtained when making observations or documentation.

The subjects in this study were teachers of SD IT Permata Hati Bekasi. While the object in this study is the Implementation of the Child-Friendly Islamic School Program for Inclusion Education Services at SD IT Permata Hati Bekasi. While the data analysis techniques used by researchers include, data reduction, data presentation, and conclusions. After all the data was analyzed then the researcher tested the validity of the data using triangulation techniques (Moleong, 2016).

## RESULT AND ANALYSIS

Inclusive education has been organized by SD IT Permata Hati Bekasi, so the author conducted research activities on school programs based on child-friendly to all children including children with special needs. The designed program is given thoroughly and equally.

### 1. SIRA (*Sekolah Islam Ramah Anak*)

In inclusive schools, a program was found that sought to grow the potential of children with special needs, while the program was named SIRA or an acronym for child-friendly Islamic schools. Child-friendly Islamic school or SIRA is one of the flagship programs of SD IT Permata Hati Bekasi. The SIRA program is designed by forming a SIRA development team that is a teacher and other parties concerned and has a good understanding of children with special needs. The SIRA development team consists of child assistance teachers, psychologists, and a special curriculum team for ABK. The purpose of establishing child-friendly Islamic schools is to develop academic and non-academic students from all students including students with special needs.

The SIRA design process is carried out by the curriculum development team by conducting meetings to discuss learning activity programs by adjusting the development outcomes of each child with special needs. The curriculum development team conducts discussions and designs activities that focus on activities outside of classroom learning.

Teachers as educators who play a role in student success in learning activities inside and outside the classroom and in the implementation of inclusive education (Alfaaroqi & Khoiruddin, 2020). Teachers are also involved before and after activities, starting from designing activities, implementing, assessing, and evaluating activities while at school. Teachers in the classroom consist of class teachers who are in charge of providing instruction in class, accompanying teachers who are in charge of providing comprehensive assistance to students in one class, and shadow teachers who are in charge of assisting specifically children with special needs (Rahmaniar, 2016). In their role, the class teacher has a greater task to control and know the extent of the development of each student with the help of accompanying teachers, shadow teachers, psychologists, and parents.

Another development team is in the form of psychologists who are tasked with providing assistance to the growth and development of each child, especially children with special needs. Psychologists are tasked with monitoring each child's growth and development while providing an evaluation of each child's development. Psychologists are in charge from the beginning of the acceptance of new students to the end of students attending the school.

Child-friendly Islamic schools strive for all activities in learning and outside learning to be carried out by children in a fun, appropriate, and comfortable way to be done by all children. SIRA is designed by adjusting the potential and conditions of children with special needs.

## **2. Learning Program**

The implementation of the SIRA program is carried out by adjusting the specific needs of each child. Learning programs in the form of proxis (special programs), morning culture, super camp, and regular classes.

### **2.1 Proksus (*Program Khusus*)**

The special program is a program specifically for children who choose to become tahfiz qur'an. Mentoring activities on Qur'an tahfiz are carried out by class teachers by making regular deposits of Qur'anic verses every day in the morning hours before learning activities are carried out in the classroom. This special program is a program that is not mandatory for all children to follow. A special program is open for all children who want to become tahfidz Qur'an. Based on the data obtained, there are children with special needs who participate in this special program. Children who choose the tahfidz program are based on the direction of parents and the abilities that children have.

Other activities carried out by children who take part in special programs besides depositing memorization of Qur'anic verses, in each semester children will stay overnight in mosques together with their teachers for one week. The child will do the activity fully in the mosque and the child will focus on memorizing the Qur'an specifically. Children will learn and make memorization deposits to the imam of the mosque they stop by.

### **2.2 Morning Culture**

Morning culture is a religious habit in the form of duha prayers together in the morning hours before class learning begins. Morning culture is carried out regularly to form aqidah and good morals of children before starting learning activities. Duha prayer activities are carried out simultaneously by children.

### **2.3 Super Camp**

Super camp is a routine agenda that is carried out every year by children. Children will do overnight activities in a tent where the location will move every year. The location chosen for camping is a village that actively carries out community economic activities. As for the activities carried out by children, in addition to staying overnight in a tent, children will also be involved to participate in creative economic activities in the village. Children will be directed to learn in real terms various forms of creative economy business. In addition, children will also take part in sharing activities with the surrounding community and open a cheap market for local residents. Children will be directly involved in carrying out these activities without any assistance from parents. From this super camp activity, it is hoped that children will have experience that can be used in the future, especially in the creative economy that children get. The formation of independent, creative, caring, honest, and disciplined character is the main target of the school to organize super camp activities.

### **2.4 Regular Class**

Regular class is a class consisting of normal children and children with special needs. Children with special needs will spend more time in school in regular classes. Children with special needs will learn to socialize and interact with other normal children. The regular class is a special class in inclusive education because the regular class consists of children with special needs and children in general who interact, motivate each other, care for each other, and tolerate each other (Smith, 2006). Normal children will learn to treat their friends who have many privileges from themselves. Based on the results of interviews with class teachers, normal children show an amazing attitude when interacting and socializing with children with special needs. Normal children show sympathy, empathy, responsiveness, patience, tolerance and high care for their friends with special needs. Normal children are far from being discriminated against, abused, and violently treated against children with special needs.

Of the three SIRA programs, the hope of schools is to be able to build and develop the potential of students in the form of independence, social, cognitive regardless of their limitations.

### **3. Monitoring the Development of ABK**

Students Monitoring is a supervision carried out by educators in monitoring the growth and development of children. Based on the results of interviews with class teachers, there are monitoring activities carried out by the school, namely through the media of liaison books between accompanying teachers, parents, and psychologists to be monitored by the principal. The liaison book is in the form of reporting on each child's development based on observations from accompanying teachers, assessments from psychologists, and parents based on children's development at home. Liaison books are provided weekly by the school to parents and guardians of students with special needs.

## **CONCLUSION**

Based on the results of the research conducted, conclusions can be obtained regarding the implementation of the child-friendly Islamic school program for inclusion education services at SD IT Permata Hati Bekasi, namely the implementation of the SIRA program for children with special needs runs well based on cooperation from various parties who contribute to the success of the program, starting from schools that provide adequate facilities and services, Classroom teachers who can work very well together with accompanying teachers and shadow teachers, psychologists who can provide adequate assistance to children, students who do not have special needs who have accompanied and provided moivasi to children with special needs, parents who continue to be actively involved and provide full support for all school programs, and communities who warmly support and support various activities school. The SIRA program can be implemented by adjusting the special needs of each child, namely in the form of Proksus (special program), morning culture, super camp, and regular classes. The entire program is carried out in synergy between teachers, psychologists, schools, and parents through joint monitoring carried out through the media of liaison books given every week. From all SIRA programs, it can show awakening to the potential of students with special needs in the form of independence, social, cognitive regardless of their limitations.

## **References**

- Alfaaroqi, K. U., & Khoiruddin, & M. A. (2020). Implementasi Pendidikan Inklusif Dan Kendalanya Di Sdn Betet 1 Kota Kediri Implementation of Inclusive Education and Its Control in Sdn Betet 1 Kota Kediri. *Insight: Jurnal Ilmiah Psikologi*, 22(1), 1–16.
- Emzir. (2014). *Metodologi Penelitian Kualitatif Analisis Data*. Rajawali Press.
- Ilahi, M. T. (2013). *Pendidikan Inklusif: Konsep dan Aplikasi*. Ar-Ruzz Media.
- Moleong, L. J. (2016). *Metodologi Penelitian Kualitatif* (36th ed.). Remaja Rosdakarya.
- Montessori, M. (2018). *The Absorbent Mind, Pikiran yang Mudah menyerap*. Pustaka Pelajar.
- Putri, A., & Mus, S. (2021). Implementasi Program Pendidikan Inklusi Di Sd Negeri Unggulan. *Jurnal Administrasi, Kebijakan, Dan Kepemimpinan Pendidikan (JAK2P)*, 2(2), 191. <https://doi.org/10.26858/jak2p.v2i2.13474>
- Rahmaniar, F. A. (2016). Tugas Guru Pendamping Khusus (GPK) Dalam Memberikan Pelayanan Pendidikan Siswa Berkebutuhan Khusus Di Sekolah Inklusif SD Negeri Giwangan Yogyakarta. *Jurnal Widia Ortodidaktika2*, 5(1), 1252–1263.
- Setianingsih, E. S., & Listyarini, I. (2019). Implementasi Pelaksanaan Pendidikan Inklusi Di Sd

Cesilia Prawening<sup>1</sup>, Sri Sugiarti<sup>2</sup>, Marlina<sup>3</sup>

*Implementation Of The Child-Friendly Islamic School Program For Inclusion Education Services  
At Sd It Permata Hati Bekasi*

Bina Harapan Semarang. *Taman Cendekia: Jurnal Pendidikan Ke-SD-An*, 3(1), 257–268.  
<https://doi.org/10.30738/tc.v3i1.2980>

Smith, J. D. (2006). *Inklusi: Sekolah Ramah untuk Semua (1st ed.)*. Nuansa.

Suwarno. (1985). *Pengantar Umum Pendidikan*. Akara Baru.