

THE IMPLEMENTATION OF ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING IN INCLUSIVE EDUCATION AT SD SMART AULADI CIREBON

Sa'diah ^{a*)}, Muslihudin ^{a)}, Moh Ali ^{a)}

^{a)} State Islamic University Of Siber Syekh Nurjati, Cirebon, Indoneisa

^{*)}Corresponding Author: merakitbinar@gmail.com

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Abstract. Islamic Religious Education in an inclusive school environment is an integral element of an education system that takes into account the diversity and individual needs of students. The study of educational inclusion in this modern era reflects the demands and shared responsibilities in the humanitarian realm. The educational objectives are to determine the development of an inclusive education-oriented educational unit curriculum at SD Smart Auladi, to determine the implementation of Islamic Religious Education (PAI) learning in inclusive education at SD Smart Auladi, and to determine the challenges of Islamic Religious Education (PAI) learning for inclusive students at SD Smart Auladi. This research method uses a qualitative approach, the techniques used in data collection in this study are observation, interviews, and documentary studies. Meanwhile, data analysis uses data reduction, data display, and conclusion drawing. The results of this study indicate that the development of an inclusive curriculum at SD Smart Auladi is a strategic step to create equitable and fair education, by paying attention to aspects of curriculum adaptation, increasing teacher capacity, and providing supporting facilities. The implementation of Islamic Religious Education (PAI) learning in inclusive education at SD Smart Auladi means that schools must adjust the curriculum, facilities, and learning systems to meet the needs of individual students. The need for comprehensive efforts from all parties, including teachers, schools, parents, and policy makers, to create a truly inclusive and fair Islamic Religious Education environment for all students. It is also important to acknowledge that creating an inclusive environment is not always without challenges.

Keywords: Islamic Education; Inclusive Education; Learning

I. INTRODUCTION

Education is a universal human right for every citizen, regardless of physical, intellectual, or sensory background. In the context of modern education, the inclusive paradigm emerges as a response to demands for social justice that require every individual, including children with special needs, to have access to quality education within the same environment as regular students. Inclusive education is not merely about placing students with special needs in mainstream schools, but rather represents a transformation of the education system that values diversity as a strength (Wahid & Jinan, 2023). This principle aligns with Indonesia's constitutional mandate and educational regulations emphasizing the importance of reasonable accommodation for all learners to achieve social justice in education.

Within the national education framework, Islamic Religious Education (PAI) holds a strategic role as a foundation for character building and spiritual development. PAI is not merely a process of knowledge transfer but also an effort to instill faith, piety, and noble character from an early age. For students with special needs, religious education serves as an essential instrument to develop their innate

potential so that they can recognize their Creator and behave appropriately according to their limitations and strengths (Trihariyanto, 2020). However, the implementation of PAI in inclusive schools often faces complex challenges, particularly when abstract religious concepts must be translated into concrete and accessible forms for students across diverse disability spectrums.

Field observations indicate that many inclusive schools struggle to align the standard PAI curriculum with the individual needs of inclusive students. This gap is often caused by limited pedagogical competence among teachers in managing heterogeneous classrooms, as well as a lack of adaptive learning media (Robiatul, 2021). In fact, the essence of inclusive education lies in flexibility: schools should adapt to children, not the other way around. Without appropriate implementation strategies, inclusive students risk being physically present in religious education classes without acquiring meaningful understanding that can be functionally applied in daily life.

SD Smart Auladi Cirebon is one educational institution that consistently implements an inclusive education system by integrating the national curriculum with Islamic values rooted in local wisdom. With a significant number of inclusive

students—35 students across various categories of special needs—the school strives to create a friendly learning environment through curriculum modification and intensive support from Special Assistant Teachers (GPK). Islamic Religious Education at SD Smart Auladi is not delivered rigidly, but through more personal, multisensory, and practical approaches aimed at enhancing students' confidence and religious independence through daily worship habituation programs (Mirrota et al., 2024).

This study focuses on three main aspects: (1) the development of an inclusive-oriented educational unit curriculum, (2) the actual implementation of PAI learning in inclusive classrooms, and (3) the identification of challenges and solutions faced by educators. The novelty of this research lies in its in-depth observation of the synchronization between PAI teachers and Special Assistant Teachers (GPK) in designing Individual Learning Programs (ILP) grounded in Islamic values. Through a comprehensive understanding of practices at SD Smart Auladi, this study is expected to contribute theoretically and practically to the development of more inclusive, tolerant, and effective PAI learning models at the elementary school level.

II. RESEARCH METHODS

This study adopts a qualitative research approach aimed at describing, revealing, and explaining phenomena holistically in the field. According to Moleong (2015), qualitative research is a social science tradition that fundamentally relies on human observation within its natural setting and interaction with subjects through language and meaning. The researcher directly engaged with informants to analyze activities, beliefs, and individual and social perceptions related to the implementation of Islamic Religious Education (PAI) learning in an inclusive setting.

The research design employed is a multisite study, a qualitative approach involving multiple locations and subjects to develop theory from similar research contexts. The research was conducted at SD Smart Auladi Cirebon, located on Jl. Kesambi Baru, Cirebon City.

Primary data sources consisted of words and actions, while documents served as supplementary data. Informants were selected using purposive sampling, targeting individuals considered most knowledgeable about the research problem. Informants included PAI teachers as key informants, the principal, vice principal for curriculum, curriculum coordinator, and inclusive students. Data collection techniques comprised non-participant observation, in-depth interviews, and documentation studies, including photographs of activities and learning tools, to enhance data credibility.

Data analysis followed the interactive model proposed by Miles and Huberman, involving data reduction, data display, and conclusion drawing/verification. Data reduction involved classifying and summarizing field notes into descriptive narratives, which were then presented in concise explanations or diagrams to facilitate understanding. Conclusions were drawn based on findings relevant to the research focus. Data validity was ensured through source triangulation by cross-

checking information from multiple informants and relevant documents..

III. RESULT AND DISCUSSION

Profile of SD Smart Auladi as an Inclusive Education Provider

SD Smart Auladi is an Islamic-based elementary school that implements an inclusive education system by accepting students with special needs to learn alongside regular students within the same educational environment. The school adopts a humanistic, religious, and character-oriented educational approach. Based on school data, SD Smart Auladi has 263 students, including 35 inclusive students, supported by 29 inclusive teachers out of a total of 72 teachers and staff members.

The implementation of inclusive education at SD Smart Auladi is grounded in the school's vision and mission, which emphasize faith, piety, and equity in educational access. Furthermore, concern over limited educational services for children with special needs in Cirebon City has strengthened the school's commitment to developing an inclusive education system. This aligns with the concept of inclusive education that positions every child as an educational subject with equal rights to optimal development (Wahid & Hidayat, 2023).

Development of an Inclusive-Oriented Educational Unit Curriculum

The development of an inclusive curriculum at SD Smart Auladi is carried out through adaptation of the national curriculum combined with the school's internal curriculum development. The curriculum is designed flexibly to accommodate differences in abilities, characteristics, and learning needs, particularly for students with special needs. Curriculum flexibility is reflected in the preparation of differentiated Lesson Plans (RPP) for regular and inclusive students.

PAI teachers emphasize differentiated learning principles when designing lesson plans by adjusting basic competencies, achievement indicators, and learning materials to ensure accessibility for inclusive students. PAI content is simplified by focusing on essential Islamic values such as noble character, basic worship practices, and the habituation of religious behavior in daily life. These findings support Robiatul's (2021) assertion that inclusive curricula must be adaptive and responsive to individual learner needs.

In addition, inclusive curriculum development at SD Smart Auladi involves coordination among classroom teachers, PAI teachers, and Special Assistant Teachers (GPK). This collaboration ensures that the curriculum not only meets academic standards but also provides equitable and meaningful educational services for all students.

Implementation of Islamic Religious Education (PAI) Learning in Inclusive Education

Planning of PAI Learning

PAI learning planning at SD Smart Auladi is conducted systematically through lesson plans tailored to inclusive

students' needs. PAI teachers design learning by emphasizing flexibility, differentiation, and collaboration with Special Assistant Teachers. Interview findings indicate that lesson planning begins with identifying inclusive students' characteristics and interests, such as their preference for visual media and images.

This approach aligns with Sari and Sugiarto (2023), who emphasize that PAI teachers play a central role in designing inclusive learning that focuses not only on content delivery but also on students' understanding and internalization of religious values.

Implementation of PAI Learning

PAI learning implementation in inclusive classrooms employs various teaching methods and learning media. Teachers combine simple lectures, question-and-answer sessions, demonstrations, and hands-on practice in worship activities such as prayer and ablution. Visual media and teaching aids are used to help inclusive students understand learning materials concretely.

A supportive and friendly learning environment serves as a key factor in successful inclusive PAI learning. Teachers and GPK collaborate intensively in classroom management to ensure students' learning needs are optimally accommodated. This practice aligns with UNESCO's inclusive education theory, which emphasizes safe, supportive, and diversity-respecting learning environments.

Evaluation of PAI Learning for Inclusive Students

Evaluation of PAI learning at SD Smart Auladi adopts a flexible and adaptive approach. PAI teachers employ various assessment forms, including oral assessments, practical assessments, and product-based evaluations, to measure students' learning progress. These assessment methods are chosen to reflect students' real abilities without causing psychological pressure.

PAI learning evaluation focuses not only on cognitive aspects but also on affective and psychomotor domains, particularly character formation and the habituation of religious behavior. This approach is consistent with Sugiyono's (2022) view that evaluation in qualitative research and learning should reflect both learning processes and outcomes holistically.

Challenges of PAI Learning in Inclusive Education

The study identifies several challenges in implementing inclusive PAI learning at SD Smart Auladi, including limited teacher competence in inclusive education, lack of specialized training, limited adaptive facilities and learning media, and social stigma toward children with special needs.

PAI teachers acknowledge a lack of confidence in managing inclusive classrooms due to insufficient specialized training. Additionally, adapting the PAI curriculum to meet individual inclusive students' needs remains a significant challenge. These findings corroborate Robiatul (2021) and Simbolon (2025), who emphasize that teacher readiness and competence are critical determinants of inclusive education success.

Efforts to Overcome Challenges in Inclusive PAI Learning

To address these challenges, SD Smart Auladi implements various strategic efforts, such as strengthening coordination

among PAI teachers, classroom teachers, and GPK, and involving parents in the learning process. PAI teachers emphasize that the success of inclusive PAI learning is strongly influenced by synergy among schools, parents, and the surrounding environment.

These efforts align with Putri and Hamdan (2021), who state that positive teacher attitudes, parental support, and inclusive school environments are key factors in the success of inclusive classroom learning.

Discussion of Research Findings from an Inclusive Education Perspective

Overall, the findings indicate that the implementation of PAI learning in inclusive education at SD Smart Auladi has been conducted effectively. Inclusive curriculum development, adaptive learning planning and implementation, and flexible evaluation demonstrate the school's commitment to equitable and inclusive education. Nevertheless, strengthening teacher competence through continuous professional development and providing adequate supporting facilities remain essential to enhancing the quality of inclusive PAI learning in the future..

IV. CONCLUSIONS

The development of an inclusive curriculum at SD Smart Auladi represents a strategic effort to create equitable and fair education. By emphasizing curriculum adaptation, teacher capacity enhancement, supportive facilities, and inclusive policies and culture, elementary education at SD Smart Auladi is expected to become more inclusive and responsive to all students' needs. The implementation of Islamic Religious Education in inclusive education at SD Smart Auladi requires schools to adapt curricula, facilities, and learning systems to meet individual student needs. This process is supported by collaboration between PAI teachers and Special Assistant Teachers (GPK), as well as the creation of a conducive learning environment. Comprehensive efforts from all stakeholders including teachers, schools, parents, and policymakers are essential to establish a truly inclusive and equitable Islamic Religious Education environment for all students. It is also important to recognize that creating an inclusive environment inevitably involves challenges. PAI teachers must possess high adaptive skills to address various obstacles related to special educational needs, cultural differences, and diverse religious understandings.

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