

Islamic religious character in inclusive education and its contribution to various characteristics of children with special needs

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ARTICLE INFO

Article history

Received: 20 December 2022

Revised: 25 April 2023

Accepted: 30 Mei 2023

Keywords

Religious character

Inclusive education

Children with special needs

ABSTRACT

Developing the nation's Islamic character education for students with special needs gives value and character to them. So that the implementation of inclusive education is expected to become an education system where children with special needs (ABK) can study in public schools in their school environment and are equipped with support services and education that have been adapted to the abilities and needs of these children. However, it is more focused on their special needs. This is very important to implement, with inclusive education it can provide opportunities and open opportunities for children with special needs (ABK) to obtain education without any discriminatory treatment. This inclusive education is the most suitable learning tool for all children in terms of adaptation and socialization so that it can become a mandatory forum between children to socialize with the diversity that exists. This shows that there is no longer discrimination against children with special needs (ABK) with children who do not have special needs, because all children have the same opportunity to obtain education according to the needs and abilities of each child.

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How to Cite: Putranto, A., & Prahastiwi, E.D.. (2023). Islamic religious character in inclusive education and its contribution to various characteristics of children with special needs. *Journal of Interdisciplinary Islamic Studies*, 2(1), 1-7.

1. Introduction

Education is a process of changing attitudes in an effort to mature humans through teaching and training; process of action; academic education related to science (Yandianto, 2000). Education is an important element in advancing world development and civilization.

Educational institutions have the task of forming the character of children or students (Prahastiwi, 2022). Islamic character education is education that basically develops the morals of students through habituation and practice of Islamic teachings as a whole (kaffah). Islamic character education in inclusive education is an education system where children with special needs (ABK) can study in public schools in their school environment and are equipped with support services and education that have been adapted to the abilities and needs of these children. In inclusive education, educational services must be adapted to the special needs of children individually and in groups. In this education

is not focused on the angle of disability, disability and the causes of disability. However, it is more focused on their special needs. Character, in the Complete Popular Scientific Dictionary is interpreted as character, character, nature or habit. 16 The term character literally comes from the Latin word *Charakter*, which among other things means: character (Farid Hamid, 2000).

Regulation of the Minister of National Education (Permendiknas) Number 70 of 2009 has explained that children with special needs (ABK) who have physical, emotional, mental and social abnormalities or have special talents provide the widest possible opportunity to obtain quality education according to their needs and capabilities and realize the implementation of education that respects diversity, and does not discriminate (discriminately) between children with special needs and children who do not have special needs. In addition, it is also explained in the Regulation of the Minister of National Education (Permendiknas) Number 70 of 2009 article 3 that every child with special needs (ABK) who has physical, emotional, mental and social abnormalities or has potential intelligence and special talents has the right to attend inclusive education at certain educational units according to their needs and abilities.

The existence of children with special needs (hereinafter abbreviated as ABK) in the family brings many consequences, especially in parenting. It takes mental readiness for parents to care for children with special needs. The results of the author's observations of a number of parents with special needs show that there are still parents who are unable to accept the existence of their children with special needs, which affects the way they are cared for and causes parenting stress.

The lack of access to proper information makes parents less able to handle it properly. Another reaction can also be in the form of giving excessive protection which actually causes other emotional and behavioral problems in ABK (Kemis and Rosnawati, 2013). This paper will discuss the intricacies of caring for ABK, starting from discussing the process of family acceptance and adjustment to ABK, the problems encountered in raising ABK, interactions with ABK, parenting stress, to parents' coping strategies in dealing with ABK. Positive parenting by ABK parents is expected to help ABK develop optimally according to their capacity and parents remain happy in carrying out their role as caregivers for ABK.

Children with special needs (ABK) have been in the spotlight of society and the government for nearly a decade. Both in terms of educational services, therapy services, general accessibility, and various matters related to fulfilling the rights of ABK. Most recently, various services and fulfillment of rights for ABK are currently included in Law No. 8 of 2016. In fact, the government is currently intensively promoting education and a friendly environment for ABK. This was realized by the government in an inclusive form and began to tighten buildings and public facilities that had accessibility for ABK.

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In simple terms, children with special needs can be interpreted as children who receive special services to be able to carry out their daily activities properly. This includes children who experience problems or who have advantages related to growth and development related to intelligence, senses, and limbs. Children's education begins with upbringing from their parents or family, if the education is good and attentive, the child will not be far from following the direction of education (Cahyono, 2022) As revealed by Efendi (2006) that children with special needs are a condition that is different from the average child in general. Differences can be either advantages or disadvantages. From this difference, it will cause various consequences for the sufferer. Heward stated that children with special

needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities (Rejeki & Hermawan, 2010).

But other than that, the current condition of society is that many are not yet open with ABK. This problem shows the culture of Indonesian society which has not yet grown into an inclusive culture that is friendly to ABK. Writing this article aims to provide insight to readers about the characteristics of each type of crew member and how to fulfill service needs that are tailored to each of their characteristics.

2. Method

The research method used in this study is a qualitative research method, namely library research (Sugiyono, 2018). According to (Sari & Asmendri, 2020) that the library research method is a data collection technique by searching and reading various books, literature, notes, and various reports related to the problem the author wants. The author also takes sources from online journals that are relevant to the material discussed by the author.

3. Findings and Discussion

3.1. Islamic Religious Character in Inclusive Education

Character is a psychological trait, morals or character that characterizes a person or group of people (Abdul Majis: 2010). these values in his life, as a member of society, and as a citizen who is religious, nationalist, productive and creative. The character that is integrated into the learning of Islamic Religious Education is the character value established by the Ministry of National Education in 2010. The concept of inclusive education cannot be separated from understanding and definition related to disability. In other words, the development of the meaning of inclusive education is influenced by a paradigm shift in understanding disability. In the literature there are various paradigms and perspectives. Inclusive education has various meanings. Stainback (Nuraeni, 2014) suggests that an inclusive school is a school that can accommodate all students in the same class. The school is able to provide appropriate educational programs according to the abilities and needs of each student.

Help and support provided by teachers so that all children can achieve success. The term "inclusive education" has traditionally been associated with children with special disabilities or difficulties. However, the scope of special needs education has expanded to involve gifted children or children who are talented or even children from different cultures and talk to different languages. Inclusive education is a type of group education based on the specificity of the educational goals of an educational unit. (Dedy Kustawan, 2013).

The government defines special education as stated in article 32 paragraph (1) Law number 20 of 2003 concerning the National education system, as follows: "special education is education for students who have a level of difficulty in participating in the learning process due to physical, emotional, mental, social disorders, or have the potential for intelligence and special talent. "The same special education from the government in accordance with Article 127 of government regulation Number 17 of 2010 in the management and implementation of education, as follows: "Special education is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, social, or have the potential for intelligence and special talents. Government Regulation Number 17 of 2010 is an elaboration of Law 20 of 2003.

Judging from the two understandings that are the same with regard to the notion of inclusive education as a feature that the government has been consistent in terms of concepts or designations that can be used as a reference by all parties dealing with education such as local governments. Zaenal Alimin, (2004), argues that "Inclusive education is education that is adapted for children who experience learning barriers and developmental barriers as a result of certain special needs both temporary and permanent in nature. Meanwhile, the term special educational needs is the need for developmental barriers experienced by a child individually.

Sunan & Rizzo (1979) "children with special needs are children who have differences in several important dimensions of their human function. They are who are physically, psychologically, cognitively or socially hindered from achieving goals/ needs and potential to the

maximum so that it requires trained handling from a professional workforce. Inclusive education according to Sapon-Shevin (in Unesco, 2003) is an education service system that requires all children with disabilities to be served in nearby schools, in regular classes together with children of their age. This requires the consequences of school restructuring, so that it becomes a community that supports meeting the special needs of each child, meaning that it is rich in learning resources and has the support of all parties, namely students, teachers, parents and the surrounding community. Staub and Peck (Nuraeni, 2014) argued that inclusive education is by placing children with mild, moderate and severe disabilities in full in regular classes. From the description above it can be concluded that inclusive education is education for students who have learning barriers and barriers development or have difficulties in following the learning process because physical, emotional, mental, social disorders and who have the potential for intelligence and special talents.

3.2. Contribution to Various Characteristics of Children with Special Needs

1) Blind

The term blind children can basically be interpreted as children who experience visual impairment. We need to define blindness in terms of remaining vision function. This aims to help make it easier to provide services both in the form of academics and additional services as companion skills. By defining blindness according to the level of visual function, we will not fundamentally mean that a blind child is a child who is blind. Some experts such as Djaja Rahardja and Sujarwanto (2010) and Gargiulo (2006) define blindness into 3 categories, namely blind, functional blind and low vision.

A person is said to be legally blind if his vision ability is in the range of 20/200 or below, or his visual acuity is not more than 20 degrees. In this sense, a child is tested using a snellen chart (snellen card) where the child must be able to identify letters at a distance of 20 feet or 6 meters. In another sense, children are said to be legally blind if they experience problems in terms of sight, namely the ability to move the eyes so they can see to the left and right sides.

A child is said to be blind if they have little perception of the light stimulus they receive or may not be able to identify anything with their visual abilities, in other words, it is called total blindness. Children in this category utilize their senses of hearing and touch as the main tools for obtaining information about their surroundings. A child is said to be functionally blind if they have residual vision identifying light around them. Children in this category are still able to identify light stimuli in their surroundings. Some of them are still able to identify the reflection of light from objects around them, so the presence of this residual vision can make it easier for them to learn mobility orientation.

2) Deaf

Deafness can be interpreted as hearing loss, where children who are deaf are experiencing problems with loss or reduced hearing ability. Andreas Dwijosumarto (in Soemantri, 2007) states that children who can be said to be deaf if they are unable or unable to hear. According to him, the deaf can be divided into two categories, namely deaf and hard of hearing. Deafness is a condition where a person is completely unable to hear due to loss of hearing function in his ears. Meanwhile, hearing loss is a condition in which a person who has damage to his hearing organs can still function to hear even with or without a hearing aid.

Whereas Boothroyd (in Winarsih, 2007) has a different view on the classification of deaf children. There are 4 classifications of deaf children, namely mildly deaf (15-30 db), moderately deaf (31-60 db), severely deaf (61-90 db), and very severely deaf (91-120 db). In particular, the loss of hearing function in a person can affect the communication process with others. The ear or sense of hearing is an organ that plays a central role in the process of receiving information in the form of sound, which is then processed by the brain to produce certain perceptions. Every human being can communicate and speak verbally because the brain can record any information received by the ear from an early age.

Thus, loss of hearing function from an early age is the same as a child who will experience poor vocabulary due to obstructions in the process of entering information in the form of sound through the ear (Soemantri, 2007). Based on these problems we can conclude that basically deaf children do not experience obstacles in the development of intelligence and other aspects, apart from those

with hearing and communication. Therefore, in terms of educational services, deaf children have abilities that are no different from other children in general. But instead of that, the teacher needs a special method in conveying subject matter to deaf children. The teacher must be able to speak with clear expressions of the mouth, so that even without hearing the deaf child can digest the information conveyed. More than that, the teacher must also be able to use sign language or body language to assist in the process of conveying information. This kind of learning method can be called the Comtal (Total Communication) approach (Suparno, 1989).

The inclusive education that we provide to deaf children is none other than to assist them in planning their future through the careers they will pursue. Therefore we can also educate deaf children in formulating the careers they will do by introducing them to types of jobs that do not require skill in speaking and listening, and can also help them see career opportunities that are in accordance with the strengths they have.

In essence educating deaf children is almost the same as educating normal children in general, but requires greater patience and harder effort, but in truth they and all other children with special needs are lovely children who need to be supported with love so they can hold their heads up to the world and put a smile on the face.

3) Mentally disable

Mental retardation is a term used for children with special needs who experience problems with intelligence. In Indonesia the term mentally retarded is a grouping of several children with special needs, but in the field of education they have the same obstacles due to intelligence problems. In foreign languages, children who experience intelligence problems have several terms between t (IQ below 35). While other classifications can be based on abilities, namely mild (able to educate), moderate (able to train), severe (able to treat).

In the educational process the teacher must take responsibility for his physical development by working closely with the medical staff. The main obstacle in learning is the existence of motor disorders. Therefore, following education. The teacher must help maintain the physical health of the child, correct the wrong child's movement and develop it in the direction of normal motion.

In general, disabled children almost do not need different learning programs from other normal children. Even some of them, especially those with orthopedic disorders, have relatively good cognitive abilities like other normal friends. For students with physical disabilities, studying at school requires a conducive environment, both physical, psychological and social. In inclusive schools, the integration of learning between normal students and students with physical disabilities requires a combination of regular teachers and special supervising teachers or other professionals. Likewise in the classroom children really need a positive attitude that can be received from teachers and other friends.

4) Quadriplegic

In the context of special education in Indonesia, quadriplegics can be interpreted as a motor disorder. In other contexts, we can find the use of other terms in referring to children with physical disabilities, for example children with mobility impairments. Primarily, children with physical disabilities are children who experience movement function disorders caused by problems with the motion organs in the body. Somantri (2007) explains that quadriplegic is a damaged or disturbed condition caused by an abnormal shape or the bones, muscles and joints cannot function properly.

In essence, children with physical impairment have various types of classifications depending on which part of the limbs is experiencing problems. The several types of quadriplegic are Club-foot (stiff kai), Club-hand (stiff hands), Polydactylism (more fingers), Syndactylism (webbed fingers), Torticollis (cervical bone disorders), Spina Bifida (spinal cord abnormalities), etc. Special education in Indonesia classifies children with cerebral palsy in a group of children with special needs who are disabled. Although it is a type of disability called Brain Injury, children with cerebral palsy are classified as children with physical impairment because they experience disturbances in the function of movement, especially in the muscles (Somantri, 2007).

Children with disabilities experience disorders of the limbs, but in general, children with disabilities do not experience problems with intelligence abilities. In general, disabled children experience normal development like other children in general. However, more than that we need to pay more attention to disabled children in terms of social-emotional development. Children with

physical disabilities grow up with problematic body conditions, of course this will more or less affect their social-emotional development.

Children with physical disabilities are prone to inferior behavior, self-closing, and even prone to bullying. In the learning process, children with physical impairment need special methods that are adapted to their body conditions. Not every quadriplegic child can write well due to the impossibility of fine motor skills. In addition to academic-based learning, disabled children also need special lessons to train Soft Skills so they can take advantage of their remaining abilities or motion functions to be able to produce works.

5) Smart kid and special talent

Gifted and special intelligence children according to law include children who need special services, this is stated in the National Education System Law No. 2 2003. According to Somantri (2007) gifted and special intelligent children have needs and characteristics that are different from other children in general. the term gifted child has similarities with foreign terms, which can be interpreted that a gifted child is a child who has abilities or talents above the average child in general. Similar to children with special intelligence who have intelligence above the average IQ of children in general. However, there are other opinions regarding the term gifted and intelligent special children, namely those who have abilities or IQs above average and can excel because of these abilities.

In general, the growth and development of children with special intelligence and talents is the same as normal children. However, more emphasis is placed on development in certain aspects where they experience faster development than children of their age. This can apply to any aspect, whether understanding science, kinesthetics, art, etc. Therefore, children with special intelligence and talents need special services to support the rapid development of certain aspects. Children with special intelligence and talents do experience rapid development in certain aspects, but that does not mean that this does not bring negative threats to their social aspects. Children with special intelligence and talents will get more achievements and higher success rates than other children.

But of course it will be fatal if they fail, things that can happen are self-closure, high stress, and even suicide can occur in children with special intelligence and talents who experience failure. Therefore, in addition to services to support their intelligence and talents, they need counseling and assistance services to strengthen their social-emotional side. Children with special intelligence and talents need special education services so that their potential and talents develop optimally. Developing this potential requires a systematic and directed strategy, because without it the Indonesian nation will lose its best human resources.

4. Conclusion

Basically, children have rights and obligations in obtaining education, both normal and special needs children must still be given education. Educators have an obligation to provide educational facilities for children both in the school environment. In addition, it has an important role in the education of children, especially children with special needs. Therefore, Islamic character education in educating and guiding children with special needs is needed so that good morals are formed.

Although the types of children with special needs are very diverse, in the context of special education in Indonesia, children with special needs are categorized in terms of blind children, deaf children, mentally retarded children, disabled children, mentally retarded children, and smart children and special talents. Every child with special needs has different characteristics from one another. Services for children with special needs cannot be equated with one another, but need to be provided according to the characteristics of their needs and abilities. In order to obtain services that match the characteristics of their needs and abilities, it is necessary to identify and assess children with special needs. Various forms of services need to be provided to support their needs, not only in the field of education but non-academic services are also very much needed to improve their quality of life to be better and independent.

So it can be concluded that children with special needs (ABK) have the right to attend public schools, not only in special schools. This shows that there is no longer discrimination against children with special needs (ABK) with children who do not have special needs, because all children have the same opportunity to obtain education according to the needs and abilities of each child.

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