

Islamic Education Teaching In Inclusive Schools In Samarinda, East Kalimantan: Supporting Factors

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Abstract:

This research aims to examine the supporting factors in inclusive schools in Samarinda. This research uses qualitative research method with phenomenological approach because the researcher tries to study social phenomenon in a natural environment. The selected schools, to be studied, are Fastabiqul Khairat Elementary School Samarinda, Bunga Bangsa Elementary School Samarinda, and 016 Public Elementary School Samarinda. The reason for choosing these schools is because these schools are classified as inclusive school in Samarinda City and also have many achievements in academic and non-academic sector. The main instrument is the researcher himself, so that the researcher as an instrument should also be validated, how far qualitative researcher is ready to do research. To facilitate this research, the methods are: interview, observation, and documentation. Data were analyzed using interactive model from Miles and Hubberman by collecting, reducing, displaying and drawing data

conclusion. The conclusions that can be drawn from the implementation of Islamic Education teaching in inclusive schools in Samarinda research are: The supporting factors found in this study are the application of humanistic education. The supporting factors are divided into several factors: document, school system, school services and facilities, classroom management and teaching method, and communication and support.

Keywords: *humanistic education, inclusive schools, Islamic education, supporting factors*

A. Introduction

Indonesia with the fourth largest population of 260,580,739 per July 2017, the number of children with special needs was quite a lot. The 2012 Survei Sosial Ekonomi Nasional SUSENAS (National Socioeconomic Survey) gained population data of Indonesia with disability around 2.45%, most people with disability are people with more than one type of disability around 39.97%. According to the Ministry of Women Empowerment and Child Protection, the number of children with special needs are managed in the data there are about 1.5 million people.

The purpose of inclusive school is a system of merger between regular students and special needs students in similar environment. If in general, students with special needs are placed in special schools that often we know as Special Needs School, now the special needs students can learn and socialize together with normal children in public schools, called the inclusive school.

Ministry of Education Decree Number 70/2009 signed by the Indonesia Ministry of National Education dated October 5th 2009 regulates the aspects of: (1) the goals of inclusive education, (2) types of learners with abnormalities, (3) the acceptance of learners, (4) guarantee of the implementation of inclusive education by the government and local government, (5) the curriculum of inclusive education, (6) the learning process of inclusive education (7) the assessment of inclusive education. (8) The provision of special teacher by the government, (9) support of the implementation, supervision, and monitoring on inclusive education, and (10) reward and punishment in the implementation of inclusive education.

Peraturan Menteri Pendidikan Nasional (Ministry of Education Decree) 70/2009 is about inclusive education for learners who have abnormalities and potential intelligence and/or special talents.¹

Indonesia as a country that provides education for students with special needs, has three kinds of educational institutions, namely Sekolah Luar Biasa, Sekolah Dasar Luar Biasa and Integrated Education (Pendidikan Terpadu). Sekolah Luar Biasa as the oldest special education institution to accommodate children with the same type of abnormalities so there are student with blindness or tunanetra, Sekolah Luar Biasa tunarungu or deaf, Sekolah Luar Biasa tunagrahita or mentally disabled, Sekolah Luar Biasa tunadaksa or quadriplegic, Sekolah Luar Biasa tunalaras or mental disorder and Sekolah Luar Biasa tunaganda or double disabilities. Sekolah Dasar Luar Biasa accommodate same various types of children with disabilities so that there may be children with blindness, deaf, tunagrahita, tunadaksa, tunalaras and tunaganda. While integrated education/Pendidikan Terpadu, accommodates normal children with special needs in one educational institutions but different classes.

Inclusive education is not just placing students with special needs in regular classes and not just permitting as many special needs children in normal student learning environments. Moreover, inclusive education also relates to the way teachers and normal classmates welcome all students in the classroom and directly recognize the values of student's diversity. That is, the existence of children in inclusive schools will form the values of mutual respect and love each other, which ultimately form the noble character, and through inclusive education will indirectly form the character education. But in the implementation of inclusion schools is challenging, because it takes certain ways in handling the character of different students.

Diversity of student characteristics in public schools, require the school to be able to provide all the characteristics of students involve students with special needs. Schools that can accommodate the needs of all student characteristics must begin with the commitment of all school citizens to be proactive then followed by managing inclusive education professionally and continuously developing inclusive education in order to provide access and quality education for all.

¹ Kementerian Pendidikan Nasional Republik Indonesia. *The Minister of National Education Regulation No.70/2009 on Inclusive Education for students with Potential Intelligence and / or Special Talent.*

B. Research Methods

This research uses qualitative research method with phenomenological approach. This research uses qualitative research method because in this research, the researcher tries to study social phenomenon in a natural environment. This research aims to examine the supporting factors in inclusive schools in Samarinda. The selected schools, to be studied, are Fastabiqul Khairat Elementary School Samarinda, Bunga Bangsa Elementary School Samarinda, and 016 Public Elementary School Samarinda. The reason for choosing these schools is because these schools are classified as inclusive school in Samarinda City and also have many achievements in academic and non-academic sector. The main instrument is the researcher himself, so that the researcher as an instrument should also be validated, how far qualitative researcher is ready to do research. To facilitate this research, the methods are: interview, observation, and documentation. Data were analyzed using interactive model from Miles and Hubberman by collecting, reducing, displaying and drawing data conclusion.²

C. Research Findings

In this section the researcher presents the data that obtained in field research through three different ways of data collection: observation, documents and interview with school principals, inclusion coordinators and Islamic Education (PAI) teachers.

1. Document

One of the supporting factors in inclusion schools is the document. Documents are all things in the form of goods, images, or writings as evidence and can provide important and valid information. Supporting factor in document as stated by School Principal of Fastabiqul Khairat Elementary School Samarinda in interview:

“...We try to coordinate with the Education Department of Samarinda City (Dinas Pendidikan), then the office issued permission related to inclusion system then they responded and allowed. The document is Decision Letter (SK) or a decree that states Fastabiqul Khairat Primary School is implementing an inclusive education program from the Education Department (Dinas Pendidikan).”

² Miles., and Huberman. *Analisis Data Kualitatif*. (Jakarta: Universitas Indonesia Press, 1992)p.247-252.

Vice Principal of Inclusion Unit of Fastabiqul Khairat Elementary School Samarinda expresses similar statement from the interview he said that there was document stating this school is part of an inclusive school, in 2016 they had got official Decision letter or Surat Keputusan (SK) from Department of Education that states our school as one of inclusive school. From the observation at Fastabiqul Khairat Elementary School Samarinda, the researcher found that the school has a Decision Letter (SK) as an inclusion school from Department of Education in 2016. As according to the result of Fastabiqul Khairat Elementary School Samarinda documentation data from the Administration Staff, the researcher found that the school has a Decision Letter (SK) as an inclusion school from Department of Education in 2016.

Meanwhile, supporting factor in document according to School Principal of Bunga Bangsa Elementary School Samarinda in interview said that in 2010 we have a Decision Letter (SK) inclusion school from the Head of Department of Education for answering the challenge today. According to Head of Inclusion Unit of Bunga Bangsa Elementary School Samarinda in interview said that a few times ago there was training in Malang and we finally got a certificate and can be a part of inclusive education. From the observation at Bunga Bangsa Elementary School Samarinda, the researcher found that the school has a Decision Letter (SK) as an inclusion school from Department of Education in 2010.

In 016 Public Elementary School Samarinda, supporting factor in document according to Inclusion Coordinator in interview said that during school year 2006-2007 our school has accepts students with special needs. Decision Letter (SK) from the Department of Education established in 2007 that states 016 Public Elementary School Samarinda is an inclusion school.

Based on information from Inclusion Coordinator of 016 Public Elementary School Samarinda, it can be concluded that the supporting factor in document are Decision Letter (SK) from the Department of Education in 2007. From the observation at 016 Public Elementary School Samarinda, the researcher found that the school has a Decision Letter (SK) as an inclusion school from Department of Education in 2007. As according to the result of 016 Public Elementary School Samarinda documentation data from the Head of Inclusion Unit, the researcher found that the school has a Decision Letter (SK) as an inclusion school from Department of Education in 2007.

2. School System

The next supporting factor in inclusion schools is the school system. The

school system in this study is a system that is applied in schools, mandatory, in which the school establishes the system to be implemented by everyone in school including parents, learners, teachers and staffs. The school system as stated by School Principal of Fastabiqul Khairat Elementary School Samarinda in interview said:

“First, we do the first observation by the elementary school teachers that we have trained and they are in a team that we call the MIR (Multiple Intelligences Research) team. Those teachers in MIR team will observe and detected that the child has special needs, categorize these special needs children into categories such as slow learner other categories, then we communicate with the parents to provide shadow teacher. The relation to the welfare and financing of the shadow teacher is charged to the parents. For shadow teachers I hope they come from a psychological background, the existing shadow teacher has a qualification in education but at least we usually ask our psychologist for recommendations.”

While observing Fastabiqul Khairat Elementary School Samarinda, the researcher did not see any activities and cannot find any documents related to the supporting factor in school system. So there is no information related to the supporting factor in school system from the observation and documentation.

Therefore, the supporting factor in school system in Bunga Bangsa Elementary School Samarinda as stated by School Principal in interview:

“About criteria for children with special needs, we give authority directly to the inclusion team. So not all children with special needs are accepted, because we have limitation here. We also collaborate with psychologists, first we observe the student, and it is better for us if we got all the information from his parents. They will be observe by the Counseling Unit (BK) Team. Then we will bring them to the psychologist, after the report from psychologist, we call the parents to discuss the student's weakness and needs, then we will continue to enrollment process. For shadow teacher criteria, minimal high school (SMA) graduates because our level is Primary School. We have a priority for those who have experience of handling inclusion education. The recruitment process is up to the school but the parents who pay the incentive.”

While observing Bunga Bangsa Elementary School Samarinda, the researcher

did not see any activities and cannot find any documents related to the supporting factor in school system. So there is no information related to the supporting factor in school system from the observation and documentation.

In 016 Public Elementary School Samarinda, the supporting factor in school system in accordance with Inclusion Coordinator statement in interview said:

“Since 2010-2011 we give the test by the assessment team and wait for the identification from the psychologist that state the child is a child with special needs. So the assessment team in the student admission set criteria such as children who can learn together and have enough concentration. Since the resource in this school is still limited, the teachers are from general graduates and not from extraordinary education. So we do direct observation and test. For teacher, we only provide student criteria when student admission process so we can adjust to our teacher's ability. In teaching special need student they are teachers who have attended the training so that they are able to handle children with special needs.”

Based on information from Inclusion Coordinator of 016 Public Elementary School Samarinda, it can be concluded that the supporting factor in school system are the presence of specific criteria for children with special needs on student admission and set criteria for teacher who teach children with special needs. In admission school give the test by the assessment team and wait for the identification from the psychologist. Then the assessment team in the student admission set criteria for children who can learn together and have enough concentration. For teacher, the school adjusts the teacher's ability. Most of teacher has attended the training so they are able to handle children with special needs. While observing 016 Public Elementary School Samarinda, the researcher did not see any activities and cannot find any documents related to the supporting factor in school system. So there is no information related to the supporting factor in school system from the observation and documentation.

3. School Service and Facilities

After the school system, the supporting factors in inclusion schools are school service and facilities. School service is an efforts to make education services as optimal, as effective and as possible to various parties in educational institutions to achieve educational goals and educational facilities means all tools and goods that facilitate and provide ease in organizing educational activities.

Based on information from the interviewees from Fastabiquil Khairat Elementary School Samarinda, it can be concluded that the supporting factor in school service and facilities are the role of school principal, vice principal and teachers in implementing inclusive education, school is treating children with special needs same as other children, the teachers are given training and comparative study such as seminars or parenting activities, the school provide facilities that support learning and development of children with special needs such as video, LCD and access to the library, the school provide special room for children with special needs in Counseling Unit (BK) room as a place to monitor their development as well as a place of consultation between parents and teachers, the school cooperate with psychologist, the school and parents provide shadow teachers who help and assist individual students with special needs. From the observation at Fastabiquil Khairat Elementary School Samarinda, the researcher found that the teachers treat children with special needs just the same so they do not feel different from other children. The teachers are given training and comparative study even not all the teachers have been into training. They provide facilities that support learning and development of children with special needs. The school provides special room for children with special needs in Counseling Unit (BK) room at 1st level, they also cooperate with psychologist which always there every Monday and Thursday and Counseling Staff who stays everyday. In the class the researcher saw LCD projector, the class is colorful and there are toys and learning media in counseling Unit (BK) room. There were shadow teachers who help and assist individual students with special needs everywhere they go and the shadow teachers always provide daily reports on the development of children with special needs to their parents. While observing Fastabiquil Khairat Elementary School Samarinda, the researcher cannot find any documents related to the supporting factor in school service and facilities. So there is no information related to the supporting factor in school service and facilities from documentation.

In Bunga Bangsa Elementary School Samarinda, the supporting factor in school service and facilities are various. From the interviewees from Bunga Bangsa Elementary School Samarinda, it was found that the supporting factor in school service and facilities are the role of school principal and coordinator in managing the inclusive education. The school principal run supervision and gets regular report from the inclusion team. Several teachers in this school attended several trainings. They also providing facilities that support the development of children with special needs such as playgrounds and gym, gross motor and fine motor skills training, the school and parents provide

shadow teachers, provide special classroom, the playroom, the learning media, Information and Communication Technology (ICT) access and the toilet inside the room, children with special needs get trained to be independence, school also cooperate with psychologists. From the observation at Bunga Bangsa Elementary School Samarinda, the researcher found that the principal supervised and gave more attention to inclusion class. The teachers in this school attended several trainings and made various preparations related to the learning process. The school provided facilities that support the development of children with special needs. Children with special needs get trained to be independence and the school cooperated with psychologists. While observing Bunga Bangsa Elementary School Samarinda, the researcher cannot find any documents related to the supporting factor in school service and facilities. So there is no information related to the supporting factor in school service and facilities from documentation.

In 016 Public Elementary School Samarinda, supporting factor in school service and facilities based on the information from 016 Public Elementary School Samarinda, it was found that the supporting factor in school service and facilities are the role of coordinator and teachers who coordinate and understand the inclusive learning program, the school provide training and comparative studies for teachers. There are facilities and supporting learning media that assist the development of children with special needs. From the observation at 016 Public Elementary School Samarinda, the researcher found that the teachers in this school attended several trainings and comparative study. While observing 016 Public Elementary School Samarinda, the researcher cannot find any documents related to the supporting factor in school service and facilities. So there is no information related to the supporting factor in school service and facilities from documentation.

4. Classroom Management and Teaching Method

The other supporting factors in inclusion schools are classroom management and teaching method. Classroom management is all the efforts that directed to create an effective learning atmosphere, fun and can motivate students to learn well according to their ability. The teaching method is the way taken by the teacher to deliver the learning materials so that the learning objectives can be achieved.

Based on information from all interviewees from Fastabiquil Khairat Elementary School Samarinda, it was found that the supporting factor in the

classroom management and teaching method are support from teachers who carry out the tasks with full responsibility, this school integrate students with special needs with regular students in the same class, the teacher is given freedom to determine the teaching methods, diverse teacher learning methods supported by various learning facilities, the teacher get help from special companion or shadow teacher, the potential of children with special needs is developed well in this school. From the observation at Fastabiquil Khairat Elementary School Samarinda, the researcher found that this school integrates students with special needs with regular students in the same class and there were shadow teachers who help and assist individual students with special needs everywhere they go. While observing Fastabiquil Khairat Elementary School Samarinda, the researcher cannot find any documents related to the supporting factor in the classroom management and teaching method. So there is no information related to the supporting factor in the classroom management and teaching method from documentation.

Based on information from interviewees from Bunga Bangsa Elementary School Samarinda, it can be concluded that the supporting factor in the classroom management and teaching method are quality standard of service for education in accordance with Islamic teachings, this school has procedures for all learning process based on quality management, the teachers are given the freedom to determine the learning method in the inclusion class, the teacher get help from special companion or shadow teacher and learning hours in inclusion class and learning hours in inclusion class is less than regular classes. From the observation at Bunga Bangsa Elementary School Samarinda, the researcher found that the shadow teachers were helping students to be able to clean themselves and to be focus when learning. The students learned in special class that has been separated by the level. 1st and 2nd grade study together, 3rd and 4th grade study in the same room. While observing Bunga Bangsa Elementary School Samarinda, the researcher cannot find any documents related to the supporting factor in the classroom management and teaching method. So there is no information related to the supporting factor in the classroom management and teaching method from documentation.

In 016 Public Elementary School Samarinda related to the supporting factor in the classroom management and teaching method are various. From the interviewees from 016 Public Elementary School Samarinda, it can be concluded that the supporting factor in the classroom management and teaching method are the teachers are given the freedom to determine the learning method in the inclusion class, this school integrate students with

special needs in the same class, the teacher get help from special companion or shadow teacher and the potential of children with special needs is developed well in this school. From the observation at 016 Public Elementary School Samarinda, the researcher found that the students learned together in special class but since 2017 this school integrates students with special needs with regular students in the same class. While observing 016 Public Elementary School Samarinda, the researcher cannot find any documents related to the supporting factor in the classroom management and teaching method. So there is no information related to the supporting factor in the classroom management and teaching method from documentation.

5. Communication and Support

The next supporting factors in inclusion schools are communication and support. Communication is a process and tools for interpersonal relationships with others in school. Support is tool for establishing relationships between a person and another person at school.

Based on all information from Fastabiqul Khairat Elementary School Samarinda, Bunga Bangsa Elementary School Samarinda and 016 Public Elementary School Samarinda, it was found that the supporting factor in communication and support are good communication between parents, students and teacher and special companion or shadow teachers. The presence of support from regular students to children with special needs. The teachers initiating everything with sincere heart and intentions. The support and active involvement of parents of children with special needs. The support from foundation/yayasan and school in activities related to inclusion activities. The presence of cooperation from all elements in school and the 3rd parties. The mental readiness of the various parties to organize inclusive education.

D. Discussion

The implementation of Islamic Education (PAI) teaching for children with special needs at inclusion school cannot run well without any factors that support the implementation of learning. According to research findings in inclusive schools in Samarinda City, the supporting factor in document is Decision Letter (SK) as an inclusion school from Department of Education and in addition Bunga Bangsa Elementary School Samarinda has a certificate as Inclusive School from training in Malang.

According to the Regulation of National Ministry of Education Number 70

Year 2009³ Article 4 (1) The district (kabupaten) / city (kota) government shall appoint at least one (1) primary school, and 1 (one) junior secondary school in each kecamatan and 1 (one) secondary education unit to carry out inclusive education which is obliged to receive learners as referred to in Article 3 Clause (1). (2) Education units other than those designated by district (kabupaten) / city (kota) may receive learners as referred to in Article 3 paragraph (1).

The researcher found that between the supporting factors in document in Fastabiquil Khairat Elementary School Samarinda, Bunga Bangsa Elementary School Samarinda, and 016 Public Elementary School Samarinda and the Regulation of National Ministry of Education Number 70 Year 2009 are compatible. The schools are having a Decision Letter (SK) as an inclusion school from Department of Education, in accordance with the Regulation of National Ministry of Education Number 70 Year 2009 Article 4 Clause 2.

In other hand according to research findings in inclusive schools in Samarinda City, the supporting factor in school system are the presence of specific criteria, screening process for children with special needs on student admission and specific criteria for teachers and special companion or shadow teacher in inclusion class.

According to the General Guidelines For The Implementation of Inclusive Education⁴, identification is interpreted as the screening process to determine the type of special needs of learners. Identification activities can be done by teachers or professionals related to the use of standard and non-standard instrumentation / instrumentation developed by related teachers or professionals. An assessment is an action to identify the condition of learners, covering aspects: potential, competence, and characteristics of learners within the framework of determining educational program and or intervention to develop all of their potential. In particular the assessment is also intended to know the advantages and learning barriers of student. According to the Regulation of National Ministry of Education Number 70 Year 2009⁵ Article 5 Clause (1) Enrollment of learners with disabilities and / or learners who have the potential of intelligence and / or special talents in the educational unit to consider resources owned by the school. Clause (2) The education unit as referred to in Article 4 paragraph (1) allocates the seats of learners who have the abnormalities as referred to in Article 3 paragraph (1) at least 1

³ *Permendiknas Number 70/2009 Article.4*

⁴ *Regulation of National Ministry of Education Number 70 Year 2009.*

⁵ *Permendiknas 70/2009 Article 5.*

(one) learners in 1 (one) study group (rombel) to be accepted. Clause (3) If within the time specified, the allocation of learners as referred to in paragraph (2) can not be fulfilled, the educational unit may accept normal learners.

The research findings in inclusive schools in Samarinda City are similar to research by Andi Hamjan in Makassar. The skills of teachers in the inclusion class in Kecamatan Tamalate Kota Makassar from the aspect of identifying, assessing, classifying children with special needs (*ABK*), the teachers are categorized as competent to identify, and classify the children with special needs (*ABK*) in the inclusion class. And from the aspect of assessment is not yet competent.⁶

The researcher found that the supporting factors in school system in Fastabiqul Khairat Elementary School Samarinda, Bunga Bangsa Elementary School Samarinda, and 016 Public Elementary School Samarinda, the Regulation of National Ministry of Education Number 70 Year 2009 and previous research are compatible. The schools already apply the identification and assessment process on student admission, they are given special criteria for children with special needs and cooperate with the teachers and professionals in screening process.

Therefore, based on research findings in inclusive schools in Samarinda City, the supporting factor in school service and facilities are the role of all parties in the school such as school principal, vice principal, head of inclusion, inclusion coordinator and teachers in managing inclusive education. The school is treating children with special needs same as other children. The schools provide training and comparative studies for teachers. The schools provide facilities that support learning and development of children with special needs. The schools provide special room for children with special needs. The schools cooperate with psychologist. The school and parents provide shadow teachers.

In accordance with the theory of experts, teachers also need to provide support for students who are required to provide service needs for students with special needs. The school also needs to provide support for teachers to have training opportunities that can be used in handling the amount of student diversity. Principals and other staff should also provide support and

⁶ Andi Hamjan. *Analisis Tentang Kesiapan Guru Mengelola Kelas Inklusi Di Sekolah Dasar*

Gugus II Kecamatan Tamalate Kota Makassar. (Makassar: Universitas Negeri Makassar, 2016).

leadership in more inclusive schools. The curriculum should be flexible enough with achievement and learning objectives should be given an assessment that gives an idea of the students' abilities.

According to the General Guidelines For The Implementation of Inclusive Education (According to Regulation of National Ministry of Education Number 70 Year 2009 called as *Permendiknas 70/2009*), educators consist of Class Teachers/ Homeroom Teachers, Subject Teachers and Special Guidance Teachers (GPK). The classroom/homeroom teacher is the educator / lecturer in particular class in an inclusive school with the following main tasks: develop and implement academic and non-academic assessments of all children to know their abilities and needs with Special Guidance Teachers (GPK). Prepare individual learning plans / individual learning programs (PPI) together with Special Guidance Teachers (GPK). Carry out learning activities, assessment, and follow-up in accordance with the planned learning plan. Provide remedial teaching programs, enrichment / acceleration according to the needs of learners. Carry out class administration in accordance with the field of duty. Develop programs and carry out guidance practices for all students. Subject teachers are teachers who teach certain subjects according to the required qualifications. The tasks of subject teachers are as follows: develop and implement academic and non-academic assessments of all children to know their abilities and needs with Special Guidance Teachers (GPK). Prepare individual learning plans / individual learning programs (PPI) together with Special Guidance Teachers (GPK). Carry out learning activities, assessment, and follow-up in accordance with the planned learning plan. Provide remedial teaching programs, enrichment / acceleration according to the needs of learners. Special Guidance Teachers (GPK) or commonly called shadow teacher or special companion teacher is a teacher who has the competence of at least a bachelor of Special Education and or an education that has the competence of Special Education, which serves as a supporter of regular teachers in providing special education services according to the needs of learners with special needs in inclusive school. Educational staff is the support staff for the operationalization of education in schools. Such education personnel include administrative staff, librarians, laboratory staffs, and resource center personnel. Inclusive schools facilities and infrastructure are principally the same as schools in general, but to make the school friendly for everyone it should be equipped with accessibility that can help ease the mobility and not harm learners with special needs. According to the Regulation of National Ministry of Education Number 70 Year 2009 (called as *Permendiknas 70/2009*) article 2 Clause (2)

realizing the enforcement of education who appreciate diversity, and are not discriminatory to all learners as referred to in letter a. that learners who have physical, emotional, mental, social, and / or potential impotence and / or talents have to obtain educational services that meet their needs and rights. In article 3 clause (1) Any learners who have physical, emotional, mental, and social abilities or have special intelligence and / or talents are eligible for inclusive education in a particular educational unit according to their needs and abilities. Article 11 clause (2) The government, local government and / or the community can provide professional assistance to the educational unit of the provider of inclusive education.

The research findings in inclusive schools in Samarinda City are similar to research by Rizali Hadi in Banjarmasin. In the research Educators who teach in inclusive schools should be educators who can understand the differences among their students. Therefore, educators should frequently attend trainings and workshops on how to educate and handle children with special needs. It is also supported by good classrooms, neat and clean, and schools have a fence so students are not easy in and out, easy to watch, and make it more secure and safety for parents who have children with special needs.⁷ The research findings in inclusive schools in Samarinda City are similar from the research by A.A. Ayu Sita Dewi Wijayanti, Piers Andreas Noak, Putu Eka Purnamaningsih in Bali. The administration and learning process of inclusive education is influenced by human resources in this case, namely educators, education personnel, and learners. The No.11 elementary school of Jimbaran is headed by a principal with the help of twenty-four teachers and three employees. But at some point is different, For the implementation of inclusive education, schools have adequate facilities and infrastructure. Special means of motor vehicle therapy for children with special needs, walk up for wheelchair, kroak table, computer inclusion.⁸ The research by Rizali Hadi in Banjarmasin is similar to the research findings in inclusive schools in Samarinda City. There is several factors that can influence the teacher as a teacher in conveying the learning include: Background Education, Teaching

⁷ Rizali Hadi. “Pembelajaran Pendidikan Agama Islam Pada Anak Berkebutuhan Khusus Autistik Di Sekolah Inklusi Sdn Benua Anyar Kota Banjarmasin”. in *Tarbiyah Islamiyah*. Volume 7. Nomor 2. Juli-Desember 2017.

⁸ Wijayanti, A.A. Ayu Sita Dewi., Piers Andreas Noak., Putu Eka Purnamaningsih. “Implementasi Penyelenggaraan Pendidikan Inklusif bagi Anak Berkebutuhan Khusus (ABK) Dalam Lingkup Sekolah Inklusi (Studi Kasus: SD No. 11 Jimbaran)”. in *Citizen Charter*. [S.l.], vol. 1, no. 1, July 2017.

Experience, Mastery of Materials. All teachers in inclusive schools must have the ability to teach students with special needs. They must be patient and patient guide unique children, because every child with special needs, especially children with autism has a variety of different disorders. In addition to teachers there is also one teacher companion in the classroom. The differences in research by Temi Damayanti, Stephani Raihana Hamdan, Andhita Nurul Khasanah in Bandung, still found the phenomenon of teachers who provide negative labeling on students with special needs. Generally, students are labeled as “stupid”, “slow”, or “stubborn”, because the students with special needs have less capability or have barriers in learning. Thus, labeling becomes an obstacle in optimizing the learning process of students with special needs in regular schools.⁹

The researcher found that the supporting factor in school service and facilities between the research findings from Fastabiqul Khairat Elementary School Samarinda, Bunga Bangsa Elementary School Samarinda, and 016 Public Elementary School Samarinda, the theory of experts, the Regulation of National Ministry of Education Number 70 Year 2009 and several previous research are compatible. The role of all parties in school is accordance with the General Guidelines For The Implementation of Inclusive Education (According to Regulation of National Ministry of Education Number 70 Year 2009). The school is treating children with special needs same as other regular children is accordance with the Regulation of National Ministry of Education Number 70 Year 2009 Article 2 Clause 1 and Article 3 Clause 1. The school provide facilities that support learning and development in accordance with the Regulation of National Ministry of Education Number 70 Year 2009 Article 11 Clause 2.

Moreover based on research findings in inclusive schools in Samarinda City, the supporting factor in classroom management and teaching method are support from teachers who carry out the tasks with full responsibility, the teacher is given freedom to determine the teaching methods, diverse learning methods supported by various learning facilities, the teacher get help from special companion or shadow teacher, the potential of children with special needs is developed well. In Fastabiqul Khairat Elementary School Samarinda

⁹ Damayanti, Temi. Stephani Raihana Hamdan. Andhita Nurul Khasanah. *“Deskripsi Tentang Kompetensi Conten Guru Didalam Proses Pembelajaran Inklusi Pada Guru Sd Negeri Di Kota Bandung”*. in Prosiding SNaPP, Vol.2 No.1. 2016.

integrate students with special needs with regular students in the same class. Bunga Bangsa Elementary School Samarinda has quality standard of service for education in accordance with Islamic teachings, has procedures for all learning process based on quality management and learning hours in inclusion class is less than regular classes. In Bunga Bangsa Elementary School Samarinda and 016 Public Elementary School Samarinda integrate students with special needs in the same class.

According to the General Guidelines For The Implementation of Inclusive Education (According to Regulation of National Ministry of Education Number 70 Year 2009 called as Permendiknas 70/2009), educators consist of Class Teachers/ Homeroom Teachers, Subject Teachers and Special Guidance Teachers (GPK). The classroom/homeroom teacher is the educator / lecturer in particular class in an inclusive school with the following main tasks: develop and implement academic and non-academic assessments of all children to know their abilities and needs with Special Guidance Teachers (GPK). Prepare individual learning plans / individual learning programs (PPI) together with Special Guidance Teachers (GPK). Carry out learning activities, assessment, and follow-up in accordance with the planned learning plan. Provide remedial teaching programs, enrichment / acceleration according to the needs of learners. Carry out class administration in accordance with the field of duty. Develop programs and carry out guidance practices for all students. Subject teachers are teachers who teach certain subjects according to the required qualifications. The tasks of subject teachers are as follows: develop and implement academic and non-academic assessments of all children to know their abilities and needs with Special Guidance Teachers (GPK). Prepare individual learning plans / individual learning programs (PPI) together with Special Guidance Teachers (GPK). Carry out learning activities, assessment, and follow-up in accordance with the planned learning plan. Provide remedial teaching programs, enrichment / acceleration according to the needs of learners. Special Guidance Teachers (GPK) or commonly called shadow teacher or special companion teacher is a teacher who has the competence of at least a bachelor of Special Education and or an education that has the competence of Special Education, which serves as a supporter of regular teachers in providing special education services according to the needs of learners with special needs in inclusive school. According to the Regulation of National Ministry of Education Number 70 Year 2009 (called as Permendiknas 70/2009) Article 2 clause (1) provides the widest opportunity to all learners who have physical, emotional, mental and social abnormalities or have the potential of intelligence and / or

special talents to obtain quality education according to their needs and abilities, (2) realizing the enforcement of education who appreciate diversity, and are not discriminatory to all learners as referred to in letter a. that learners who have physical, emotional, mental, social, and / or potential impotence and / or talents have to obtain educational services that meet their needs and rights. In article 3 clause (1) Any learners who have physical, emotional, mental, and social abilities or have special intelligence and / or talents are eligible for inclusive education in a particular educational unit according to their needs and abilities.¹⁰

The research findings in inclusive schools in Samarinda City are similar to research by Raudho Zaini in Medan. The school gives full freedom to the teacher in control of the good learning in terms of determination of the material and what methods teachers in teaching the material will use. Before the material is submit into the Individual Education Plan, it is discussed first in weekly meetings held every Saturday on every week.¹¹ In accordance with the research by Andi Hamjan in Makassar, classroom management in inclusion class in Kecamatan Tamalate Kota Makassar from aspect of class arrangement and children with special needs placement in inclusion class is categorized as fulfilling criteria as inclusion class. Similarly, from the aspects of learning models, learning methods and learning strategies are categorized as fulfill the criteria for inclusion classes.

The researcher found that the supporting factors in classroom management and teaching method in Fastabiqul Khairat Elementary School Samarinda, Bunga Bangsa Elementary School Samarinda, and 016 Public Elementary School Samarinda, the Regulation of National Ministry of Education Number 70 Year 2009 and previous research are compatible. Support of Islamic Education (PAI) teachers and special companion or shadow teachers (GPK) in accordance with the General Guidelines For The Implementation of Inclusive Education (According to Regulation of National Ministry of Education Number 70 Year 2009), the potential of children with special needs, the schools integrate children with special needs is accordance with the Regulation of National Ministry of Education Number 70 Year 2009 (called as Permendiknas 70/2009) Article 2 Clause 1 and 2, Article 3 Clause 1.

¹⁰ *Permendiknas 70/2009 Article 2 and Article 3.*

¹¹ Raudho Zaini, *Implementasi Pembelajaran Pendidikan Agama Islam Pada Anak Berkebutuhan Khusus di Sekolah Alam Medan.* (Medan: Institut Agama Islam Negeri Sumatera Utara, 2013).

According to research findings in inclusive schools in Samarinda City, the supporting factor in communication and support are good communication between parents, students and teacher and special companion or shadow teachers. The presence of support from regular students to children with special needs. The teachers initiating everything with sincere heart and intentions. The support and active involvement of parents of children with special needs. The support from foundation/yayasan and school in activities related to inclusion activities. The presence of cooperation from all elements in school and the 3rd parties. The mental readiness of the various parties to organize inclusive education.

According to the Regulation of National Ministry of Education Number 70 Year 2009 (called as Permendiknas 70/2009) Article 11 clause (2) The government, local government and / or the community can provide professional assistance to the educational unit of the provider of inclusive education. (3) The professional assistance referred to in paragraph (2) may be undertaken through an inclusive education working group, a working group of professional organizations, non-governmental organizations, and related partner institutions, both domestically and abroad. (4) The type of support referred to in paragraph (4) may be: a. professional assistance in planning, implementing, monitoring, and evaluating; b. professional assistance in acceptance, identification and assessment, prevention, intervention, compensatory and advocacy services of learners. c. professional assistance in performing curriculum modifications, individual education programs, learning, assessment, media, and learning resources as well as appropriate facilities and infrastructure. (5) Education unit of inclusive education can cooperate and build network with special education unit, university, professional organization, rehabilitation institution, hospital and community health center, therapy clinic, business world, non-governmental organization, and society. According to the General Guidelines For The Implementation of Inclusive Education (According to Regulation of National Ministry of Education Number 70 Year 2009 called as Permendiknas 70/2009), in community empowerment, founders and educators must empower communities to participate and play a role in the enforcement of inclusive education.

The research findings in inclusive schools in Samarinda City are similar to research by Raudho Zaini in Medan. In this school cooperation between parents and the school is very necessary to know what the needs of children. Given that every child with autism has different needs according to the level of ability. In the process of teaching a teacher must also pay attention to the

principles they must apply in learning such as compassion and patience. These principles should be applied in the learning process because they are not teaching ordinary children but children who experience complex disorders such as autism. In accordance with the research by Rizali Hadi in Banjarmasin, Awareness of parents of students with special needs to continue to monitor the development of children is very influential for children with special needs. With the cooperation between the school and parents, is expected to solve various problems arise, no matter how small the problem. Schools and parents should also exchange information about children's activities inside and outside the classroom as well as the level of progress the child has achieved. Support from normal students for students with special needs is also very important. This support can be an understanding that children with special needs, especially children with autism should be treated the same as a normal friend, must be respected, appreciated and should not be mocked.

The researcher found that supporting factor in communication and support between the research findings from Fastabiqul Khairat Elementary School Samarinda, Bunga Bangsa Elementary School Samarinda, and 016 Public Elementary School Samarinda and previous research in form of good communication and support towards school programs related to the development of children with special needs, the presence of a good relationship and the cooperation and support from all elements in accordance with the Regulation of National Ministry of Education Number 70 Year 2009 Article 11 Clause 2 – 5 and the General Guidelines For The Implementation of Inclusive Education (According to Regulation of National Ministry of Education Number 70 Year 2009).

E. Concluding Remarks

The conclusions that can be drawn from the implementation of Islamic Education teaching in inclusive schools in Samarinda research are: The supporting factors found in this study are the application of humanistic education. The supporting factors are divided into several factors: document, school system, school services and facilities, classroom management and teaching method, and communication and support.

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