

INCLUSIVE EDUCATION IN MADRASAH: CHALLENGES AND IMPLEMENTATION STRATEGIES

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Abstract

Inclusive education in the madrasah is an increasingly important topic in today's educational context. This article discusses the challenges and strategies of implementing inclusive education in madrasah. The method of research carried out is the study of literature by searching for literature that fits the context of research. The research finds that the main challenges facing inclusive education in the madrasah are related to a lack of understanding and awareness of inclusive education, as well as a shortage of adequate resources and facilities. To address these challenges, implementation strategies are needed, including improved understanding through training for educators and collaboration between madrasahs, parents, and associated institutions. Then, another challenge is the adoption of individualization and differentiation learning approaches also needed to support student diversity. By identifying challenges and implementing appropriate implementation strategies, inclusive education in the madrasah can be more effective and successful in supporting the learning success of all students.

Keyword: Inclusive Education, Madrasah, Challenges and Implementation Strategies.

Introduction

Inclusive education is an integral part of education that aims to provide equal opportunities and learning experiences to all students regardless of their status, circumstances, or personal conditions. (Garnida, D., & Sumayyah, D. 2015). At the policy level, education equalization can also help the goals of sustainable development by

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ensuring that education has a broader and inclusive impact in creating equality and reducing educational gaps. (Sitopu et al., 2024; Guna et al., 2024; Hairiyanto et al., 2024).

The child's education begins with early childhood education, primary school or madrasah, first secondary school, upper secondary to college, where the level of education is equally entitled to education regardless of their social status including the presence of inclusive education in madrasah. (Tubagus et al., 2023; Aslan & Shiong, 2023; Muharrom et al., 2023; Nurhayati et al., 2023; Nurdiana et al., 2023).

Inclusive education has become crucial to addressing the challenges of providing equal learning opportunities to every student, especially those with special needs or special needs, including in the madrasah. (Ilahi, M. T., & Rose, K. R. 2013).

Inclusive education in Madrasah is an educational concept that focuses on inclusion or liberation and respect for differences. Inclusive education in madrasah aims to ensure that all students, including students with special needs, have equal opportunities to receive quality education. (Choiriyah, S. 2022).

Inclusive education is an educational approach that promotes equality, access, and inclusive education services for all students without exception. In the context of the madrasah, inclusive education is becoming increasingly relevant given the need to address the challenges of student diversity in the Islamic educational environment. However, the implementation of Inclusive Education in Madrasah still faces a number of challenges that need to be considered and resolved. (Supena et al., 2020; Mariyam, A. S., & Kurniawati, F. 2022).

The inductive education challenges in madrasah are among them; first, the lack of knowledge and understanding of inclusive education among Madrasah educators. This affects their ability to help and support students with special needs in reaching their full potential. Second, lack of adequate resources, such as facilities and special support, to support inclusive education in Madrasah. This lack of resources can limit the provision of inclusive and comprehensive education to students with specific needs. (Wahib et al., 2023; Suhendri, S. 2020).

So with that, to overcome the challenge there are some implementation strategies that can be implemented. First, it is necessary to improve the understanding and knowledge of inclusive education among the Madrasah educators through training and workshops. It will help them in applying inclusive and effective learning strategies for all students. Second, involve the community and parents of students in supporting inclusive education in Madrasah. Through strong cooperation between madrasah, educators, and parents, an inclusive and supportive learning environment will be created. Third, allocating adequate budgets from the government and related parties should be done to enhance facilities and resources that support inclusive education in Madrasah. This includes the provision of accessibility facilities, equipment and technology necessary to support students with special needs (Daheri, M. 2022).

By implementing these strategies, it is expected that inclusive education in Madrasah can be better realised. It creates equal opportunities for all students to get quality education, regardless of their background or special needs (Erwan et al., 2023; Sarmila et al., 2023; Haddar et al., 2023; Sulastri et al., 2023).

Thus, the study aims to identify the challenges faced in the implementation of inclusive education in the madrasah and to analyze strategies that can be used to address these challenges. Through this research, it is expected to contribute to the development of inclusive educational in the matrasah so as to better goals and services for all students, especially for students with special needs.

Research Method

The method of literature research, also known as literature study, is a series of activities carried out in academic and scientific research to gather, analyze, and present relevant information on a particular topic from secondary text sources. In this method, researchers seek other research references from various reliable sources such as books, journals, and scientific articles. (Campbell, 2014; Thorne, 2013; Boddy, 2016).

By using literary research methods, researchers can gain an in-depth understanding of research topics, identify gaps in knowledge, and develop or compile theoretical frameworks for research to be conducted.

Result and Discussion

Inclusive Education Concept

Education is a learning and teaching process aimed at developing knowledge, skills, attitudes, and values in individuals. Education involves interaction between pupils and teachers in learning environments, such as schools, universities, or courses (Sulastri et al., 2023; Tuhuteru et al. 2023); Aslan & Pong, 2023). Education has its own purpose of helping pupils develop their potential and abilities so that they can contribute positively to their own lives and to the communities around them. (Astuti et al., 2023). Education involves learning a variety of subjects such as mathematics, science, languages, arts, and more, as well as developing social, emotional, and intellectual skills.

Educational processes can involve different teaching methods, such as lectures, discussions, group tasks, field practices, projects, and so on. Education also involves evaluation and evaluation to measure the progress and understanding of the learners.

Education plays an important role in the formation of better individuals and societies. Through education, individuals can enhance their abilities and acquire the knowledge and skills necessary to the purpose of life and to participate actively in society. Education can also help reduce social disparities, raise awareness of social problems, promote ethical values, and advance civilization.

Social gaps in education occur when there are differences in access, opportunities, and educational outcomes between certain social groups. Social gaps in

education can affect individuals and societies broadly, because education is seen as a gateway to achieving social opportunities and mobility. Factors that can lead to social gaps of education, such as; 1) Accessibility: Some groups may face difficulties in accessing education due to geographical, economic, or discriminatory factors. For example, rural communities or remote areas may have limited access to schools and education facilities, while families with low economic conditions may not be able to meet the cost of education. 2) Education quality: There is a difference in the quality of education offered by different schools or educational institutions. Schools located in slums or poor areas often face resource constraints and lack of facilities, so the quality of education available there may be much lower than schools located in more prosperous areas. 3) Disparities in teachers' placement: Sometimes there are disparities in the placement of qualified teachers in different schools. Schools located in remote or poor areas may have less qualified or insufficient teachers, while schools in rich areas often have more qualified and experienced teachers. 4) Socio-economic differences: Social and economic gaps in societies can affect access and educational opportunities. Families with poor economic conditions may face a huge financial burden when it comes to paying for education, buying books and school supplies, or even transportation to school. (Della Sinta, T., & Iqbal, M. 2023; Hujaimah et al., 2023).

The impact of social disparities in education can have a long-term impact on individuals and societies. Individuals experiencing social disparities in education may have limited educational and career opportunities, while societies as a whole may experience economic and social inequalities. Therefore, it is important to address the social disparity in education with efforts such as inclusive policies, equal recruitment of teachers, education subsidies, and programmes to enhance access to education. So, with that, inclusive education is very important for pupils in this era.

Inclusive education is an educational concept that emphasizes that every individual, including those with special needs, has an equal right to access and full participation in education. The concept aims to create an inclusive learning environment, where all students are accepted, appreciated, and supported in reaching their potential. (Lindsay, G. 2003).

An inclusive school is an educational institution that organizes education for all pupils, including those with special needs, in the same school environment as other students. (Messiou, K. 2017).

The concept of inclusive education also involves the active participation of all stakeholders, including pupils, parents, teachers, and schools. All parties must work together to create an inclusive learning environment, through the provision of support, adaptation, and learning approaches tailored to the needs of each individual.

Inclusive education has important benefits, including social unity and cohesion in societies, respecting diversity, and providing an opportunity for every individual to develop their full potential.

Principles of Inclusive Education

The Education Principles refers to the principles underlying the implementation and administration of education. Education implementation refers to the real process of implementing learning plans and educational programmes. It involves the implementation of teaching strategies and methods, assessment of student progress, and management and development of curricula. Meanwhile, education implementation also includes the role of teachers, school leaders, and other stakeholders in providing quality and effective education to students. It can involve the use of technology in learning, the development of relevant learning materials, as well as the application of innovation in teaching methods. In addition, the implementation of education also involves factors such as adequate educational facilities, public support, good educational policies, and cooperation between the parties concerned to the desired educational objectives.

These components are the principles of education. The principles of education are also included in promoting a democratic and fair education system that upholds human rights, religious values, cultural diversity, and national unity.

In this 21st century era, education principles focus on vital aspects such as goal-oriented learning, quality education, collaboration, creativity, and competence development for teachers and students.

According to Ki Hadjar Dewantara, a leading figure in education in Indonesia, one of the basic principles of education is to provide education that is accessible to all without discrimination based on social or economic status. This principle is also in line with the principle of inclusive education. Inclusive education is an education approach that takes into account the rights and needs of all individuals, including those with special or varied educational needs. Those with special needs refer to individuals who need special support in their education due to physical, intellectual, medical, or other educational disabilities. In the context of inclusive education, they also include students with diverse learning needs, such as students with learning disorders, developmental impairments or other education needs (Corbett, J. 2002; Moríña, A. 2019).

In inclusive education, it is important to ensure that students with special needs get the support and accessibility needed to study in an inclusive environment. This can involve the use of supportive learning technologies, curriculum adjustments, additional instructional support, or assistance from an educational counselor or therapist.

The inclusive education approach aims to ensure that all students, including those with special needs, can follow the same learning process as other students, and get the maximum benefit from education. (Evans, J., & Lunt, I. 2002).

The principle of inclusive education includes; 1) Full participation: This principle emphasizes the importance of ensuring that all students can follow and participate in the learning process, including those with special needs or disabilities. 2) Acceptance and appreciation: this principle stresses the significance of creating an inclusive

environment that accepts and appreciates diversity, avoids discrimination, and respects the human rights of all students. 3) Accessibility: This principles emphasize the importancy of providing physical accessibility, accessible curricula, and suitable learning materials for all pupils. 4) Quality and skills: This Principle underlines the importance of providing quality education that meets the needs and potential of each student, as well as the development of skills necessary for everyday life. 5) Collaboration and participation. (Slee, R., & Allan, J. 2001; Armstrong, F. 2007).

The principle of inclusive education aims to ensure that all students, regardless of background, ability, or condition, can access quality education and benefit from the learning process.

Implementation of Inclusive Education in Madrasah

Implementation is the action to execute a plan or strategy in achieving a set goal. Implementation can consist of concrete steps, such as scheduling, resource allocation, staff training, data collection, or system configuration. Good implementation requires mature planning, adequate resources, sufficient support, and clear and effective communication. Successful implementation demands cooperation and coordination between the project or program team, organization management, stakeholders, and the general public in which the program or project is implemented. All parties must understand the objectives and benefits of a project or programme and be committed to achieving successful implementation. The implementation of inclusive education in madrasah is an effort to ensure that all students, including those with special needs, get the access and support they need in the learning process. Here are some steps that can be taken in the implementation of inclusive education in the madrasah: 1) Awareness and commitment: It is important to create awareness of the importance of inclusive learning and the rights of all students to access equitable and quality education. 2) Needs assessment and identification: Assess and identify the needs of all students, including those with special needs, in order to be able to adapt the programmes and support required. This can be done by involving parents and related professionals, such as psychologists or special education experts. 3) Curriculum adaptation and learning: Adopting an inclusive learning approach by adapting curricula, learning methods, and evaluations to meet the needs of all students. This can involve the use of diverse learning materials, supporting technologies, and inclusive teaching strategies. 4) Individual support: Provides individual support to students with special needs, such as guidance and counselling, support, or physical accessibility adjustments. This support can be done by a qualified teacher, counselor, or educational therapist. 5) Collaboration and participation: Encourage collaboration and active participation of all stakeholders, including teachers, students, parents, and the community, in support of inclusive education in the madrasah. This can be done through routine meetings, training, or involvement in the decision-making process. 6) Evaluation and improvement: Periodic

evaluation of the implementation of inclusive education in the madrasah to identify the successes and challenges faced. The results of such evaluation can be used as a basis for further improvement and development. (Florian, L. 2014; Artiles, A. J., & Dyson, A. 2005).

Each madrasah can have different challenges and needs in implementing inclusive education. Therefore, it is important to adapt strategies and approaches that fit the context and needs of each madrasah.

The Challenges of Implementing Inclusive Education in Madrasah

Challenges often come in the form of obstacles, barriers, or difficulties that require extra effort, strategy, or problem-solving to be overcome. Challenges can arise in various areas of life, including education, career, interpersonal relationships, and so on. Challenges can bring opportunities to learn, grow, and develop, but can also create stress or frustration if not handled properly.

The implementation of inclusive education in the madrasah is also faced with various challenges. Some of them are: 1) Availability of funds: Implementing inclusive education requires sufficient resources to meet the needs of all students, including students with special needs. 2) Teacher and staff preparation: Teachers and staff should be trained to understand the needs of students with special needs and how to provide the necessary support. This preparation includes an understanding of the role of the perspective of an inclusive educational environment. 3) Knowledge and Awareness: Madrasah managers, teachers, and parents need to raise awareness about the benefits and importance of inclusive education. Parents also need to understand and accept the existence of students with special needs, so that parents can support their children. 4) Needs assessment and identification: The process of assessing and identifying the needs of students with special needs is often challenging. 5) Curriculum Adjustment: The development of curricula and inclusive learning methods can take time. This challenge relates to the preparation of the required curriculum and worksheets. 6) Stigma and discrimination: Students with special needs are often the victims of stigmatisation and discrimination in the madrasah. Therefore, the elimination of stigmatization and discriminations is necessary in the Madrasah to create the learning atmosphere that is essential for the success of inclusive education (Barton, L. 2003; Lindsay, G. 2007). Madrasahs need to raise awareness and knowledge about inclusive education and provide an inclusive environment to ensure that all students, including those with specific needs, receive quality education.

Quality education refers to an educational system that provides an optimal learning environment for students, covering academic, social, and moral aspects. Quality education aims to develop the individual's potential thoroughly and prepare students for success in their personal, professional, and social lives.

Quality education is characterized by: 1) Accessibility: Quality education must be available and accessible to all individuals without discrimination, including an inclusive

policy for students with special needs or marginalized groups. 2) Equality: Quality education ensures equal opportunities for all students, regardless of social background, tribe, religion, gender, or economic ability. All students have the same chance to get a decent education. 3) Relevant curricula: Quality education provides a curriculum that is relevant, interesting, and tailored to the needs and interests of students. Curricula is updated regularly to reflect the development of knowledge and demands of the world of work. 4) Qualified Teachers: The quality education approach involves teachers who are competent, experienced, and dedicated. Good teachers have deep knowledge in their fields, apply effective teaching methods, and are able to provide individual support to students. 5) An inclusive and secure learning environment: Quality education creates an inclusive, secure and supportive learning environment. All students feel accepted, supported, and respected, as well as have the opportunity to participate actively in the learning process. 6) Comprehensive Evaluation: Quality education involves comprehensive evaluation to measure student progress. Evaluations that cover various aspects of student abilities, not just testing them, help in understanding the individual needs of students and direct further improvement and development. 7) Community engagement: Quality education involves the active involvement of parents, the community, and other stakeholders. Collaboration between schools, families, and communities supports holistic learning and produces a positive impact on students.

Quality education is a fundamental right of every individual and an essential foundation for the development of a sustainable society. In achieving quality education, the role of all stakeholders, including the government, schools, teachers, and the general public, is crucial.

Inclusive Education Implementation Strategy in Madrasah

A strategy is a planned plan to a specific goal or overcome a challenge. In the context of education, strategies can relate to a variety of things, such as teaching, learning, school management, curriculum development, and so on. Meanwhile, for the strategy Implementation of inclusive education in the madrasah, the strategies used are: 1) Increase awareness and understanding: Conducting training and socialization programmes on the concept and benefits of inclusive education to madrasah managers, teachers, parents, and the community. It can help reduce stigma and build support for an inclusive approach. 2) Provision of adequate resources: Ensure the availability of physical resources, such as facilities, equipment, and technology, that can support the needs of students with diverse needs. 3) Professional training and development: Provide continuous training and professional development to teachers and madrasah staff on inclusive teaching strategies and approaches. This includes understanding the needs of students with special needs, curriculum modifications, the provision of individual support, and the use of supporting technology. 4) Developing an inclusive curriculum: Adapting curricula in an inclusive way, taking into account the diversity of

students and changing teaching strategies to meet individual needs. Including valuable teaching materials that reflect the cultural, religious, and ethnic diversity that exists in the madrasah. 5) Inclusive evaluation: Develop an inclusive evaluation tool to measure the progress of students with special needs. Pay attention to evaluation and evaluation strategies that can appreciate different learning styles and support the participation of all students in the evaluation process. 6) Collaboration with parents: Encourage the participation of parents in the inclusive education process. Hold regular meetings, discussions, or special training for parents of students with special needs to provide information, support, and mutual learning. 7) Build an inclusive environment: Create an inclusive and child-friendly madrasah environment by promoting attitudes of acceptance, appreciation, and mutual respect. Providing adequate facilities and accessibility for students with special needs, as well as removing physical and emotional barriers. 8) Collaboration with related institutions and organizations: involves collaboration with other inclusive educational institutions, special educational institutes, special needs service centres, and community organizations to obtain the support and resources needed (Pappas et al., 2018; Robinson, D. 2017).

Implementing inclusive education requires the commitment and cooperation of all stakeholders. In this regard, the active involvement of madrasah managers, teachers, parents, and the community as a whole is essential to make the madrasah an inclusive, friendly, and supportive educational place for students with special needs.

Conclusion

The conclusion of this study is; 1) Inclusive education in the madrasah is still facing a variety of challenges. One of the major challenges is the lack of understanding and awareness of inclusive education among educators, parents, and the general public. Other challenges include a lack of adequate resources and facilities to support inclusive education and the need for paradigm changes in the education system. 2) The strategy of implementing inclusive education in the madrasah needs to be guided to address these challenges. One effective strategy is to strengthen understanding and awareness of inclusive education through training and education for educators, parents, and the community. In addition, adequate resources and facilities need to be increased, including support from governments and stakeholders. 3) The importance of collaboration between madrasah, parents, special education institutions, and other stakeholders in the implementation of inclusive education in madrasahs. 4) The individualization and differentiation approach to learning should be applied in inclusive education in the madrasah. By supporting student diversity and accommodating their individual needs, inclusive education can optimal results.

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