



## Implementation of Inclusive Education in Madrasah in Indonesia

Inayah M. Saleh R

Kantor Kementerian Agama Kabupaten Bener Meriah Prov, Aceh

**Corresponding Author:** Inayah M. Saleh R [inayah220022@gmail.com](mailto:inayah220022@gmail.com)

---

### ARTICLE INFO

*Keywords:* Implementation,  
Inclusive Education

*Received :* 3 June

*Revised :* 20 July

*Accepted:* 22 August

©2024 Saleh: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

This study aims to describe the Implementation of Inclusive Education in Madrasahs in Indonesia. The study uses a descriptive qualitative method to examine the problems of the Implementation of Inclusive Education in Madrasahs. Where data is collected through literature reviews. The literature used in the study includes scientific journals related to critical thinking learning methods and group discussions. Data collection was carried out by searching for articles in printed journals and electronic journals that can strengthen the results of the analysis. The results of the study indicate that Madrasahs have long implemented inclusive education from the lowest level to the highest level, with various problems that still need to be fixed including limited inclusive teacher qualifications, facilities and infrastructure, etc. It is hoped that the results of this study can be useful for all parties, for students, parents, the community and activists in the field of education, as well as for further research

---

## **INTRODUCTION**

Inclusive education is an important issue in the world of education globally with serious handling. In various countries in the world, there are legal regulations used to address inclusive education in accordance with international human rights agreements. In Indonesia, the government firmly provides guarantees and equal rights to all citizens to receive proper education without distinguishing the status and condition of the child, providing equal rights to children with special needs. The arrangement of the inclusive education system in Indonesia is explained in the provisions of Government Regulation Number 70 of 2009. Concerning Inclusive Education which emphasizes that all children with special needs have the right to receive education in public schools (Purbasari et al., 2021). The success of inclusive education requires various supports that include government policies, human resources, training programs for teachers, social communities, supporting facilities and infrastructure, cooperation with various related parties, strengthening relationships between staff and parents and institutions involved in the community. The role of teachers, school employees, parents, and the community is very important in creating a truly inclusive school environment (Amalia & Kurniawati, 2021). Government support for various types of training and preparation in all inclusive schools will be very useful for creating optimal education in implementing the concept of inclusive schools. The implementation of inclusive school principles in Madrasahs in Indonesia, has begun to be applied at all levels of Madrasahs by utilizing programs and policy support to develop inclusive education practices in each Madrasah.

One of the main problems in providing services to inclusive children is the limited number of special inclusive schools, the same problem is also faced by Madrasah Education institutions within the Ministry of Religion.

## **LITERATURE REVIEW**

Inclusive education is an education service system that allows children with special needs to study in public schools, mingle and learn with their peers of the same age (Sapon Shevin in O'Neil 1994). Inclusive schools are schools that accept inclusive students in the same class as other normal students. This inclusive model school provides a good educational program, which is challenging and focused on the abilities and needs of each student as well as the assistance and support that teachers can provide to children for the success of students (Stainback, 1980). In Madrasahs, inclusive education is adjusted to the abilities and needs of students in general subjects with the addition of Islamic subjects and culture

## **METHODOLOGY**

This study uses a descriptive qualitative method to examine the problem of Implementation of Inclusive Education in Madrasahs. As stated by (Sugiyono, 2022, p.16), that qualitative research activities can be understood as a research method that refers to the philosophy of post-positivism, where data is collected through literature reviews. The literature used in the study includes scientific journals related to critical thinking learning methods and group discussions. Data collection was carried out by searching for articles in printed journals and electronic journals that could strengthen the results of the analysis. The data analysis technique in this study used: organizing, synthesis, and identification. In the first stage, organizing, the author organizes, compiles and reviews the materials to be used to suit the problem being studied. At this stage, the author looks for ideas, objectives, and conclusions in several publications starting by reading the abstract, introduction, methods, and discussion then grouping the material based on certain categories. Second, synthesis, namely synthesizing the results of organizing literature into one unit so that it becomes a coherent unit, looking for relationships between literature. Third, identify, namely identifying controversial issues in the literature. The controversy in question is a problem that is considered important to discuss or analyze, in order to produce interesting and up-to-date scientific information.

## **RESULTS AND DISCUSSION**

Inclusive education is recognized worldwide as one of the efforts to accelerate the realization of the right to education for every child, with educational progress varying in each country. As a country that participates in various international events, Indonesia must be able to respond to inclusive education development programs. One way is to critically understand the advantages and disadvantages of inclusive education (Fachri and Tamimullah, 2022).

Inclusive education in Indonesia aims to: 1). Provide comprehensive opportunities for all children, including children with special needs, to obtain education according to their needs. 2). Provide assistance in accelerating the compulsory education program; 3). Reduce dropout rates and contribute to improving the quality of primary and secondary education. 4). Determination of the 1945 Constitution, especially paragraph 1 article 31 which states: "All citizens have the right to education and paragraph 2 citizens have the right to attend all elementary schools and the government has the right to receive education." pay for it". Law Number 20 of 2003 concerning the national education system, specifically paragraph 1 article 5, states that every citizen has the same right to obtain quality education. "Law Number 23 of 2002 concerning Child Protection, specifically Article 51, states that children with physical or mental disabilities are given the same opportunity to obtain education.

The results of the literature review show that Madrasahs in Indonesia have implemented inclusive education since 2016. Based on documentary information, researchers found that Madrasahs in Indonesia have implemented inclusive education starting from the RA level to the MTs level. The discussion of each level includes: 2 journals discussing the implementation of Inclusive education at the PAUD-RA (Raudhatul Athfal) level, 1 journal discussing the implementation of Inclusive education at the MI (Madrasah Ibtidaiyah) level, and 9 journals discussing the implementation of Inclusive education at all levels of education in Madrasahs starting from the RA (Raudhatul Athfal), MI (Madrasah Ibtidaiyah), MTs (Madrasah Tsanawiyah) and MA (Madrasah Aliyah) levels, also found 2 papers discussing the implementation of inclusive education at the Madrasah Ibtidaiyah level, and 1 paper on the implementation of inclusive education at Madrasah Tsanawiyah.

PPDB (New Student Admissions) at all levels, from RA to MA. Where each student can attend classes to help each other, communicate, and interact with teachers and other students to meet their personal needs. Teachers in inclusive Madrasahs identify their own children, especially those with special needs, so that teachers are required to be more than just teaching experts. In addition, inclusive Madrasahs also have a mission to accompany children in inclusive classes and provide understanding so that normal children can appreciate and tolerate all their friends, especially those with special needs, and also provide several accompanying teachers. In this way they can learn together. The learning activity program in inclusive Madrasahs is an activity that is arranged according to plans and objectives, content, planning, implementation and types of assessment activities that are also carried out in regular classes (Novita Mona, 2016). Madrasahs at the secondary level or MTs strive to design teaching materials and learning activities that are suitable for children. Child-friendly activities are beneficial for the implementation of inclusive Madrasahs because they can increase students' self-confidence and self-esteem. In addition, due to limited facilities, the implementation of inclusive classes can be adjusted to the capacity of each Madrasah. Efforts are also made to further improve facilities and infrastructure by submitting proposals to the relevant government (Sahidi, 2016). In implementing inclusive education, each Madrasah will do it differently depending on the needs and abilities of each. Some other problems that must be faced are: limited collaboration with stakeholders such as doctors, psychologists, psychiatrists, and therapists. Currently, teacher qualifications are still very limited. Regular students receive RPP (Learning Implementation Plan) and children with special needs receive PPI (Individual Learning Program) which is made to accommodate more specific learning by following the characteristics and needs of each different individual (Alfaaroqi and Khoiruddin, 2020).

## **CONCLUSIONS**

Education is an equal right for every child, including children with special needs. Every inclusive child requires different services. This requires an understanding of inclusive children who require special education services when designing educational programs. The presence of inclusive education brings a new color to the world of education. One way to help inclusive students understand educational materials is to have a positive impact on the cognitive, spiritual, and social development of students. Inclusive education will be effective and comprehensive if supported by integrated cooperation with various parties, between parents, students, teachers and even the government is very necessary in the implementation process so that the expected educational goals can be achieved. The existence of students who are integrated into the social environment is expected to increase awareness of diversity and acceptance of the fact that inclusive children are part of society. Based on a literature review of several previous studies, it was found that inclusive education is very beneficial for children with special needs and for society. The most fundamental impact is that inclusive Madrasahs teach social values in the form of equality. For example, a positive attitude towards students with disabilities is formed by communication and interaction, friendship, and cooperation with peers. Students learn to be sensitive, understand, appreciate and recognize individual differences. In addition, children with disabilities also learn social skills and are ready to live in society by attending public Madrasahs.

## **RECOMMENDATIONS**

It is hoped that the results of this study can be useful for all parties, for students, parents, the community and activists in the field of education, as well as for further

## **FURTHER STUDY**

This research still has limitations, so it is necessary to carry out further research related to the topic of Implementation of Inclusive Education in order to improve this research and add insight to readers.

## **ACKNOWLEDGMENT**

We would like to express our deepest gratitude to all parties and colleagues who have helped in this activity. Hopefully the results of this work can be useful for all parties and lovers of science and education.

## REFERENCES

- Alfaaroqi, K. U., & Khoiruddin, & M. A. (2020). Implementasi Pendidikan Inklusif Dan Kendalanya Di Sdn Betet 1 Kota Kediri Implementation of Inclusive Education and Its Control in Sdn Betet 1 Kota Kediri. *Insight: Jurnal Ilmiah Psikologi*, 22(1), 1-16.
- Amalia, N., & Kurniawati, F. (2021). Studi Literatur: Peran Guru Pendidikan Khusus di Sekolah Inklusi. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(2), 361. <https://doi.org/10.33394/jk.v7i2.3730>
- Novita Mona. (2016). Sarana Dan Prasarana Yang Baik Menjadi Bagian Ujung Tombak Keberhasilan Lembaga. *Ilmiah Mahasiswa*, 1, 2.
- O'Neil, J. 994. Can inclusion work. A Conversation With James Kauffman and Mara Sapon-Shevin. *Educational Leadership*. 52(4) 7-11
- Purbasari, Y. A., Hendriani, W., & Yoenanto, N. H. (2021). PERKEMBANGAN IMPLEMENTASI PENDIDIKAN INKLUSI Yulia Anjarwati Purbasari Wiwin Hendriani Nono Hery Yoenanto. 7(1), 50-58.
- Sahidi, A. (2016). Implementasi kebijakan penyelenggaraan pendidikan inklusi: Studi kasus di SMP al-Irsyad al-Islamiyyah Purwokerto. 1-135.
- Stainback. (1980). *Educating children with severe maladaptive behaviors*. New York: Brookes Publishing.
- Sugiyono. (2022). Metode Kualitatif. In *Metode Penelitian & Pengembangan (Research and Development)* (p.15). Bandung: Alfabeta.