



## **IMPLEMENTATION OF INCLUSIVE EDUCATION: CHALLENGES AND STRATEGIES FOR RELIGIOUS EDUCATION FOR PEOPLE WITH DISABILITIES**

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### **Abstract:**

This research aims to explore the implementation of inclusive education in the context of religious education, especially at the Sabilillah Inclusion Islamic Boarding School, as well as identifying the challenges and strategies implemented to achieve it. The method used in this research is a qualitative approach with a case study at the Sabilillah Inclusion Islamic Boarding School. Data was obtained through interviews with the head of the Islamic boarding school, administrators, teachers and the surrounding community, as well as direct observation of the learning process and available facilities. The research results show that inclusive education at the Sabilillah Inclusion Islamic Boarding School is implemented with an approach that prioritizes equality and respect for differences. This Islamic boarding school provides equal opportunities for all students, including those with disabilities, to obtain quality religious education. However, the main challenges faced are the readiness of educators who are not sufficiently trained to manage inclusive classes, limited disability-friendly facilities, and the social stigma that still exists in society. This Islamic boarding school seeks to overcome these challenges by providing more accessible facilities, teaching tailored to individual needs, and using technology as a learning tool. This research concludes that inclusive religious education at the Sabilillah Inclusion Islamic Boarding School has succeeded in creating a more open and friendly learning environment for all students, although there are still several aspects that need to be improved. Community support and sustainable infrastructure development are very important to ensure the success of more optimal inclusive education.

**Keywords:** *Inclusive Education, Strategies, Challenges, Disabilities*

### **INTRODUCTION**

Inclusive education is an approach in the world of education that seeks to provide equal opportunities for every individual, without distinguishing their background, abilities or limitations. This principle of inclusivity emphasizes diversity, where every child, including people with disabilities, has the same right to receive quality education. (Utomo et al., 2024) In Indonesia, the concept of inclusive education has been regulated in various education policies, with the aim of ensuring that education is accessible to all citizens, including those who have special needs. (Ana, n.d.) However, even though inclusive education has been recognized theoretically, its implementation still faces various challenges that need to be overcome, especially in religious education. Religious education plays a very important role in forming the character and personality of students. For children with disabilities, religious education does not only aim to provide an understanding of religious teachings, but also to foster attitudes of tolerance, empathy

and diversity in society. (Utomo et al., 2024) However, in practice, the implementation of religious education for people with disabilities is often encounter various obstacles, both in terms of accessibility of teaching materials, teaching approaches, and social attitudes that are still less inclusive. Thus, the success of implementing inclusive education in the context of religious education is very dependent on the extent of the strategies and efforts made to overcome these challenges.

Challenges in religious education for people with disabilities involve various aspects, such as a lack of teacher training and understanding in teaching students with special needs, limited teaching materials that can be accessed by people with disabilities, and a lack of facilities and infrastructure that support the diversity of types of disabilities. (Muhibbin & Hendriani, 2021 ) Apart from that, social challenges also often arise, such as the stigma towards people with disabilities in society, which also influences the mindset and attitudes of educators and other students. Therefore, it is important to find and develop strategies that can increase the effectiveness of religious education for people with disabilities within the framework of inclusive education.

This research aims to explore the challenges faced in implementing religious education for people with disabilities and formulate strategies that can be taken to overcome these obstacles. Through a more inclusive approach, it is hoped that religious education can be more easily accessed by people with disabilities and provide optimal benefits in their spiritual and moral development. (Ru'iyah et al., 2021) Thus, this research does not only focus on challenges, but also strives to provide solutions that can support efforts to achieve fair and equitable education for all levels of society, including people with disabilities.

There are several previous researchers who discussed the above research, including; First, Sari, D. L., & Rusman, M. (2018) which explores the challenges and strategies faced in implementing inclusive education at the elementary school level, especially in Islamic religious education. The author highlights the obstacles that occur in teaching religion for students with disabilities and how the curriculum and teaching methods must be adapted to support student diversity. Another thing in the second research, Rahmawati, I., & Priyanto, A. (2019) focuses on emphasis analyze the role of Islamic religious education in the context of inclusive education for students with disabilities in junior high schools (SMP). This researcher also identified the obstacles faced by religious teachers in conveying religious material to students with disabilities and how they overcome these challenges. Third, Siti Nurhadisah (2019) Examining an inclusive value-based curriculum approach for Islamic religious education for students with disabilities. Her research emphasizes the importance of collaboration between families, communities, and schools to support effective learning

From the results of the previous research above, the novelty in this research lies in the methods and curriculum adjustments to support more effective inclusive education for students with disabilities in the context of religious education, focusing on teacher training and highlighting the importance of collaboration between schools, families and communities to create an environment which supports students with disabilities. This makes a new contribution to the development of inclusive education, especially in overcoming the challenges faced by people with disabilities in obtaining quality religious education.

There is one Islamic boarding school in Probolinggo, namely the Sabilillah Inclusion Islamic Boarding School, which is an example of implementing inclusive education for people with disabilities. This research examines how this Islamic boarding school has an important role in implementing inclusive education for people with disabilities and how it faces various challenges, and also develops innovative strategies to supports the success of existing programs at the Sabilillah Inclusive Islamic Boarding School. Inclusive education aims to provide equal opportunities for all individuals, including those who have special needs, in accessing quality education.

## RESEARCH METHODS

This research uses a qualitative approach (Umam et al., 2024) with a case study design that focuses on the implementation of inclusive education at the Sabilillah Inclusion Islamic Boarding School. The aim of the research is to explore the challenges faced and the religious education strategies implemented for people with disabilities at the Islamic boarding school. This approach was chosen because it is able to provide an in-depth understanding of the context and dynamics that occur in the religious education process for people with disabilities, by involving various related parties such as Islamic boarding school managers, teachers, people with disabilities, and parents. Data collection was carried out through in-depth interviews, participatory observation, and documentation. (Jailani, 2023) In-depth interviews were conducted with key informants who included Islamic boarding school managers, teachers, and the surrounding community, to explore the experiences and challenges faced. Participatory observation is carried out by being directly involved in learning activities at the Islamic boarding school, while documentation is used to collect information regarding the educational policies and curriculum implemented.

This research also pays attention to ethical aspects, by ensuring that each informant gives voluntary consent (informed consent), as well as maintaining their confidentiality and comfort during the data collection process. (Haryani & Idi Setiyobroto, 2022) The validity of the data is maintained through source triangulation and cross-checking techniques using informant. It is hoped that this research can provide a clear picture of the implementation of inclusive education at the Sabilillah Inclusive Islamic Boarding School, as well as offer useful recommendations for the development of religious education for people with disabilities in other inclusive Islamic boarding schools. The following is a table of interview respondents below:

No.	JABATAN	INISIAL
1	Kepala Pesantren	MM
2	2 Pengurus Pesantren	AH, MH
3	1 Masyarakat sekitar	AB

Tabel 1.1 Responden wawancara

## RESULTS AND DISCUSSION

Inclusive education is an approach that aims to provide equal opportunities for all children, including children with disabilities, to obtain adequate and quality education. (Biantoro, 2024) In the context of religious education, implementing inclusive education is very important considering that religious teachings, in many traditions, emphasize the values of equality, diversity and respect for every individual, regardless of their physical or mental condition. (Mpu & Adu, 2021). However, the implementation of inclusive education in the field of religious education faces various challenges. One of them is the gap in the understanding and readiness of teaching staff to accommodate the special needs of students with disabilities. (Ginja & Chen, 2023) Apart from that, there are also challenges in preparing a responsive curriculum and supportive facilities for students with disabilities, as well as overcoming social stigma that may exist in the educational environment. This research aims to explore the challenges faced in implementing inclusive education in the field of religious education and offers strategies that can be implemented to improve the accessibility and quality of education for people with disabilities. It is hoped that, through a better understanding of the challenges and solutions in inclusive education, we can create an educational environment that is more inclusive and friendly for all individuals, without exception.

### The Concept and Importance of Inclusive Education in Religious Education

Inclusive education is an educational approach that emphasizes the principles of equality and diversity, where every individual, including people with disabilities, is given

the same opportunity to obtain quality education. (Calderón-Almendros et al., 2024) In the context of Islamic boarding schools, inclusive education means providing access to education religion to all students without exception, whether they have different physical, mental or sensory abilities. The Sabilillah Inclusion Islamic Boarding School is one of the institutions that implements this inclusive education system, with the aim of creating a religious education environment that embraces all levels of society, including those with disabilities. The Sabilillah Inclusion Islamic Boarding School believes that everyone, regardless of physical or cognitive background, has the right to receive religious education that can shape their character and spiritual understanding. This concept is based on universal religious teachings, where values such as compassion, equality and mutual respect are taught and practiced in everyday life. (Nurhasanah et al., 2021) Therefore, religious education in this Islamic boarding school is not only teaches aspects of religious rituals, but also human values that prioritize diversity and equality. Santri, whether they have disabilities or not, have the same right to learn and develop in an environment full of deep religious values.

Inclusive religious education at the Sabilillah Inclusion Islamic Boarding School is also seen as an effort to create a broader understanding among students regarding the importance of tolerance and acceptance of differences. In social life at Islamic boarding schools, diversity—both in terms of physical ability, intellectual ability, and background—is an inseparable part. By integrating students with disabilities in religious learning activities, this Islamic boarding school not only provides religious knowledge, but also teaches social skills that are very important in an inclusive society. The importance of inclusive education in religious education at the Sabilillah Inclusion Islamic Boarding School also lies in its role in reducing social stigma towards people with disabilities. This Islamic boarding school provides a concrete example of how religious education can play a role in creating a more just and inclusive environment. By educating students about the rights of people with disabilities and teaching the values of respect for differences, this Islamic boarding school helps form a generation that is more sensitive and cares about the needs of others. (Utomo et al., 2024) Through this process, religious education in this Islamic boarding school does not only focus on spiritual aspects, but also on the application of religious values in broader social life.

Overall, the concept of inclusive education at the Sabilillah Inclusion Islamic Boarding School shows that religious education does not just teach religious teachings textually, but also teaches social principles based on respect for differences. (Sintiya & Rokan, 2020) With an inclusive approach, this Islamic boarding school provide opportunities for all students, including those with disabilities, to learn and develop, as well as creating an environment that is more open, tolerant and respectful of diversity. (Almunawaroh et al., 2022)

As stated by the head of the Sabilillah MM Inclusive Islamic Boarding School, the Sabilillah Inclusive Islamic Boarding School applies the concept of inclusive education in religious teaching with an approach that prioritizes equality and respect for differences. At this Islamic boarding school, religious education not only teaches religious teachings textually, but also prioritizes social principles that respect diversity and foster the values of compassion, tolerance and mutual respect. Through an inclusive system, all students, including those with disabilities, are given equal opportunities to learn and develop in their understanding of religion. Apart from that, this Islamic boarding school creates an open environment, where every student is respected, no one is marginalized, and differences are considered normal. With teaching methods adapted to the needs of each student, such as the use of materials in braille or audio for those with visual impairments, as well as simpler approaches for students with intellectual disabilities, the Sabilillah Inclusion Islamic Boarding School seeks to ensure that all students can access religious education in a way that suits their abilities, while forming a more inclusive and tolerant society.

### **Tantangan dalam Implementasi Pendidikan Agama Inklusif**

Even though the Sabilillah Inclusion Islamic Boarding School has a strong

commitment to implementing inclusive religious education, the implementation process still faces various significant challenges. One of the main challenges is the readiness of religious educators to manage inclusive classes. Many educators do not have special training on how to teach and handle students with disabilities, who require different teaching approaches and methods. (Ginja & Chen, 2023) This causes uncertainty in delivering material in a way that is accessible to all students, especially who have special needs, such as intellectual or sensory disabilities. In some cases, although there is awareness of the importance of inclusive education, not many educators are familiar with the use of technology or adaptive learning strategies. This was also conveyed by the Islamic boarding school teacher, MH, who explained that this Islamic boarding school has tried to provide disability-friendly facilities, but there are still some shortcomings. For example, wider classrooms and easier access for wheelchairs, as well as several more sophisticated technological aids for students with visual or hearing impairments. We also feel that there is still a lack of teaching materials in more diverse formats, such as braille books or materials that can be accessed by students with visual impairments. This is still a big challenge for us to ensure that every student can access religious material optimally.

Another challenge that is no less important is the limited disability-friendly facilities. Even though the Sabilillah Inclusion Islamic Boarding School has tried to provide classrooms that are accessible to all students, especially those with disabilities, limited physical infrastructure is still an obstacle. Adequate physical accessibility, such as the use of wheelchairs, spacious classrooms and other assistive devices, still requires more attention. In addition, although there are efforts to provide teaching materials in various formats (such as braille and audio), there is still a lack of quantity and diversity of teaching materials that can be accessed by all students, especially those with special needs. (Arfandi, 2024)

The problem of social stigma is also a big challenge in realizing truly effective inclusive education. (Harfiani et al., 2020) Even though the environment at the Sabilillah Inclusion Islamic Boarding School is designed to be inclusive, some students and parents still have a limited view of the ability of people with disabilities to understand religious teachings. This social stigma can influence interactions between students, both inside and outside the classroom. This change in mindset requires time, ongoing socialization, and consistent support from all parties, including Islamic boarding school managers, educators, parents and the wider community (Andrews et al., 2021). Islamic Boarding School, this Islamic boarding school continues to strive to overcome these obstacles by training educators, improving facilities, and developing a more adaptive and disability-friendly curriculum. With commitment and continued efforts, these challenges can be faced and inclusive religious education can run more optimally, providing benefits to all students, including those with disabilities.

### **Teaching and Technology Strategies for Inclusive Religious Education**

The Sabilillah Inclusion Islamic Boarding School has developed various adaptive teaching strategies to face challenges in implementing inclusive religious education. One of the main approaches implemented is differentiation-based teaching, where educators realize that every student, especially those with disabilities, has different needs and ways of learning. (Calderón-Almendros et al., 2024) Therefore, teaching at the Sabilillah Inclusion Islamic Boarding School adapted to the abilities of each student, whether they have physical, sensory or intellectual disabilities. This approach not only prioritizes understanding religious texts, but also integrates social principles such as respect for diversity, empathy and tolerance. One of the teaching strategies implemented in Islamic boarding schools is the use of multisensory methods, which involve various senses to help students understand the teaching material. (Al Aziz et al., 2023) For example, for students with visual impairments, teaching materials can be provided in braille or audio format. For students with hearing impairments, visual approaches such as using images, videos or text can be more effective in conveying information. In addition, for students with intellectual disabilities, teaching materials are simplified using stories that are easier to understand, as well as intensive repetition to help them absorb information.

This has been explained by the Head of the Inkusi Sabilillah MM Islamic Boarding School, At the Sabilillah Inclusion Islamic Boarding School, the principle of inclusion is highly prioritized in religious education, including in teaching strategies. One of the approaches applied is the multisensory teaching method, which involves the students' various senses so that they can understand the material in a way that suits their individual needs and conditions. For example, for students who are visually impaired, we provide teaching materials in braille or audio format. In this way, students can access religious material without feeling limited by their physical limitations. In addition to adaptive teaching strategies, the Sabilillah Inclusion Islamic Boarding School also utilizes technology as a tool to support inclusive religious education. Technology plays an important role in expanding access and making the learning process easier for students with disabilities. For example, the use of audio-visual based learning applications can help students with hearing impairments to understand religious teaching material. Screen reader applications or software are also used to facilitate students with visual impairments in accessing teaching texts available in digital format. (Fatimah, 2022)

Additionally, technology allows for more flexible learning, such as distance or online learning, tailored to individual needs. The Sabilillah Inclusion Islamic Boarding School utilizes an online platform to provide teaching materials that can be accessed anytime and anywhere, so that students with disabilities can learn at their pace and needs. This technology also opens up opportunities for students to access a wider variety of learning resources, such as teaching videos, religious podcasts, or prayer applications that are tailored to the physical and cognitive conditions of each student (Rasmitadila et al., 2020). However, although technology offers many benefits, challenges remain. One of them is limitations in technological resources, both in terms of hardware and software. Not all students have the same access to the necessary technological devices, and there are times when these limitations hinder the learning process. Therefore, this Islamic boarding school continues to strive to increase the availability and diversity of technological tools, as well as providing training to educators so that they can make maximum use of technology.

Overall, adaptive teaching strategies and the use of technology at the Sabilillah Inclusion Islamic Boarding School have succeeded in supporting the creation of inclusive religious education that is more effective and accessible to all students, including those with disabilities. By continuing to develop these two aspects, Islamic boarding schools can create a more inclusive learning environment, provide equal access to education for all students, and help them understand religious teachings in more depth, according to their individual needs and abilities.

### **The Role of Community and Infrastructure in Supporting Inclusive Religious Education**

The Sabilillah Inclusion Islamic Boarding School has committed to providing inclusive religious education, namely education that not only opens up opportunities for students without disabilities, but also for those who have various types of disabilities. In this effort, the role of the community and supporting infrastructure is crucial to creating an effective and inclusive learning environment. (Rachman et al., 2023) These two important aspects, namely support from the surrounding community and the provision of disability-friendly infrastructure, have a big impact on supports the successful implementation of inclusive religious education in this Islamic boarding school.

First, the role of the community in inclusive religious education. The community plays an important role in creating an environment that supports inclusive religious education. As an integral part of the success of the Islamic boarding school, the community around the Sabilillah Inclusion Islamic Boarding School plays a role in forming an inclusive mindset and habits for people with disabilities. This support starts from the family, community level, to related parties such as social institutions and the government. (Steinhardt et al., 2021)

At the Sabilillah Inclusion Islamic Boarding School, the community is not just a spectator, but plays an active role in various activities that support diversity and equality. One way the community provides support is through training programs and seminars to increase awareness about the importance of inclusive education. People who understand the values of inclusivity in religion will more easily support the implementation of these principles in Islamic boarding schools. (Ginting, 2023) For example, communities around Islamic boarding schools participate in providing resources and assistance, such as technological aids or donations for facilities provided. more disability friendly.

This has been emphasized by AB, the community around the Sabilillah Inclusion Islamic Boarding School, that the community around the Sabilillah Inclusion Islamic Boarding School plays an important role in creating an environment that supports inclusive religious education. Their support can be seen in efforts to create a friendly and open atmosphere for children with various needs, as well as actively participating in social and educational activities at the Islamic boarding school. Even though the community is quite supportive, they realize the need to increase understanding of how to interact with children with special needs through training and socialization. With active participation from the students' families and the community, it is hoped that inclusive religious education at this Islamic boarding school can continue to develop and become an example for other Islamic boarding schools, creating equal opportunities for all children, regardless of differences.

Second, infrastructure that supports inclusive religious education, meaning that adequate infrastructure is very important in supporting inclusive religious education in Islamic boarding schools. The Sabilillah Inclusion Islamic Boarding School strives to provide facilities that are accessible to all students, both those with physical, sensory and intellectual disabilities. (Schiariti, 2020) For this reason, the Islamic boarding school has made various efforts to ensure that its buildings and facilities are disability friendly. For example, classrooms and public facilities such as toilets, dining areas and prayer rooms have been adapted to the needs of students with disabilities, such as wheelchair access and barrier-free roads. Apart from that, Islamic boarding schools also strive to provide learning aids such as braille books, screen reader software, and learning materials in audio or video format to ensure that every student can access religious materials equally. (Zakaria, 2020).

According to AH, one of the administrators of the Sabilillah Inclusive Islamic Boarding School explained that adequate infrastructure is very important in supporting inclusive religious education at the Sabilillah Islamic Boarding School. This Islamic boarding school provides disability-friendly facilities, such as classrooms, accessibility for children with physical disabilities, as well as special learning devices for children with hearing impairments and the blind. This infrastructure allows the teaching and learning process to run smoothly and effectively, providing equal opportunities for all students, regardless of their special needs. However, Islamic boarding school administrators hope that they can continue to develop facilities, especially in terms of educational technology, so that learning is more optimal and in accordance with the needs of each child. With sustainable infrastructure development, it is hoped that the Sabilillah Islamic Boarding School can continue to provide quality, inclusive religious education for all children.

Therefore, digital infrastructure is also an important concern in this Islamic boarding school. Technology, such as audio-visual based learning applications or text reading software, is used to increase the accessibility of teaching materials. The Sabilillah Inclusion Islamic Boarding School also supports online-based learning which allows students to learn flexibly according to their individual needs. This digital infrastructure enriches the religious learning experience, enabling students to more easily understand religious teachings without being constrained by their physical or cognitive limitations. (Humaida et al., 2023)

Illustration of a diagram regarding the implementation of inclusive education: challenges and strategies for religious education for people with disabilities, below:



**Diagram 1.1 Implementation of inclusive education: challenges and strategies for religious education for people with disabilities**

## CONCLUSION

Inclusive education in a religious context aims to provide equal opportunities for all children, including those with disabilities, to receive quality education. In the Islamic boarding school environment, implementing inclusive education is very important because religious teachings often emphasize the values of equality and diversity. The Sabilillah Inclusion Islamic Boarding School is an example of an institution that implements an inclusive education system, providing equal opportunities to all students without exception, including those with physical, sensory or intellectual disabilities. This Islamic boarding school not only teaches religious rituals, but also human values, such as compassion and respect for differences, which are in line with universal religious teachings. However, the implementation of inclusive education in Islamic boarding schools is not without challenges. One of the main obstacles is the readiness of educators to manage inclusive classes, where many educators are not yet trained to handle students with special needs. Apart from that, limited disability-friendly facilities, such as larger classrooms or a wider variety of educational aids, are still an obstacle. Although various efforts have been made to create classrooms that are accessible to all students, there are still deficiencies in terms of infrastructure and teaching materials that are accessible to students with visual or hearing impairments. No less important, social stigma against people with disabilities is also a challenge that must be overcome to create a more inclusive environment.

Inclusive religious education at the Sabilillah Inclusion Islamic Boarding School is balanced with adaptive teaching strategies. One of them is the use of multisensory teaching methods that involve various senses, so that every student, including those with disabilities, can understand the material in a way that suits their needs. Technology also plays an important role in supporting inclusive education at this Islamic boarding school. By utilizing audio-visual based applications and screen reading devices, this Islamic boarding school increases the accessibility of teaching materials for students with hearing and vision impairments. This technology also opens up opportunities for students to take part in learning flexibly, both online and offline, according to their individual needs.



In addition, the role of society and supporting infrastructure is very important in creating an inclusive educational environment. The community around the Sabilillah Inclusion Islamic Boarding School also supports the implementation of inclusive education by participating in social and educational activities that increase awareness of the importance of equality for people with disabilities. This community support includes providing resources, such as technological aids, as well as training to increase understanding in interacting with children with special needs. On the other hand, disability-friendly physical infrastructure, such as wheelchair accessible classrooms and adapted learning facilities, is essential to support inclusive religious education. With collaboration between the community and adequate infrastructure, the Sabilillah Inclusion Islamic Boarding School continues to strive to realize inclusive, equal and quality religious education.

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