CLASS MANAGEMENT IN IMPROVING THE QUALITY OF ISLAMIC BOARDING SCHOOL EDUCATION

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Abstract:

This research aims to examine the influence of inclusive education in Islamic boarding schools on the character formation of students. Inclusive education is expected to provide opportunities for all students, including those with special needs, to develop in a supportive atmosphere. The method used in this research is qualitative with a library research approach, where data is collected from various sources such as books, articles, journals and relevant official documents. The main findings show that inclusive education in Islamic boarding schools makes a positive contribution to the character development of students, especially in terms of tolerance, empathy and cooperation. Apart from that, this research also identifies the challenges faced in implementing inclusive education, including structural and cultural barriers. The significance of this research lies in its contribution to the development of inclusive education models in Islamic boarding schools and its implications for education policy in Indonesia.

Keywords: *Inclusive Education, Islamic Boarding Schools, Character of Santri.*

INTRODUCTION

Inclusive education is an approach that includes all children regardless of social, economic or ability background. In the context of education in Indonesia, attention to inclusive education is increasing, especially in efforts to achieve sustainable development goals. Based on data from the Ministry of Education and Culture, around 3.5 million children in Indonesia still do not have adequate access to education (Kemdikbud, 2020). Islamic boarding schools, as traditional educational institutions in Indonesia, have an important role in shaping the character of students. By prioritizing religious and social values, Islamic boarding schools have the potential to become an effective model of inclusive education. This research aims to examine the impact of inclusive education in Islamic boarding schools on the character development of students and provide recommendations for developing inclusive education policies in Indonesia.

RESEARCH METHODS

The data collection method in this research uses library research techniques, where researchers collect information from various existing sources. The sources used include books, articles, journals and official documents related to inclusive education and the character of students in Islamic boarding schools. According to Sari (2019), library research is an effective method for collecting relevant and trustworthy secondary data.

One of the main sources used in this research are articles discussing the implementation of inclusive education in Islamic boarding schools. For example, a study by Ahmad (2020) shows that Islamic boarding schools that implement inclusive

education have succeeded in creating a more harmonious learning environment and supporting the character development of students. Data from this study shows that 80% of students feel more comfortable and accepted in an inclusive learning environment.

Apart from that, researchers also reviewed official documents from the Ministry of Religion and other educational institutions that explain inclusive education policies and programs in Islamic boarding schools. These documents provide an overview of how inclusive education is organized and implemented in various Islamic boarding schools in Indonesia. According to the Ministry of Religion's annual report (2021), there is an increase in the number of Islamic boarding schools that adopt an inclusive curriculum that meets the needs of all students.

By collecting data from various sources, researchers seek to gain a better understanding of the impact of inclusive education in Islamic boarding schools. This approach also helps researchers to identify patterns and trends that emerge from the data collected, which will then be analyzed in this research.

RESULTS AND DISCUSSION

Inclusive education in Islamic boarding schools is based on the principle that every individual has the same right to receive education without discrimination. The definition of inclusive education refers to an approach that accommodates a variety of students' learning needs, including those with disabilities or special needs. According to UNESCO (2017), inclusive education does not only include physical access to schools, but also includes active participation in the teaching and learning process. This is in line with the Islamic boarding school's vision which wants to create a learning environment that respects and supports each other.

The implementation of inclusive education in Islamic boarding schools can be seen from various aspects, such as adapted curriculum, training for teachers, and friendly facilities for all students. Some Islamic boarding schools have begun to implement more flexible learning methods, such as project-based and collaborative learning, which allow students to learn according to their respective learning styles. For example, the Al-Mukmin Ngruki Islamic Boarding School in Solo has adopted this approach by providing training programs for teachers to understand and implement inclusive education in the classroom (Nugroho, 2020).

In this context, inclusive education in Islamic boarding schools is not only limited to academic aspects, but also includes the social and emotional development of students. By creating an inclusive environment, Islamic boarding schools can help students develop important social skills, such as the ability to communicate, work together and empathize with others. This is in line with the character education goals that Islamic boarding schools want to achieve.

Inclusive education in Islamic boarding schools has a significant impact on the development of students' character values. One of the most visible values is tolerance. In an inclusive environment, students learn to respect differences and understand other people's perspectives. According to research conducted by Supriyadi (2021), students who study in an inclusive environment tend to have a higher level of tolerance compared to students who study in an exclusive environment.

Apart from tolerance, inclusive education also contributes to the development of empathy among students. By interacting and learning together with friends who have different backgrounds and needs, students can better understand the feelings and experiences of other people. This is important in forming characters who care and are sensitive to their social environment. A case study at the Darunnajah Islamic Boarding School in Jakarta shows that students involved in inclusive education programs show significant improvements in their empathy abilities (Hidayah, 2022).

Collaboration is also one of the character values that develops through inclusive education. In a learning process that involves collaboration, students learn to work together, share tasks, and achieve common goals. According to data from the Ministry

of Education and Culture, students who are involved in group activities in the context of inclusive education show better collaborative abilities in extracurricular and academic activities (Kemendikbud, 2021).

Although inclusive education in Islamic boarding schools offers many benefits, there are various challenges that must be faced in its implementation. One of the main obstacles is structural factors, such as the lack of supporting facilities for students with special needs. Many Islamic boarding schools still lack accessibility, such as ramps for wheelchairs or classrooms specifically designed for different learning needs. According to a report from the Indonesian Legal Aid Foundation (YLBHI), around 60% of Islamic boarding schools in Indonesia do not meet accessibility standards for students with disabilities (YLBHI, 2022).

Apart from that, cultural challenges are also a barrier to implementing inclusive education. Some Islamic boarding schools are still trapped in the traditional educational paradigm which prioritizes homogeneity and ignores diversity. This can cause stigma towards students with special needs, which in turn hinders their integration into the Islamic boarding school environment. Research by Ahmad (2021) shows that cultural change in Islamic boarding schools is very necessary to create an inclusive and friendly environment for all students.

Solutions to overcome this challenge include increasing training for Islamic boarding school teachers and staff on inclusive education, as well as developing policies that support accessibility. Islamic boarding schools also need to collaborate with government agencies and non-government organizations to obtain the necessary resources and support. With these steps, it is hoped that inclusive education in Islamic boarding schools can be implemented more effectively and sustainably.

CONCLUSION

Inclusive education in Islamic boarding schools has a significant positive impact on the character development of students. Based on research conducted at several Islamic boarding schools in Indonesia, it was found that the implementation of inclusive education not only increases accessibility for students with special needs, but also encourages the formation of values of tolerance and empathy among students as a whole. According to data from the Ministry of Religion of the Republic of Indonesia, around 15% of students in Islamic boarding schools throughout Indonesia are those who have special needs (Kemenag, 2021). In this context, inclusive education functions as a means of building social awareness and reducing stigma towards people with disabilities.

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