

Differentiated Learning: An Effective Solution for Inclusive Islamic Religious Education Case Study at Muhammadiyah Plus elementary school Mojokerto

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ABSTRACT

Education is a right for every citizen of the Republic of Indonesia, including all children throughout Indonesia, for students who are non-disabled or disabled, quality education must be organized by the government and assisted by various elements of society, through educational organizations to assist this government task, in the implementation of education there are students with disabilities and non-disabled who in the implementation of learning there are special schools for the disabled and there are schools that implement by combining disabled and non-disabled children in its implementation or commonly called inclusive schools, Islamic religious education is one of the subjects that provides learning about Islam and character education, to make learning effective schools implement the principle of differentiation to adjust to the circumstances of students, differentiation is carried out starting from the product of student learning outcomes, student teaching methods, assessments used, to learning objectives adjusting to the diversity of students with this, disabled students are not forced to be the same as non-disabled students, conversely the development of non-disabled students is not disturbed, it will actually increase the character of cooperation and empathy which will be a provision for their lives.

Keywords: differentiated learning, Islamic religious education, inclusive

1 Introduction

Quality education is the right of every citizen, both non-disabled and disabled, Education that presents character development, and knowledge for students to interact with anyone, the ability to adapt in their lives. in Indonesia Character education is identified with Islamic religious education, which is important to pay attention to building student character, in the implementation of education for disabled and non-disabled students there is one way, namely inclusive schools, which combine disabled and non-disabled students in a joint learning process, to produce effective results, one way is to present differentiated learning, Muhammadiyah Plus Elementary School, one of the inclusive schools that has the largest number of disabled students in Mojokerto

2 Literature Review

1. Islamic religious education learning

Islamic Religious Education at Muhammadiyah Plus Elementary School in Mojokerto City uses an independent curriculum that is aligned with the Muhammadiyah curriculum by adding 2 subjects, namely: Arabic and Muhammadiyah (KMD), in this school in preparing learning plans with learning objectives, learning objective flow, learning completion criteria are arranged differently between disabled and non-disabled students, adjusting to their conditions, competencies, looking at the results of the initial assessment, the implementation of learning is carried out as one between students so that there is

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intense interaction between students, evaluations are carried out at the same time and place but the learning objective completion criteria are different, adjusting to different learning objectives, so that the instruments and questions are also different

b. Daily Habits

The habit of praying dhuha which is carried out every day at the beginning, then reading and writing the Koran, then learning according to the lesson schedule, in the afternoon it is continued with the habit of praying dhuhur and kultum from students to train students' skills and courage

c. Weekly Habits

Murajaah or evaluation of memorization of the Quran, hadith and daily prayers according to the target in each class, is carried out with each student submitting memorization to the tutor, then recorded according to the student's ability and consistency in memorizing, including the following disabled children:

Non-disabled student 2:

"I have memorized 3 juz jalan now and for memorizing letters and hadith, the target from the school for this 4th grade has been completed, 15 hadiths, thank God, submitted to Ustadzah Fetty and Ustad Bahron."

Disabled student-1

"I can pray, pray to eat, pray to go out of the bathroom, pray to study, I memorize 10 short letters and Alfatihah, I memorize 2 hadiths."

d. Implementation of Islamic Religious Education learning in class

Islamic Religious Education learning is carried out by Islamic Religious Education teachers and by Partner teachers (assistant teachers for the disabled). Learning is carried out in one room, not separated, they learn together as expressed by disabled students 1

"We learn together, in the same place, there are teachers and partner teachers. If I study, I am accompanied by a partner teacher. If I don't understand, I am usually told what it means. If I write, I am also helped. Sometimes my friends also help me if I drop something." Learning together makes students with disabilities happy because they have many friends and their friends help them a lot and accept them well".

e. Assessment and Evaluation

Learning evaluation is carried out by compiling complete learning objective criteria according to their abilities. The most important thing is that there is development, but there are several essential things that they must still have, which are the minimum standards of their abilities as conveyed by the following Islamic Religious Education teacher:

"For normal children, of course, it refers to the existing and complete learning objectives, while for inclusive children (disabled) it is adjusted to their circumstances, but there are minimum standards, for example, prayer material for the disabled, at least they can pray with the correct movements and in order, although they may not be able to be calm yet, or the pillars of Islam can at least be mentioned and ordered correctly and not reversed."

f. Obstacles and Challenges

What is faced is if there are children with severe disabilities who need more attention, the limited number of partner teachers due to limited human resources, knowledge and skills, there is still stigma in parents of guardians, especially non-disabled ones, to stay away from children with disabilities because they are afraid of being infected, or afraid of disrupting learning for non-disabled students.

3 Research Methods

This study uses a qualitative approach with a case study design, data collection with structured interviews, documentation and observation during learning. The object of this research is to find out how the

pattern of Islamic religious education learning by implementing differentiation to improve the character of students and increase the effectiveness of Islamic religious education learning

4 Results and Discussion

By implementing Differentiated Education, Muhammadiyah Plus Elementary School Mojokerto has seen an increase in understanding and academic abilities for students with disabilities. They discover the real world, they interact with non-disabled children, developing self-confidence, while for non-disabled students, they develop a strong empathy character towards their friends with disabilities, they help, adapt

Inclusive Islamic Religious Education Learning at Muhammadiyah Plus Elementary School in Mojokerto City implements joint learning between disabled and non-disabled students, the difference is the learning objectives and learning criteria, or differentiated learning that adjusts to the conditions of students, in addition to the learning objectives and criteria, evaluation instruments and questions when conducting evaluations in accordance with Permendiknas 70 of 2009 concerning inclusive education. (Permendiknas, 2009).

As a school that makes Character Education its main value, this school has a good habituation program for character building for students, namely Dhuha prayer as an instillation of religious attitudes, reading and writing the Qur'an to train skills and become provisions for understanding the contents of the Qur'an, Dhuha prayer in congregation and sermons to instill discipline, cooperation, tolerance and courage and self-confidence, in line with Pavlov's behavioristic theory that good habits that are carried out repeatedly can shape character (Shoimah & Soepriyanto, 2018). Character building is also given at every opportunity and at the end of learning, habits, and activities to instill attitudes of empathy, tolerance and mutual respect, attention and affection for others, especially for friends who need attention, this applies to non-disabled students to disabled students, instilling self-confidence and independence for disabled students as the main objective of inclusive education is implemented (Permendiknas No. 70, 2009), in this school, although learning is carried out together between disabled students and non-disabled does not cause a decrease in learning achievement for non-disabled students, they are only disturbed in the early years of learning because they are not used to friends with disabilities, but over time it is no longer a problem, instead an attitude of empathy grows from them towards their friends with disabilities, while for students with disabilities with joint learning they become more confident, adapt to others, and an independent attitude emerges because they are trained by teachers and noticed by their other friends, there is a feeling of being accepted so that their independent attitude immediately emerges. and finally students with disabilities get quality education (Farah et al., 2022).

The obstacles and challenges faced, namely that there is still stigmatization of students with disabilities, are overcome by conducting socialization to parents when implementing parenting schools, which are routinely carried out by this school, while for the number, skills and knowledge of education can be done through recruitment, teacher training and mentoring by teachers who are more knowledgeable and skilled. The absence of a raw model close to this school is not an obstacle, it is an opportunity for this school to become the raw model.

5 Conclusion

By implementing Differentiated Education, Muhammadiyah Plus Elementary School Mojokerto has seen an increase in understanding and academic abilities for students with disabilities. They discover the real world, they interact with non-disabled children, developing self-confidence, while for non-disabled students, they develop a strong empathy character towards their friends with disabilities, they help, adapt

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