



## **Implementation of Inclusion Education in the Madrasah Ibtidaiyah Keji, West Ungaran, Semarang**

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### **Abstract**

Inclusive education in madrasas still requires special attention from the Ministry of Religion to continue to grow and increase in line with the need to accept children with special needs in madrasas because, so far, inclusive education is still dominated by general education institutions. This study aims to identify and analyze the implementation of inclusive education at MI Keji Ungaran Barat. The research method uses qualitative research, data collection techniques use the method of observation, interviews, documentation, data triangulation, data analysis techniques using the theory of *Miles* and *Huberman*, then validated the validity of the data for the credibility test, dependability test, confirmability test, and transferability test with data analysis techniques, data reduction, data presentation and verification (Conclusion drawing). The research resulted in a description and analysis: the implementation of inclusive madrasah education includes the preparation of an inclusive education support system in madrasas, acceptance of students with special needs, identification and assessment of students with special needs, empowerment of teachers and education personnel, curriculum accommodation and implementation of individual education program learning, outcome assessment learning, fulfilling the need for facilities

and infrastructure to support inclusive education, establishing partnerships and building inclusive education networks.

**Keywords:** Inclusive education; Madrasah Ibtidaiyah; the Ministry of Religion.

### *Abstrak*

***Implementasi Pendidikan Inklusi di Madrasah Ibtidaiyah Keji Ungaran Barat Semarang.*** Pendidikan inklusi di madrasah masih memerlukan perhatian khusus dari Kementerian Agama agar bisa terus berkembang dan bertambah seiring dengan kebutuhan penerimaan anak berkebutuhan khusus di madrasah karena selama ini pendidikan inklusi masih didominasi oleh lembaga pendidikan umum. Penelitian ini bertujuan untuk mengetahui dan menganalisis pelaksanaan pendidikan inklusi di MI Keji Ungaran Barat. Metode penelitian menggunakan penelitian kualitatif, teknik pengumpulan data menggunakan metode observasi, wawancara, dokumentasi, triangulasi data. Teknik analisis data menggunakan teori Miles dan Huberman kemudian dilakukan validasi keabsahan data uji kredibilitas, uji dependability, uji confirmability dan uji transferability dengan teknik analisis data, reduksi data, penyajian data dan verifikasi (Conclusion drawing). Penelitian menghasilkan deskripsi dan analisis: pelaksanaan pendidikan madrasah inklusi meliputi penyiapan sistem pendukung pendidikan inklusi di madrasah, penerimaan peserta didik berkebutuhan khusus, identifikasi dan assesmen peserta didik berkebutuhan khusus, pemberdayaan guru dan tenaga kependidikan, akomodasi kurikulum dan pelaksanaan pembelajaran program pendidikan individual, penilaian hasil belajar, pemenuhan kebutuhan sarana dan prasaranan penunjang pendidikan inklusi, menjalin kerjasama kemitraan dan membangun jaringan pendidikan inklusi.

***Kata kunci:*** Kementrian Agama; Madrasah Ibtidaiyah; Pendidikan Inklusi.

### **A. Introduction**

The state guarantees equal rights to education, so historically inclusive education needs to be developed according to human rights. The government's policy of completing the Nine-Year Basic Education Compulsory Education was encouraged by the call for *International Education For All (EFA)* programmed by UNESCO as a global agreement as a result of the *World Education Forum* in Dakar Senegal in 2000. every citizen must obtain an education, and Article 32 and Law Number 20/2003

concerning the National education system regulating special education and services for students with special needs (Dadang, 2015).

Inclusive education is open education, where all children who wish can continue to inclusive education institutions. In implementing inclusive education, all students receive the same support in the learning process in the classroom. However, students with special needs will receive assistance from special assistant teachers (GPK) (Wahyudi, 2016). Inclusive education can be understood as education that provides opportunities for all students who have disabilities and have the potential for intelligence or special talents to participate in learning in an educational environment with students in general.

The implementation of inclusive education can be carried out in madrasa education units in RA, MI, MTs, and MA with the participation of the Ministry of Religion in the implementation of inclusive education. The provision of inclusive education already has a legal umbrella, namely the Regulation of the Minister of Religion (PMA) Number 90 of 2013 concerning the Implementation of Madrasah Education. Madrasas are required to provide access for students with special needs (Dedy Kustiawan, 2021).

Inclusive education in Indonesia still faces various problems, some of which are; inclusive schools or madrasas that have accepted students with special needs indirectly can easily handle these children, the curriculum must be adapted to heterogeneous classes by having students with special needs and regular characteristics, teachers are also not ready to handle children in their class with different characteristics so that educators who deal directly with children with special needs in class complain and find it difficult to teach one method with the same treatment in heterogeneous student conditions so that learning objectives are not achieved as expected (Agung Tri Wibowo, 2019). Inclusive education for children with special needs has yet to be fulfilled; only 49,647 students out of about one million children with special needs can receive an education. *Exclusivity* in education closes opportunities for children with special needs to obtain an education; it makes children who are less fortunate and with special needs increasingly marginalized (A. Jauhari, 2017).

Inclusive education in madrasas, which is still relatively small, requires special attention from the Ministry of Religion so that it continues to grow and increase in line with the needs of accepting children with special needs in madrasas because, so far inclusive education is still dominated by general education institutions. Data on the number of inclusive madrasas in Indonesia in 2021, according to Muhamad Zain, who serves as Director of Teachers and Education Personnel at the Directorate General of

Islamic Education Ministry of Religion, stated that there were only 77 inclusive madrasas in Indonesia with uneven distribution and dominated by the island of Java. From the level, there is still an imbalance, namely Raudhatul Athfal (RA) as many as 11 units, Madrasah Ibtidaiyah (MI) as many as 50 units, Madrasah Tsanawiyah (MTs) as many as 15 units and Madrasah Aliyah (MA) only 1 unit (Muhammad Zain, 2021).

Inclusive education in madrasas still needs improvement to align with the vision of education that prioritizes diversity and equal rights in obtaining an education. Curriculum and teaching methods that are rigid and difficult to access by ABK are still found in inclusive classes. The teacher has not carried out the integration of the curriculum because of the limited ability of the teacher. Teacher professionalism is a major issue in developing education policies in various countries (Coombe & Stephenson, 2020; Janssem, 2018). A professional teacher is a fundamental factor influencing students' success in learning (Suyatno, 2022). Teachers have yet to receive practical training, and most of what is given is limited to socialization. Homeroom teachers and subject teachers found in their class with ABK still show a "forced" attitude in assisting the ABK in understanding the material.

In principle, inclusive madrasas result from changes that can benefit children with special needs and children in general. The most basic principle in inclusive education is how students can learn together, respect and respect others, and recognize that in our environment, there are children with advantages and disadvantages both physically, intelligently, and socially.

Madrasas that provide inclusive education need to be supported by special educators in the learning process and the development of children with special needs in general. Class teachers and GPK cooperate in serving children with special needs, from identifying and assessing children to developing Individual Learning Programs (PPI) for these children. This Individual Learning Program (PPI) sometimes does not need all children with special needs. Therefore GPK acts as a place to share experiences for classroom teachers and subject teachers because not all teachers in regular schools understand how to deal with children with special needs and the learning that takes place. They need to do this according to the specificity of the child.

Seeing some of the problems of implementing inclusive education in madrasas, there are several points that the education development curriculum and supervision for ABK education in Indonesia must improve. One is that inclusive education schools must be supported by educators with special skills in learning and developing children with special needs. Their obligations and rights should also have a balance because it is undeniable that the honorarium for special supervising teachers in madrasas who have

the status of wiyata bhakti is still far from the UMR provisions determined by the government; this is certainly not balanced with the heavy task of being a Special Advisor Teacher (GPK), for children with special needs. With a separate budget for Special Guiding Teachers (GPK) according to their capacity, real inclusive madrasas will be realized, not just a mere formality.

Dealing with problems that arise in inclusive education in madrasas requires positive and sustainable efforts, both within the school (internal) and outside the school (external). Internal efforts can be conducted by training on handling disability, sharing knowledge, and assessing accessibility. In contrast, external efforts can be carried out through systematic socialization with the government and the community. Building an inclusion paradigm also means understanding people's views of themselves and their environment, which includes three elements, namely thinking patterns (cognitive), being empathetic (affective), and behaving (psychomotor).

Madrasah Ibtidaiyah Keji West Ungaran Semarang Regency is very interested in being chosen as a research location on Inclusive Education Management because, based on the initial data obtained, it becomes a consistent madrasa as a madrasa education institution that provides inclusive education services, including the implementation of inclusive education. This madrasa was founded based on concern for ABK. The specialty of this madrasa is that students with special needs are served intensively. Each student has a mentor teacher so that students' development becomes more monitored, and the number of students accepted at this madrasa is limited. This is due to the limited number of accompanying teachers; each class only accepts two students with special needs (Ika Setiyawati, 2021). Based on the description of the background of the problem, the implementation of inclusive learning at Madrasah Ibtidaiyah Keji West Ungaran is very appropriate to be the main factor of research because it can be an alternative solution as a new approach in the inclusive madrasa education system based on Islamic values.

## **B. Discussion**

### **1. Inclusive Education**

The role of the madrasa principal as a *leader* is also very influential in motivating the running of the madrasa character culture. Sally J. Zepeda (2002) explains the importance of motivation in leadership:

Motivation is "the forces acting on or within an organism to initiate and direct behavior. With growth and development as the goal of instructional

supervision, the supervisor needs to see the relationship between leadership style and motivation.

New Student Admissions (PPDB) for children with special needs at MI Keji West Ungaran aims to provide the widest possible opportunity for citizens of basic education age to obtain the best possible educational services. The PPDB registration path for persons with disabilities is through an affirmation route of 15% of the capacity of MI Keji West Ungaran, including students from low-income families. Prospective students with special needs consist of students who live inside and outside the zoning area of MI Keji West Ungaran, both regular and students with special needs without distinguishing the shortcomings of these students, after going through identification and assessment from psychologists so that students remain balanced between ABK students and Regular from the surrounding environment and outside the West Ungaran sub-district (Ika Setiyawati, 2022).

## 2. Method

This research is classified as field research because, in qualitative research, data collection is not guided by theory but is guided by facts found during field research (Saifuddin Anwar, 2001). Researchers let problems arise, or the data is left open for interpretation. The data is collected with careful observation, including detailed descriptions and notes from in-depth *interviews* (*interviews*) and the results of document analysis and notes. Based on the description above, qualitative data can produce descriptive data on implementing Inclusive Education Management.

The approach used in this study is qualitative. This approach examines the status of a group of people, an object, a situation and condition, a system of thought, or a class of events in the present. This research aims to make a systematic, factual, and accurate description, picture, or painting of the facts, characteristics, and relationships between the investigated phenomena (Burhan Bungin, 1996). This study uses several research subjects to support collecting valid, relevant, and accountable data according to what is in the field. The research subjects the researcher uses are the Head of the Madrasah, the teacher who teaches, and the students of MI Keji West Ungaran, Semarang Regency.

This study uses analytical techniques derived from the theory of Miles and Hubermas, which states data analysis methods called the Interactive Model, which comprises four steps of analysis activity in the cyclical and interactive process (Sugiyono, 2015). He stated that the data analysis method is called the interactive model, which consists of four stages of analysis activities in an interactive and interconnected process: Data collection, Data reduction, Data display, and Conclusion drawing.

### **3. Implementation of Inclusive Education at MI Keji West Ungaran.**

#### **a. Inclusive Education Support System**

The implementation of Inclusive Education must involve all relevant education components, including the first support system is government regulation. Regulations are an important basis for formulating policies. Several regulations related to the implementation of inclusive education, including the Central Government and Regional Governments according to article 42 of Law Number 2016, concerning the function of the Disability Service Unit (ULD) to support the implementation of inclusive education at the primary and secondary levels between others improve the competence of educators and education staff at MI Keji West Ungaran regularly in dealing with students with disabilities.

Supporting the Implementation of Inclusive Education at MI Keji West Ungaran involves the Madrasah Committee, which is an independent institution consisting of parents/guardians of students, the MI Keji West Ungaran community, as well as community leaders who care about education and the entire teacher council of MI Keji West Ungaran and the Ministry of Religion of Semarang Regency and USAID and UNICEF (Muchlisin, 2022).

Family involvement, especially parents, has an important role in the success of education for students, especially students with special needs. Family education provided by parents is very important because they understand how their children grow and develop. The involvement of parents in learning activities affects the success of students with special needs (PDBK).

#### **b. Admission of Students with Special Needs**

The management of the recruitment of new students has been designed in such a way as above with the hope that the implementation of inclusive education can run as expected. In terms of quantity, the number of students with special needs at MI Keji West Ungaran is increasing yearly. Based on the study results, data on the number of students and students with special needs since 2019 has accepted 25 students; in 2020, it received 26 students; in 2021, it received 28 students.

#### **c. Identification and Assessment**

Identification and *assessment* at MI Keji West Ungaran were carried out at the beginning of new student registration, which made it possible to identify various abnormalities in students and students' abilities so that during the implementation of learning activities, the teacher could find out where the abilities and characteristics of students were. *Assessment* is very important to be applied because it is one of the

therapies for children with special needs. However, in its application, it is less effective due to several things, namely:

- 1) There needs to be more follow-up from the Psychologist teacher after the teaching and learning process. At the same time, the development of children during the teaching and learning process is observed by the classroom teacher. It is only discussed when there is a weekly evaluation by MI Keji West Ungaran.
- 2) The assessment results carried out at the beginning of the admission of new students and the actual characteristics of children in the teaching and learning process observed by the classroom teacher are similar, causing less effective handling of students in implementing the teaching and learning process.
- 3) Lack of optimization in identifying the characteristics and needs of children.
- 4) Limited time to study in the learning resource room
- 5) The lack of knowledge of PDBK parents about psychology and therapy for students with special needs, even though it has been guided *online* by the GPK teacher, is due to busy work and a lack of patience in exploring these PDBK children.

An alternative solution to the problems above is that after an *assessment* at the time of registration, follow-up is carried out, checking and detecting the child's development which pediatricians and psychologists may do every three months, carried out carefully so that the results of the *assessment* and the actual attitude are detected synchronously.

#### **d. Empowerment of Teachers and Education Personnel**

Special Education Teachers (GPK) at MI Keji West Ungaran are teachers who have an educational background or minimum academic qualification of diploma four (D-IV) or bachelor's degree (S1 and S2). The special assistant teachers, although not *linear*, have competence in services for students with special needs. Madrasahs always empower regular teachers and GPK teachers by carrying out competency improvement through technical guidance, training, *workshops*, and *training of trainers* (TOT) organized by the Education Office, Ministry of Religion and Universities related to inclusive education nationally and internationally (Ika Setiyawati, 2022). The role of special assistant teachers for inclusion in assisting regular teachers is very important in the success of teaching and learning activities at Madrasah Ibtidaiyah Keji West Ungaran.

Efforts to improve the quality of madrasa teachers were also started by signing a cooperation agreement between MI Keji and the Semarang Religious Education and Training Center in 2014. This cooperation agreement opened up opportunities for MI Keji West Ungaran to serve as a center for field observation studies for participants in substantive education training. Another advantage is that teachers at this madrasa can be included as participants in education and training. The establishment of communication



with *Widyaiswara*, who are full of dedication to building madrasas, was born so that they are happy to create a community of *Widyaiswara* who are sincerely ready to motivate, guide and train madrasa teachers to learn how to improve the quality of learning in the classroom, make learning administration, including in implement the implementation of the 2013 curriculum in this madrasa. Training is carried out to build and develop inclusive madrasas.

**e. Curriculum Accommodation and Implementation of Learning for Individual Education Programs**

The curriculum used in inclusive education at MI Keji West Ungaran uses a national standard curriculum; however, because of the variety of obstacles experienced by students with disabilities, they vary widely, ranging from mild-moderate to severe. In its implementation, the curriculum at the education unit level, following national standards, needs to be modified or aligned to follow the needs of students.

There are three curriculums used at MI Keji West Ungaran: *First*, following the provisions of the government, namely using the 2013 Curriculum. This curriculum is used when teaching and learning activities are carried out in regular classes. In teaching and learning activities in the classroom, educators only sometimes refer to the regular curriculum because some Children with Special Needs cannot understand what the teacher teaches directly.

Educators are important in regulating the learning process and planning up to the learning evaluation stage. This is done to measure the level of success of students in participating in learning. Teachers can also motivate students when they experience distrust or frustration due to difficulty understanding lessons. The teacher should be able to utilize all of his potential to improve achievement (Moh. Takdir Illahi, 2013).

Educators should make special plans for inclusive classes by increasing the number of psychologists, accompanying teachers, or special teachers for children with special needs. *Second*, the personal curriculum is used specifically for children with special needs. The curriculum is *set* or regulated by MI Keji West Ungaran, which is specifically aimed at Children with Special Needs and is carried out during regular hours or after school hours, utilizing remedial or repetition of subjects previously taught by teachers in the classroom. However, in 2020 learning in *shifts* and limited time is an obstacle to achieving the minimum mastery target for students with special needs, so in its implementation, it takes a supporting role from parents. This curriculum depends on the needs of students and the solid cooperation of teachers and parents to make the program set out in the Madrasa curriculum a success. *Third*, the curriculum of the Minister of Religion No. 2 of 2008 is the curriculum used at MI Keji West Ungaran

with religious subjects. This curriculum is aimed at all students, except for Children with Special Needs, who have additional hours according to the needs of ABK so that educators can achieve what is expected.

The regular curriculum that applies at MI Keji West Ungaran Following government regulations and the Ministry of National Education, the curriculum used in inclusive education still uses the KTSP curriculum. The absence of a special curriculum designed for inclusive education causes the curriculum to need to be developed and modified (developing basic materials, learning activities, and indicators of competency achievement) adapted to the environmental conditions of MI Keji West Ungaran and the needs of students, in addition to using KTSP which refers to Competency Standards. and Basic Competencies, as well as developing individual learning programs (PPI). PPI includes academic and non-academic aspects, using a personal curriculum determined by MI Keji West Ungaran.

Curriculum and learning activities based on student's abilities through models, methods, and learning strategies at MI Keji West Ungaran during the 2020 pandemic were carried out through the Inclusive Education Management process by implementing the PPI Curriculum, KBM Online, and Offline, utilizing the learning resource space, while learning during 2020 using the Work From Home model. However, now in class, the GDPK Parent Individual Program, the Home Project, also uses the methods used by the Special Assistant Teacher in the implementation of learning, namely PPI for one week, Monitoring for one week, sharing with parents and *video calls* ( Ika Setiyawati, 2022). The curriculum used in implementing inclusive education uses the regular curriculum that applies in general madrasas (Dedy Kustawan, 2016). however, because the various obstacles experienced by students with special needs vary widely, ranging from mild, moderate, to severe, in its implementation, the regular curriculum needs to be modified (aligned) to fit the needs of students. Modification (alignment) of the curriculum is carried out by the curriculum development team at the madrasa.

In implementing the inclusive curriculum, there are at least two things that educators must do: first, use the regular curriculum for learning for students who can follow the regular curriculum material, and second, use a personal curriculum adapted for learning for students with special needs. Some of the learning materials require adjustment.

#### **f. Assessment of Learning Outcomes**

Assessment is a process carried out through planning steps, compiling assessment tools, and gathering information through many pieces of evidence that show the achievement of learning outcomes for children with special needs (Ara Hidayat,

2010). Educators at MI Keji West Ungaran in conducting student assessments, are carried out through classroom assessments and activities at home.

Learning assessment includes cognitive, affective, and psychomotor aspects. Educators in assessing students do not compare children with special or regular needs, but what is more emphasized in the assessment is the ability of students before and after taking online and offline KBM within a certain period. For example, when learning takes place, the teacher can simultaneously assess in the classroom, such as how enthusiastic the child is in following the lesson, how the child with special needs does what is instructed by the educator, such as whether the response of the child with special needs to the stimulus given by the teacher to him is repeated. -repeat.

The burden of assessing inclusive learning at MI Keji West Ungaran is adjusted to students' abilities and characteristics. The learning outcomes of children with special needs in 2020 cannot be forced because the health of students and educators is the most important. If the KKM value is unmet, the educator must repeat the material sufficiently. This can also be seen from the percentage of students who still need repetition, then if only one, two students or fewer students are required to repeat the material per class, the educator will continue with the next material, but the coordination of Inclusive Learning Assessment educators for Children with Special Needs at MI Keji West Ungaran is still being carried out (Ika Setiyawati, 2022).

The form of assessment is written through daily tests (formative tests) and general mid-semester and semester tests (summative tests). The questions are in the form of multiple-choice or the form of descriptions. Observational assessment is carried out while the learning process is in progress. The assessment of the results of interviews with parents of students is carried out after the teacher asks questions to parents of students. Assessment is usually in the form of practice, such as prayer practice, making skills, and others. The assessment results are then written as a report card and completed with a narrative report. The report card aims to inform parents of their child's study progress at MI Keji West Ungaran (Ika Setiyawati, 2022).

Education staff holds a weekly *briefing* so the planned program can run according to what has been determined. This assessment is carried out once a week on Saturdays. Implementing this assessment is an activity to collect information about the program being run and about children's development in teaching and learning activities. The information is then *shared* in determining the right alternative in making a decision. The purpose of this assessment is basically to find out the results of a program and to find out whether the activity has difficulties or not (Ika Setiyawati, 2022).

**g. Facilities and Infrastructure to Support Inclusive Education during the Pandemic Period**

Facilities and infrastructure are crucial to education at MI Keji West Ungaran. With adequate facilities and infrastructure for MI Keji West Ungaran, teaching, and learning activities will be smooth and run as expected by teachers, students, and parents. The provision of facilities, infrastructure, and learning media can be relatively inexpensive. Armed with creativity, teachers can create and provide learning media that are very simple and inexpensive. For example, teachers use used goods at MI Keji West Ungaran and at home, such as paper, used drink cans, and toys that can be modified and used as learning media. Very useful according to the needs of students.

This source room is a room for GDPK therapy. The tools available in the resource room are tools for children's fine motor and gross motor skills. To train fine motor skills, for example, an oral brush (a brush to train children's speech clarity), a pencil grip (a tool used to train children to apply pressure when writing correctly), a sensory brush (a body brush to train children's sensitivity) and sand.

Aids to train gross motor skills include platinum bikes, artificial tunnels to train not to be afraid, semi-circular table (as a tool for practicing balance), balance boards, various kinds of balls, gym ball (for back therapy), trampoline (for hyperactive children), binbeg (a tool for children when tantrums), rope ladder, small color ball to train children's ability to catch balls and color recognition, besides that there is also a meronce tool and also scissors, puzzles, assorted cards.

**h. Partnership Cooperation and Building an Inclusive Education Network**

The supporting components are framed in a harmonious work system, starting from the madrasa leadership, foundation administrators, committees, teachers, employees, and the role of parents and students at Madrasah Ibtidaiyah Keji West Ungaran. Parties involved in preparing the implementation of learning include school principals, committees, class teachers, subject teachers and accompanying teachers, psychologists, and social counseling guidance teachers for those with learning difficulties). They each have their role. The principal is a coordinator in the implementation of inclusive education. The committee is also involved in planning the implementation of learning, with the principal and all teachers and education staff coordinating in preparing media, facilities, and infrastructure. Subject teachers and accompanying teachers prepare PPI and materials according to children's needs, and class teachers and teachers prepare administration related to children's data.

Several *non-governmental organizations* (NGOs) support the development of service education for students with special needs, including test services, assessments,

and teacher competency improvement through workshops or seminars related to inclusive education, research, and various other types of support.

The presence of *volunteer services* from various countries in Europe, Asia, and the United States also contributed to making their colors, increasing public existence and trust, discussing and collaborating the education system, cultural exchanges, enriching learning patterns, increasing respect for differences, exchanging positive experiences with foreign volunteers from various countries. Advancing in the world adds invaluable knowledge and experience for all madrasah residents and students, including students with special needs. The presence of foreign volunteers from various countries is the result of collaboration between madrasahs since 2010 until now with the Dejavato Foundation, *Member of CCIVS (Coordinating Committee for International Voluntary Service)*, *UNESCO Member of NVDA (Network for Voluntary Development in Asia)* *Asia Pacific Member of YES (Youth Exchange Service)* *International Official Partner of ALLIANCE European Organizations*.

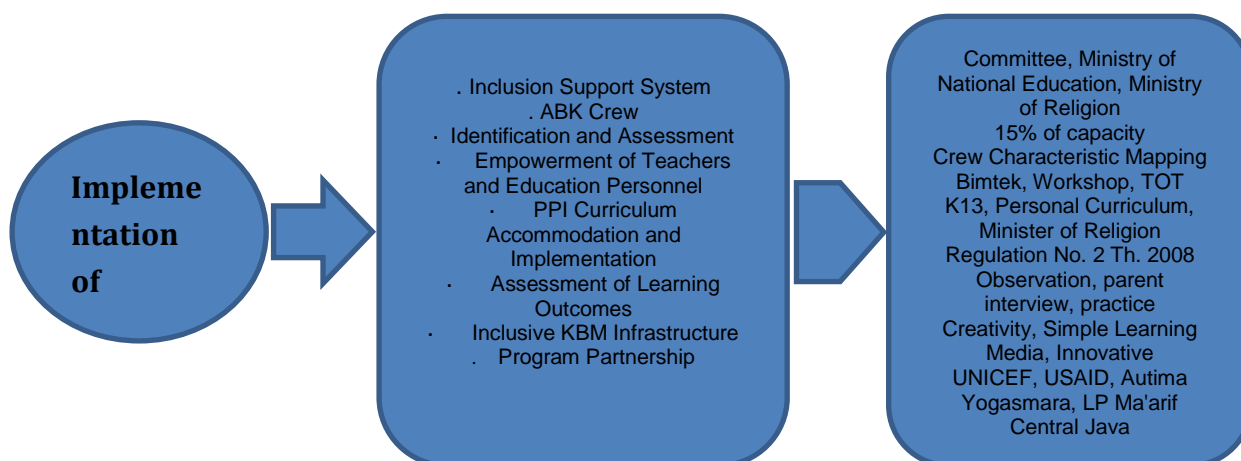
Inclusive Madrasah Development Project implemented by the Australia-Indonesia Education Partnership (AUSAID) through's *Sub National Implementation Program* (SNIP). Ma'arif NU Central Java in 2015 also helped to strengthen the foundation and confidence of this madrasa to become an inclusive madrasa, with the presence of the madrasah targeting the inclusive madrasa development program from Kebumen and Banyumas districts to conduct field observations at MI Keji West Ungaran, providing an opportunity to involve the Head of Madrasahs to take part in the National Level Inclusive Madrasah Development ToT in Makassar, participate in mentoring and mentoring at target madrasahs, as well as being a place for *live-in* for target madrasahs that also bring psychologists, therapists, and mentors with activities to deepen understanding of GDPK, technical services and therapy for GDPK. Communicate with GDPK parents and practice providing services and therapy.

Madrasahs form partnerships with *non-governmental organizations* (NGOs) to support the implementation of inclusive education. However, if no *non-governmental organizations* (NGOs) exist in the area, schools can form partnerships with local social organizations relevant to education for children with special needs. At MI Keji, West Ungaran, international cooperation with USAID and Unicef has been established, as well as national cooperation, namely:

- 1) Inclusion Program for Children with Special Needs (Decree of Director General of Education Number 3211 of 2016 concerning Designation of 22 Inclusive Madrasah, in collaboration with Autism Yogasmara Foundation Semarang, LP Ma'arif NU Central Java with UNICEF)

- 2) Madrasah Assistance for Curriculum 2013 (Decree of Director General of Education No. 481 of 2015 and Mentoring from BDK Semarang with MOU No. Bdl.06/3/Kp.02.2/384/2014).

Figure 1.1. Implementation of Inclusive Education at MI Keji Ungaran



#### 4. Analysis of the Implementation of Inclusive Education at MI Keji West Ungaran

The implementation of Inclusive Education at MI Keji West Ungaran encountered obstacles in accepting new students who had to begin with identification and *assessment* of entering school because it was carried out online and through parental interviews. Empowerment of teachers and education personnel during the pandemic has increased because teachers are required to learn and be able to master IT so that they are familiar with the Internet, significantly increasing the knowledge of teachers who take advantage of their time by participating in online webinars and seminars and flexible times. This has a positive impact on empowering teacher competency improvement, especially special assistant teachers and inclusion managers.

The learning process during the pandemic changed from offline to online, limiting activities outside the home so that the government issued an emergency curriculum that did not provide specific benchmarks for student mastery in learning because it prioritized health so that the impact was felt that the minimum completeness criteria during 2020 experienced a setback.

During 2020, MI Keji West Ungaran implemented a *blended* namely the implementation of online and offline learning with a shift system. This learning model

helps implement Teaching and Learning Activities, but the results still need to be as expected. The learning process carried out online by utilizing IT learning through WhatsApp Groups and Video Calls could be more effective for students with special needs. For teachers delivering materials to students, they must communicate with their parents deliver teaching materials because the guardians will accompany students to learn from home. Teachers cannot directly observe the process of learning activities while at home because students' assignments are done by their parents, thereby reducing objectivity in the assessment of learning outcomes. Students experience *a loss of learning*, especially students with special needs who should learn through *therapy* in the learning resource room because of social distancing. The therapy process has experienced obstacles, and the frequency of practice has decreased.

Inclusive education infrastructure during the pandemic is rarely used because students need help to enter offline. So, parents and teachers must be good at using materials in the house to support the success of online learning practices. The guardians of students can borrow the facilities and infrastructure owned by MI Keji West Ungaran to carry out therapy at home. However, due to time constraints, parents/guardians of students rarely use them.

MI Keji West Ungaran partnership cooperation during the pandemic experienced a decline. Before the pandemic, there was direct communication with the guardians of students. During the pandemic, it was slightly hampered because learning was carried out online, so many syahriah fees that were not submitted to madrasas automatically reduced the welfare of teachers at MI Violent Ungaran West. Cooperation with psychologists and NGOs from outside has also stopped due to the pandemic, making it difficult for madrasas to provide psychological services to children with special needs.

The evaluation of inclusive education at MI Keji West Ungaran continues because the head of the madrasah continues to supervise internally and externally, namely reporting supervision to committees, administrators, and sub-district and district education supervisors. However, it still needs to be more effective because the head of the madrasa cannot get optimal results due to conditions. The pandemic is related to teacher administration and activeness in carrying out online learning. Based on the explanation of the research, it can be concluded that no matter how sophisticated the technology is, if the teacher cannot implement learning maximally and no matter how good the technology implemented in online learning is, it still cannot replace the role of the teacher, both in terms of *Role Models* and examples of character habituation of the students.

Implementation of inclusive education in MI The cruelty of West Ungaran started from a sense of concern for the education system for children with special needs who needed a place to participate jointly in teaching and learning activities in madrasas in general. The presence of inclusive education at MI Keji West Ungaran needs more attention as an educational service that includes children with special needs (ABK) studying with normal children (non-ABK) their age in class. Acceptance of students with special needs at MI Keji West Ungaran is felt to be very beneficial for parents of ABK students because not all madrasas in Semarang Regency can accept students with special needs categories due to limited knowledge, special ABK educators and educational infrastructure for children with special needs.

MI Keji West Ungaran seriously implements the concept of inclusive education, and this is marked by the establishment of cooperation with USAID and Unicef and is registered as an inclusive education madrasah in the Decree of the Director General of Education Number 3211 of 2016 concerning the Establishment of 22 Inclusive Madrasas in Indonesia. The success of MI Keji West Ungaran in implementing madrasah inclusion programs cannot be separated from the role of *stakeholders* and management applied by the madrasa head as the leader.

That has hit the world and impacted the implementation of inclusive education at MI Keji West Ungaran, so appropriate, effective, and efficient education management is needed. Based on the analysis of the results of research and discussion of inclusive education management at MI Keji West Ungaran, we found a pattern of inclusive madrasa management that was structured starting from:

Implementation of Inclusive Education at MI Keji includes 1) Preparation of an inclusive education support system in madrasas supported by the madrasa committee, MoNE, USAID, and UNICEF. 2) Acceptance of students with special needs at MI Keji West Ungaran is allocated 15% of the capacity of the madrasa. This must be connected to the availability of madrasa buildings, infrastructure, and the number of educators for children with special needs. 3) Identification and *assessment* of students with special needs at MI Keji West Ungaran are carried out for mapping the characteristics of ABK from an early age. 4) Empowerment of teachers and education personnel is carried out in order to improve the competence of educators, including through technical guidance, workshops, and ToTs held by the government and *non-government organizations*. 5) Curriculum accommodation and implementation of individual education program learning by preparing learning curricula for both regular and inclusive students following the K13 reference, Personal Curriculum and Minister of Religion Regulation No. 2 of 2008. 6) Assessment of inclusive education learning outcomes is carried out through observations of ABK teachers when conducting lessons, interviews with



parents or guardians of ABK students, and practical learning. 7) Fulfillment of the need for facilities and infrastructure to support inclusive education during the Covid 19 Pandemic Period at MI Keji West Ungaran has been well fulfilled, including the existence of a special inclusive learning building supported by inclusive learning practice tools, as well as by utilizing media from materials around the environment, bringing up creative ideas without having to use expensive learning materials. 8) Establishing partnerships and building inclusive education networks is carried out by MI Keji West Ungaran as a step in developing madrasas with government agencies and *non-government organizations*, including partnerships with UNICEF, USAID, Autism Yogasmara Foundation, and LP. Maarif Central Java, The implementation of inclusive education at MI Keji follows Dedi Kustawan's opinion in his book *Implementation of Inclusive Education in Madrasahs*.

### **C. Conclusion**

The implementation of inclusive education at MI Keji West Ungaran includes the Inclusive Education Support System, Admission of Students with Special Needs, Identification and Assessment of Students with Special Needs, Empowerment of Teachers and Education Personnel, Curriculum Accommodation, and Implementation of Individual Education Program Learning, Assessment of ABK Learning Outcomes, Supporting Facilities and Infrastructure for Inclusive Education and Partnerships and Building Inclusive Education Networks.

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