

Implementation of Inclusive Learning in Islamic Religious Education to Improve the Understanding and Application of Religious Values among Eighth Grade Students at SMP Negeri 1 Boyan Tanjung

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Abstract: This study aims to analyze the implementation of inclusive learning in Islamic Religious Education (PAI) in eighth grade students of SMP Negeri 1 Boyan Tanjung and its impact on students' understanding and application of religious values. The main focus of the study includes the strategies, methods, and approaches used by teachers, the challenges faced in their implementation, and solutions that can be applied to improve the effectiveness of inclusive learning. The research approach used was qualitative with descriptive methods. Data were collected through in-depth interviews, direct observation, and document analysis. The research subjects consisted of PAI teachers, eighth grade students, and the principal. Data were analyzed using data reduction techniques, data presentation, and interactive conclusion drawing. The results showed that inclusive learning strategies were implemented through differentiation, discussion methods, project-based learning, and a values-based approach. This implementation contributed positively to improving students' understanding of Islamic teachings and the application of religious values in everyday life. However, several obstacles were still encountered, such as limited facilities, lack of teacher training, and diversity of student abilities. This study concluded that the success of inclusive learning in PAI is highly dependent on the support of various parties, including improving teacher competence, providing adequate facilities, and the active role of schools and parents in creating an inclusive learning environment.

Keywords: Application of Religious Values; Education; Inclusive Learning; Islamic Religious; Religious Understanding

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1. Introduction

As part of the global commitment to equitable education, the implementation of inclusive education presents both a demand and an opportunity for educational institutions to reform their learning approaches. The Sustainable Development Goals explicitly emphasize the importance of access to quality and equitable education for all, including those with special needs or from marginalized groups (Bappenas, 2020). In this context, Islamic Religious Education (PAI) plays a strategic role, not only as a vehicle for conveying Islamic teachings but also as an instrument for character development and fostering universal humanitarian values such as tolerance, justice, and compassion. Therefore, PAI learning must be oriented toward practicing religious values in an inclusive, dialogical atmosphere that empowers all students, without exception.

Religious instruction must be contextually tailored to the needs of students, including inclusiveness (Zuhairini et al., 2008). Inclusive education is a learning approach that aims to provide equal opportunities to all students, including those with special needs or from diverse social, cultural, and economic backgrounds (Ainscow, 2006). In the context of Islamic

Religious Education (PAI), inclusive learning is crucial because Islamic teachings uphold the principles of justice, equality, and compassion.

In Indonesia, the national education policy through Law Number 20 of 2003 emphasizes the importance of non-discriminatory education and respect for diversity (Law of the Republic of Indonesia, 2003). Implementing inclusive Islamic Religious Education (PAI) requires teachers to accommodate individual differences in the learning process, including abilities, cultural backgrounds, and socioeconomic conditions. This can be achieved through flexible learning strategies, the use of varied media, and an approach that focuses on individual student needs.

SMP Negeri 1 Boyan Tanjung is one of the public schools in Kapuas Hulu Regency that has implemented inclusive learning, particularly in Islamic Religious Education (PAI). This school has a diverse student population, including students with special needs. This study aims to explore the inclusive learning strategies used, assess their effectiveness in improving understanding and application of religious values, and identify challenges and solutions encountered in its implementation.

2. Research Methods

This research approach is qualitative with a descriptive method and a case study design, as explained by Creswell, which emphasizes a deep understanding of the meaning of a particular phenomenon (Creswell, 2014). The research subjects consisted of Islamic Religious Education teachers, eighth-grade students, and the school principal. Data collection techniques were carried out through participant observation, semi-structured interviews, and documentation. The research location was SMP Negeri 1 Boyan Tanjung, Kapuas Hulu, West Kalimantan.

Data were analyzed using Miles and Huberman's interactive analysis model, which consists of data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting relevant data from interviews and observations, which were then classified into specific categories such as learning strategies, impacts, and challenges. Data presentation was carried out in the form of descriptive narratives and direct quotes from informants to strengthen the findings. This stage was also complemented by tracing thematic patterns that emerged consistently, allowing data interpretation to be more in-depth and structured according to the research focus. The analysis process was carried out continuously throughout data collection, allowing researchers to conduct critical reflection and revisions to the research focus if necessary, to ensure the accuracy and validity of the resulting findings (Miles, 2014).

Conclusions were drawn gradually and continuously throughout the data collection process, through in-depth reflection on emerging patterns. Source triangulation was conducted by comparing information from various sources, such as teachers, students, and the principal, while technical triangulation used a combination of interviews, observations, and documentation studies (Sugiyono, 2017). Validity was also strengthened through member checking, which involved confirming interview results with informants to ensure the accuracy of the researcher's data interpretation (Moleong, 2018).

3. Results And Discussion

Inclusive Learning Strategies in Islamic Education

The results of the study show that Islamic Religious Education teachers at SMP Negeri 1 Boyan Tanjung implemented several inclusive strategies as follows:

- a. Differentiated Instruction: Teachers tailor materials and teaching methods based on students' individual abilities and needs. For example, students with cognitive limitations are presented with visual or hands-on learning, while students with higher abilities are challenged through exploratory assignments. This helps maintain the learning interest of all students and ensures that everyone can effectively participate in the lesson.
- b. Project-Based Learning: In project-based learning, students are involved in real-life activities that promote the application of Islamic values, such as organizing community

service activities or cleanliness campaigns with an Islamic approach. This strategy increases the relevance of learning and encourages students to think critically and responsibly.

- c. **Group Discussions:** Group discussions are used to discuss Islamic values related to students' everyday experiences. Through discussions, students learn to express their opinions, listen to others' perspectives, and develop a tolerant attitude toward differences of opinion within the framework of Islamic teachings.
- d. **Collaborative Approach:** Islamic Religious Education teachers work closely with special education teachers (GPK) in developing lesson plans and evaluations. This collaboration allows teachers to better understand the psychological conditions and needs of students with special needs, allowing for more adaptive and humane delivery of material.

Impact of Implementation on Understanding and Application of Religious Values

Inclusive learning in Islamic Education (PAI) has a significant impact on students' understanding and practice of Islamic values. This impact is evident in the cognitive, affective, and psychomotor aspects, as follows:

- a. **Cognitive:** Through a differentiated approach and participatory methods, students experienced an improved understanding of Islamic concepts. For example, students were able to explain the meaning of the pillars of faith and Islam in greater depth, and understood the relationship between religious values and current societal situations. Students also demonstrated improved scores in formative and summative assessments of Islamic Religious Education (PAI) material.
- b. **Affective:** Inclusive learning also impacts students' attitudes and character. Students become more open to accepting differences among their peers, demonstrate empathy, and actively participate in activities that foster values of tolerance and togetherness. Values such as honesty, responsibility, and discipline begin to be firmly embedded in their behavior, both at school and at home.
- c. **Psychomotor:** Positive impacts are seen in increased student involvement in religious activities, such as leading congregational prayers, participating in religious activities outside of class hours, and demonstrating enthusiasm in worship practices. Previously passive students are now more confident in practicing religious teachings in real life.

Implementation Constraints and Challenges

The implementation of inclusive learning in Islamic Religious Education (PAI) is not without various obstacles and challenges that affect its effectiveness. This research identified the following key obstacles:

- a. The lack of teacher training in managing inclusive classrooms poses a serious challenge. Many teachers have not received specific training in understanding and managing students with diverse learning needs. As a result, the approaches used tend to be uniform and less adaptable to student circumstances.
- b. Limited facilities and infrastructure, such as non-disability-friendly classrooms, a lack of specialized visual or audio learning media, and the absence of assistive technology for students with special needs, limit equal access to learning. School facilities do not fully support the needs of all students.
- c. The low level of parental participation in supporting inclusive learning activities is a significant obstacle. Some parents don't yet understand the importance of their involvement in their children's education, particularly in guiding home learning activities and building communication with teachers.

These obstacles indicate the need for systemic and collaborative efforts between schools, the government, and the community to overcome obstacles to the effective implementation of inclusive learning.

Solutions and Recommendations

Based on the challenges encountered in implementing inclusive learning, the school has designed and implemented several strategic solutions to improve the program's effectiveness. These solutions include:

- a. Conducting independent training for teachers on inclusive learning strategies. This training aims to improve teachers' understanding of learning differentiation, curriculum adaptation, and inclusive and humanistic pedagogical approaches.
- b. Developing inclusive learning media, such as the use of interactive visual and audio aids that are accessible to students with diverse needs. These media are designed to support different learning styles, so all students can achieve maximum understanding.
- c. Involve parents in learning activities, both directly through discussion forums and school meetings, and indirectly by providing guidance and support at home. Parental participation is crucial to ensuring the continuity of students' learning outside the school environment.

4. Conclusion

The Process of Implementing Inclusive Learning in Islamic Religious Education, The implementation of inclusive learning is carried out through an adaptive and varied approach by Islamic Religious Education teachers. The strategies used include differentiation approaches, project-based learning, group discussions, and contextual lectures. Teachers also accommodate different learning styles and pay special attention to students with special needs. Collaboration between Islamic Religious Education teachers and special assistant teachers is key in creating a supportive and equal learning atmosphere. The learning approach is directed to ensure that all students, without exception, can access and understand religious material thoroughly. Impact of Implementation on Understanding and Application of Religious Values, Inclusive learning has been proven to have a positive impact on increasing students' understanding of Islamic teachings. Students demonstrate a deeper understanding of Islamic Religious Education materials and are able to relate them to the context of everyday life. In addition, there is a significant increase in the application of religious values, such as increased social awareness, tolerance between friends, more consistent implementation of worship, and an attitude of mutual respect and empathy in school and family life. Challenges in Implementing Inclusive Learning, The implementation of inclusive learning is not free from various challenges. Some of the main obstacles include limited learning facilities to support students with special needs, a lack of teacher training in inclusive classroom management, and low parental understanding and involvement in the importance of inclusive education. Despite this, the school has implemented efforts, such as outreach to parents and improving teacher competency through ongoing training and professional development, to address these obstacles.

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