

Inclusive Education Management for Children with Special Needs in Madrasah Ibtidaiyah

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Abstract

Background & objectives: This article discusses the management of inclusive education in Madrasah Ibtidaiyah (MI), focusing on strategies and innovations, challenges and solutions, as well as the internalization of Islamic values in its implementation.

Method: This qualitative case study at MI Tarbiyatul Aulad involved the principal and special needs teachers selected through purposive sampling, using planning, implementation, and reporting procedures with data collected via interviews, observation, and documentation. Data analysis involved data reduction, data presentation, and conclusion drawing.

Results: The findings reveal: 1) five components of inclusive education management, namely initial assessment, curriculum adaptation, provision of special needs teachers, resource room and psychologist services; 2) two main challenges and their solutions in implementing inclusive education management; 3) three strategies for internalizing Islamic values, including the application of noble moral values, inclusive learning methods, and curriculum adjustments based on Islamic principles.

Contribution of theory: The study reinforces the theory of Islamic education management grounded in the principles of *tawafuq* (harmony), *'adl* (justice), and *rahmah* (compassion).

Limitations & Recommendations: A noted limitation is the lack of evaluation regarding the effectiveness and long-term impact of each component, suggesting the need for further research.

Keywords: children with special needs; inclusive education; madrasah ibtidaiyah

INTRODUCTION

Inclusive education is an educational approach that aims to provide equal learning opportunities for all students, including those with special needs (Mbua, 2023). In Indonesia, the implementation of inclusive education is regulated in Law No 20 of 2003 on the National Education System and Minister of National Education Regulation No 70 of 2009 on Inclusive Education. However, the implementation of inclusive education at various levels of education, especially in Islamic schools, still faces various challenges (Saleh, 2024).

The concept of inclusive education is reflected in the Qur'an, Surah Al-Hujurat verse 13, which teaches the importance of respecting differences and avoiding disparagement of others. This verse emphasizes that Islam upholds the principle of pluralism as a will of Allah SWT. Human diversity in terms of tribes, nations, and cultures is not meant to cause division, but rather to encourage mutual understanding, good relationships, and healthy competition in doing good deeds (Tang et al., 2020).

The implementation of inclusive education in Indonesia faces several significant challenges. One of the primary issues is the lack of understanding and awareness among the public. Many parents and typically developing students still hold stigmas against children with special needs (Kusumastuti et al., 2017), and even within the school environment, awareness of the importance of inclusive education remains limited (Lubaton, 2024). Another challenge is the limited number of competent educators. Many teachers have not received specialized training to handle

students with special needs (Gunarhadi et al., 2016) and often struggle to apply individualized learning approaches in inclusive settings (Leifler, 2020). In addition, the facilities and infrastructure in many schools, including madrasahs, are still inadequate. Disability-friendly features such as wheelchair ramps, hearing aids, and accessible learning materials are often unavailable, and learning aids for students who are blind, deaf, or have other disabilities are limited (Simorangkir, 2021). Lastly, there are constraints in curriculum adaptation. The national curriculum is not yet fully flexible to accommodate inclusive students, and teachers often find it difficult to balance the needs of typically developing students with those of students with special needs due to their limited competence in organizing inclusive learning (Leifler, 2020).

Madrasah ibtidaiyah, as one of the Islamic-based basic education institutions, has a strategic role in supporting inclusive education (Mu'is et al., 2022). The strategic role of madrasah ibtidaiyah in supporting inclusive education includes: 1) collaborative learning. Inclusive madrasahs provide opportunities for typically developing students and students with special needs to learn together (Muniroh et al., 2017). This interaction can increase empathy and cooperation; 2) the cultivation of religious values. In addition to providing general education, madrasahs also instil religious values that encourage tolerance, inclusiveness and respect for diversity (Wardi et al., 2023). By implementing inclusive education in madrasah ibtidaiyah, it is hoped that a generation that is noble, tolerant, and able to coexist in a heterogeneous society will be formed.

The implementation of inclusive education in *madrasah ibtidaiyah* still faces several significant challenges. Key obstacles include the limited competence of educators, inadequate facilities and infrastructure, and low public awareness regarding the importance of inclusive education (Saleh, 2024; Sopandi & Khasanah, 2020). Moreover, many *madrasah ibtidaiyah* struggle to fully integrate inclusive education within their faith-based curriculum. Adapting learning methods for students with special needs is often seen as difficult due to limited resources and the lack of specialized training for teachers (Chu et al., 2020). This situation is further compounded by the persistent social stigma toward children with special needs, which exists among students, parents, and the broader community. In this context, the management of inclusive education in *madrasah ibtidaiyah* becomes a crucial area of study, especially regarding how these institutions can effectively design, implement, and evaluate inclusive programs to ensure quality education for all students without exception.

Based on preliminary observations, Madrasah Ibtidaiyah (MI) Tarbiyatul Aulad in Jombor, Tuntang, Semarang Regency, is one of the madrasahs that actively implements inclusive education and serves as a reference for other madrasah ibtidaiyah in Semarang district and Salatiga city. The school is also involved in activities such as training and workshops conducted by the Inclusive Madrasah Education Forum (FPMI). This article focuses on analysing the management of inclusive education at MI Tarbiyatul Aulad, particularly the challenges faced and the solutions applied to support the success of inclusive education in the institution.

Several previous studies have discussed inclusive education in *Madrasah Ibtidaiyah*. Sopandi and Khasanah (2020) examined the evaluation of the inclusive education program at the Badrussalam Elementary School (MI) in Surabaya. Hakiman et al., (2022) explore the implementation of inclusive education in inclusive madrasahs, especially elementary madrasahs, in Central Java, Indonesia, from the aspects of culture, policy, and practice. Meanwhile, Nofiaturrahmah and Kusmiyarsih (2023) analyse the implementation of the inclusion program at MI Keji Ungaran, which combines a modified national curriculum with a *pullout* model within regular classrooms.

This article presents a novel and comprehensive analysis of inclusive education management at MI Tarbiyatul Aulad, examining strategies, innovations, challenges, solutions, and the integration of Islamic values. These elements contribute to the study's theoretical significance by enriching the knowledge base on inclusive education in *madrasah ibtidaiyah*. Practically, the inclusive practices at MI Tarbiyatul Aulad offer a valuable model for other madrasahs in Indonesia aiming to implement similar programs. Therefore, the article focuses on exploring the management, challenges, opportunities, and strategies essential for the successful implementation of inclusive education in *madrasah ibtidaiyah*.

METHODS

This research employed a qualitative approach using a case study method (Creswell & Poth, 2018). to gain a comprehensive understanding of the

management of inclusive education at MI Tarbiyatul Aulad. The study focused on the management approaches, innovations, and the internalization of Islamic values in the inclusive education program at this madrasah, located in Jombor Village, Tuntang district, Semarang Regency, Central Java, Indonesia. Given that MI Tarbiyatul Aulad may have unique practices in inclusive education not found elsewhere, it was specifically chosen for in-depth study. Using purposive sampling, key subjects such as the madrasah head and special needs teacher were selected to provide relevant insights. The research followed three main stages: planning (defining objectives, scope, literature review, and preparing instruments), implementation (data collection via interviews, observations, and questionnaires, followed by analysis), and reporting (compiling findings, conclusions, and recommendations to improve inclusive education management at MI Tarbiyatul Aulad).

Data collection in this study used semi-structured interviews with the madrasah principal and special needs teachers, participatory observation of classroom activities, teacher-student interactions, and inclusive facilities, as well as documentation of curriculum, inclusive education programs, student records, and related madrasah policies. The researcher acted as the main instrument, supported by interview and observation guides and document analysis tools. Data analysis involved data condensation (filtering relevant data) (Miles et al., 2015), coding (classifying data into themes) (Creswell & Poth, 2018), data presentation (organizing findings into narratives or matrices), and drawing conclusions by identifying patterns to

address research objectives (Miles et al., 2015). To ensure data validity, triangulation was applied by comparing data from interviews, observations, and documents, member checking was conducted to confirm findings with participants, and an audit trail documented the entire research process systematically.

DISCUSSION

Inclusive Education Management in MI Tarbiyatul Aulad

Based on school documents, MI Tarbiyatul Aulad is a private *madrasah ibtidaiyah* located at Jl. Jawa No. 10, Semarang Regency, which began its educational activities in 1978. Established under Decree No. Lk/3.c/163/Pgm/MI/1978, the madrasah has consistently fulfilled its role as an educational institution for children at the MI level. It is committed to providing quality education grounded in Islamic values. In 2022, MI Tarbiyatul Aulad received a Grade A accreditation with a score of 92 from the National Accreditation Board for Schools/Madrasahs (BAN-S/M). The madrasah's vision is to become an open and quality Ma'arif NU educational institution that prepares a smart, creative, and innovative young generation based on faith, devotion to Allah SWT, and good character.

Based on interviews with several teachers, it is concluded that MI Tarbiyatul Aulad is one of the madrasah ibtidaiyah in Semarang Regency that organised inclusive education. The meaning of inclusion applied at MI Tarbiyatul Aulad includes the inclusion of teachers, the environment, and students. There are 10 students who are children with special needs at MI

Tarbiyatul Aulad consisting of Attention Deficit Hyperactivity Disorder (ADHD), Specific Learning Disorders (Dyslexia, Dyscalculia, Dysgraphia), Autistic Children, Deaf and Speech Impaired, Disability, Slow learner, Mutis.

Based on an interview with S, strategies and innovations in the management of inclusive education at MI Tarbiyatul Aulad consist of Initial Assessment, Curriculum Adaption, Specialised Assistance Teacher Services, Resource Room Services, and Psychological Services.

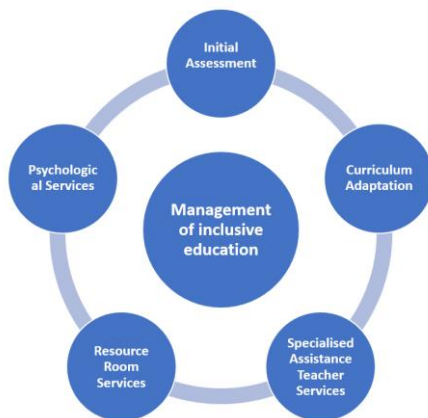


Figure 1. Management of Inclusive Education in MI Tarbiyatul Aulad
(Adapted by researcher)

First, Initial Assessment

Based on school document, the purpose of the initial assessment is to determine whether the incoming students are children with special needs or students who are not children with special needs. This assessment is done through several stages and is conducted during the admission of new students (PPDB). For one class, MI Tarbiyatul Aulad only accepts a

maximum of 2 students who are children with special needs. In conducting the assessment, MI Tarbiyatul Aulad involves a psychologist so that the assessment results are accurate.

Assessment of children with special needs should always be done from the beginning of their learning at school, so that facilitators and schools can provide handling and learning services according to the needs of each student. Assessments are not only carried out by teachers, but are assisted by several parties, one of which is a psychologist (Atkinson et al., 2022).

This initial assessment is conducted to determine which students are children with special needs and the actions needed, and to provide special guidance to build understanding and agreement with the parents of children with special needs. The purpose of assessing children with special needs is to gather as much information as possible on the child's problems (weaknesses) and protective factors (strengths) possessed in order to screen and diagnose so that further action or intervention can be carried out early, precisely and accurately.

Second, Curriculum Adaptation

Based on interviews with several teachers, it is concluded that, the curriculum adaptation carried out at MI Tarbiyatul Aulad is in accordance with the principles of adaptation in inclusive education where madrasahs must pay attention to three dimensions, which include: curricular, instructional, and learning environment (ecological). Curricular adaptation is related to adjusting the content, materials or competencies learners learn.

Instructional adaptation refers to the means, methods and strategies that learners can use to master the targeted materials or competencies. Learning environment adaptation relates to the learning setting (where, when, and with whom learning is done), including the availability of learning aids and resources that are appropriate to the needs of learners (El-Sabagh, 2021).

MI Tarbiyatul Aulad makes curricular adjustments in content, materials, and competencies to accommodate students with special needs. Teachers use special methods and strategies to help these students achieve tailored competencies. For example, while typically developing students learn simple counting, students with special needs focus on number recognition. Additionally, the school adapts the environment by providing special needs teachers, as well as designated places and times to support students with special needs.

Based on interviews with several teachers, MI Tarbiyatul Aulad adapts its curriculum by modifying strategies, methods, media, learning evaluation, and assessment criteria to support students with special needs. These students participate in regular classes alongside peers but receive special treatment tailored to their needs. The learning strategies involve individualization, adjusting materials and approaches for each student, and inclusive learning with special assistance. Teaching methods include demonstrations to aid understanding, while learning media such as pictures, videos, and concrete props are used for students with cognitive impairments. Evaluation is portfolio-based to track individual progress, and assessment standards are flexible to accommodate each student's abilities.

Based on interviews with several teachers, it is concluded that the curriculum adaptation model applied at MI Tarbiyatul Aulad is a general class with pull out model. The pull out model is a model where students with special needs follow learning in general classes along with typically developing students, but at certain times are pulled from general classes to other rooms to study with special needs teachers (Salpina & Putri, 2023). There is a special needs teacher who occasionally pulls children with special needs from the general class to another room called 'Ruang Sumber' (Resource Room), a special room in MI Tarbiyatul Aulad to serve children with special needs.

The similarity between the curriculum adaptation model and the pull-out model is that both aim to meet the learning needs of students with special needs by providing appropriate support and adjustments to help them achieve their learning goals. The difference between the curriculum adaptation model and the pull-out model is that the curriculum adaptation model is implemented within the general classroom by adjusting strategies, methods, media, and assessments, allowing students with special needs to learn alongside their peers. In contrast, the pull-out model involves removing students from the general class for certain periods to receive specialized instruction separately.

Third, Specialised Teacher Assistance

Based on interviews with several teachers, it is concluded that the role of special needs teachers in MI Tarbiyatul Aulad is very significant in supporting the implementation of inclusive education. There is only one

special needs teacher in MI Tarbiyatul Aulad. Actually, it can still be considered sufficient because it only serves ten students with special needs. However, careful planning is needed, as well as collaboration and cooperation with various related parties to support the implementation of inclusive education in MI Tarbiyatul Aulad.

Based on interviews with several teachers, it is concluded that, there is a special needs teacher at MI Tarbiyatul Aulad who is in charge of serving students with special needs during school activities. The special needs teacher participates in learning in the general class when the teaching teacher has difficulty handling students with special needs. Usually the teacher will call the special needs teacher to assist the children with special needs in learning. In addition, the special needs teacher also provides personalised services to each student in the *ruang sumber*.

The role of special needs teachers in the context of inclusive education is very important to support students with special needs to learn optimally (Irocha et al., 2025). Here are some of the main tasks of special needs teachers: 1) Identification of student needs. The special needs teacher is in charge of identifying the special needs of students through observation, interviews, or assessments; 2) Individualised education planning. The special needs teacher assists the class teacher in developing an individual learning programme that suits the student's needs and designs adaptive and inclusive learning strategies; 3) Implementation of assistance. The special needs teacher accompanies students with special needs during the learning process in the classroom and provides additional support, both academically

and socially, according to student needs (Mahya et al., 2022); 4) Collaboration with teachers and parents. The special needs teachers coordinate with class teachers and other educators to integrate students' needs in learning (Ariani et al., 2019) and involving parents in the education process and provide regular reports on student progress. Parental involvement is very important because one of the principles of inclusive education is to significantly involve parents in the planning process. (Rachmawati et al., 2016).

The role of the special needs teacher at MI Tarbiyatul Aulad reflects a strong commitment to inclusive education by assisting students with special needs in general classrooms and offering individualized support through the resource room. The special needs teacher helps classroom teachers address the needs of students with special needs and provides specialized attention to those requiring adapted learning strategies, which is in line with inclusive education principles that embrace learner diversity. However, there is a noticeable gap when comparing the GPK's role to the theoretical framework, where the role is expected to include more systematic tasks such as identifying students' needs, developing individualized education programs, implementing adaptive teaching strategies, and collaborating closely with teachers and parents. In practice, the GPK's role is more responsive, intervening mainly when specific challenges arise. This disparity may be due to limited resources, as there is only one special needs teacher for ten students with special needs, alongside the need for continuous professional development and systemic support from the school

and education authorities. Strengthening planning, professionalism, collaboration, and parental involvement is essential to align the special needs teacher role with both theoretical and practical demands of inclusive education.

Fourth, Resource Room Services (Ruang Sumber)

Based on interviews and observation, it is concluded that the resource room can be interpreted as a special room to provide special services to students with special needs. This room is only used to serve students with special needs. The resource room service provides personalised guidance between special needs teachers and students with special needs. All students with special needs in MI follow the resource house service with different schedules. For each student, the duration of the service is 2 x 35 minutes. The resource room is used as an additional learning space for students who need special assistance with two tables and two chairs (for special needs teachers and students with special needs). The resource room is also used for psychological, social and emotional assistance for inclusive students.

The resource room at MI Tarbiyatul Aulad is not only used to provide learning services to students with special needs who leave the general class when conditions are unstable, but regularly there is a special schedule to provide services to each student with special needs. The resource room is used to support maximum and meaningful learning for the development of students. The resource room is shared by special needs teachers and students with special needs when their condition is unstable

during the learning period. Learning activities for students with special needs move to the resource room (Apriliani et al., 2024).

In general, the resource room at MI Tarbiyatul Aulad reflects many fundamental principles from the theory of resource rooms in inclusive education, particularly in providing individual assistance and academic support. However, the practice at MI Tarbiyatul Aulad is more flexible and responsive to the immediate needs of students, while the theory emphasizes the importance of a scheduled, structured, and routine approach in the use of the resource room. Additionally, the theory generally focuses more on academic learning, whereas the practice at MI Tarbiyatul Aulad also includes social and emotional support for students as part of the overall inclusive services.

Fifth, Psychological Services

Based on interviews with several teachers, it is concluded that MI Tarbiyatul Aulad cooperates with several guidance and counselling bureaus and psychologists. One form of cooperation is to involve psychologists when there are problems of students with special needs that cannot be handled by schools or special needs teachers. Psychologists will come to MI and provide treatment to students with special needs who have problems.

This is a demand for schools that organise inclusive education where schools are required to be able to collaborate with other professions or human resources in planning, implementation and evaluation (Suc et al., 2017). One profession that often co-operates and collaborates with schools that organise inclusive education is psychologists. Based on interviews

with several teachers, it is concluded that psychological services for inclusive students aim to support their academic, social, and emotional development in order to learn optimally. The following are the stages of psychological services for inclusive students at MI Tarbiyatul Aulad.

First, Identification and Initial Assessment. Initial assessment is conducted through: 1) Initial observations by class teachers and educators to see the special needs of students; 2) Interviews with parents to understand the child's developmental history; 3) Psychological and academic assessments by psychologists or accompanying teachers to determine the student's condition (for example, intelligence, emotional, motor, or social); 4) Student Profiling based on the assessment results to understand the student's strengths and challenges.

Second, Intervention Planning and Assistance. Based on the results of the assessment, an Individual Learning Programme is created that suits the student's needs. Determine the type of intervention required, such as: 1) Academic assistance (remedial, special learning methods); 2) Behavioural or emotional therapy; 3) Social skills training to improve interaction with peers; 4) Coordination between class teachers, accompanying teachers, psychologists, and parents.

Third, the implementation of psychological services. Psychological services are implemented with routine psychological assistance, both individual and group as well as counselling for students, for example in overcoming stress, anxiety, or learning difficulties.

Fourth, Monitoring and Evaluation. This stage involves evaluating the student's progress at regular intervals (monthly or semi-annually), adjusting intervention strategies if there are additional needs, and discussions with parents and teachers to ensure the student receives optimal support.

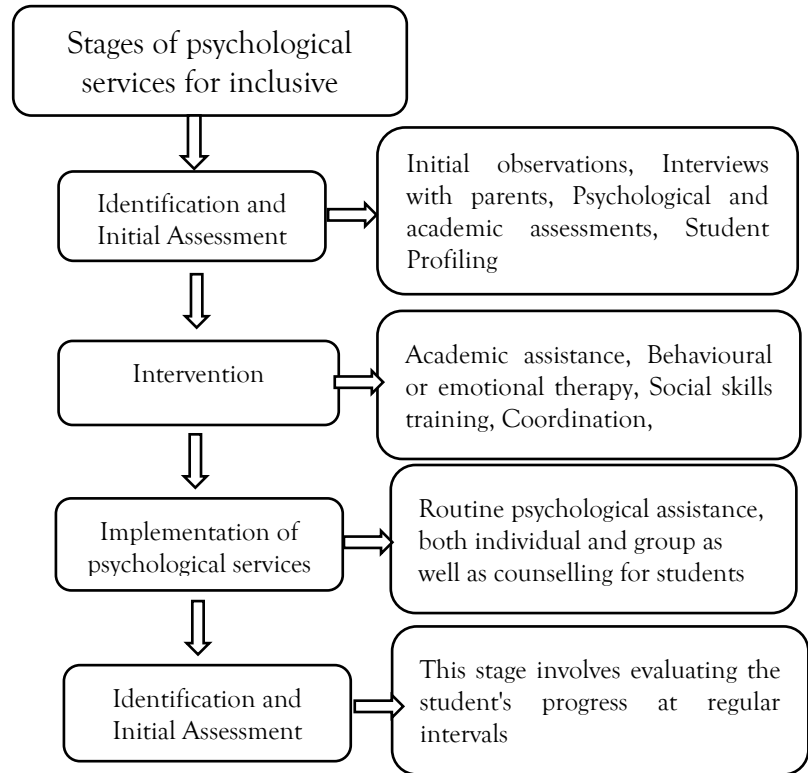


Figure 2. The stages of psychological services for inclusive students at MI Tarbiyatul Aulad (Adapted by researcher)

The psychological services at MI Tarbiyatul Aulad are more practical and focused on providing direct support to students through more individualized and scheduled interventions. These services also focus on the development of social and academic skills for students with special needs, involving collaboration with parents and special needs teachers. Meanwhile,

the theory of psychological services proposes a more comprehensive and evidence-based approach, which not only includes academic and social interventions but also more structured psychotherapeutic techniques to address students' emotional and psychological issues in greater depth. At MI Tarbiyatul Aulad, psychological services are more flexible and tailored to the immediate needs of students, while the theory emphasizes a more formal, structured, and research-based approach.

Constraints and Solutions in the Implementation of Inclusive Education at MI Tarbiyatul Aulad

The implementation of inclusive education in MI Tarbiyatul Aulad is certainly not without obstacles. There are several obstacles faced in organising inclusive education which can then be found a solution. The following are the obstacles faced and solutions during the implementation of inclusive education at MI Tarbiyatul Aulad:

First, Teacher Competence Limitations. Based on interviews with several teachers, it is concluded that most of the teachers at MI Tarbiyatul Aulad do not have special competence in serving students with special needs. This makes teachers feel unable to provide services to students with special needs because they do not have an educational background that is able to handle students with special needs. To address this issue, the madrasah provides a solution by involving teachers in training or workshops with the theme of how to handle students with special needs organised by the Madrasah Inclusion Education Forum (FPMI) of Semarang Regency.

Second, Parents' Attitudes. Based on interviews with several teachers, it is concluded that many parents of students at MI Tarbiyatul Aulad object to their children attending school and learning with students with special needs for various reasons. This can be caused by many factors, including: 1) Lack of understanding about children with special needs. Parents often do not understand the conditions and needs of children with special needs. They may assume that children with special needs will be difficult to integrate or require more attention from the teacher so their children do not receive enough attention; 2) Stigma towards children with special needs. There is still a negative assumption or social stigma that children with special needs are 'different' or cannot participate in learning like other children. In addition, there is a concern that interacting with children with special needs will 'affect' the development of other children; 3) Concerns about the behaviour of children with special needs. Some parents were concerned that the behaviour of children with special needs, such as difficulty controlling their emotions, could interfere with the learning process of other children. Parents are also afraid that their children may feel disturbed or intimidated by certain behaviours of children with special needs; 4) Inequity in the distribution of teacher attention. There is a concern that teachers will give too much attention to children with special needs, so that other children feel less cared for.

Based on interviews with several teachers, it is concluded that the solution to this problem is to provide understanding and education to parents about inclusive learning by inviting experts or psychologists. The

goal is that parents do not need to worry about their children going to school with students with special needs. MI Tarbiyatul Aulad regularly organises parenting activities by inviting experts or psychologists and involving parents as participants. In addition to educating parents about parenting materials, this activity is also a forum to provide an understanding to all parents about the existence of students with special needs in MI Tarbiyatul Aulad. This is expected to make parents no longer feel objections to their children participating in learning together with students with special needs.

Table 1. Conclusions of challenges and solutions

No	Component	Constraints	Solutions
1	Teacher Competence	Teachers lack specific skills in handling students with special needs.	Involving teachers in training/workshops organized by FPMP (Semarang Regency Madrasah Inclusion Education Forum).
2	Parents' Attitudes	Many parents object to inclusive classes due to lack of understanding, stigma, and certain concerns.	Conducting regular parenting education activities with experts/psychologists

Parental support plays a crucial role in enhancing students' learning motivation and overall educational outcomes. Research indicates that parental involvement, both emotional and financial, positively influences children's attitudes towards learning and reduces dropout rates. Moreover, parental support contributes significantly to the development of moral values, empathy, independence, and emotional management skills in

children, shaping their character holistically (Rosyidah et al., 2023; Roy & Garcia, 2018).

Internalisation of Islamic Values in the Implementation of Inclusive Education at MI Tarbiyatul Aulad

Based on interviews with several teachers, it is concluded that the process of internalising Islamic values in inclusive education at MI Tarbiyatul Aulad is carried out through various forms, among others: 1) Application of Noble Moral Values. Teachers teach students to respect friends who have special needs as part of the practice of Islamic values such as *ukhuwah Islamiyah* and *ta'awun* (mutual help). In addition, teachers also show patient, caring, and respectful behaviour towards each student without discrimination, in accordance with the teachings of the Prophet Muhammad. 2) Inclusive Learning Methods. Compassion-based learning (*Rahmatan Lil 'Alamin*) aims to provide a sense of security and comfort for all students, including students with special needs. All students are also invited to work together in heterogeneous groups to foster mutual understanding and help; 3) Adjustment of the curriculum based on Islamic values. For example, students are taught simple ways of worship that are adapted to their individual abilities.

Based on interviews with several teachers, it is concluded that one concrete example of the internalisation of Islamic values in MI Tarbiyatul Aulad is when students with special needs experience puberty. According to research, children with special needs tend to go through puberty earlier than other children. There are boys with special needs who have wet dreams even

though they are only in grade 5. There are also girls with special needs who experience menstruation in grade 4.

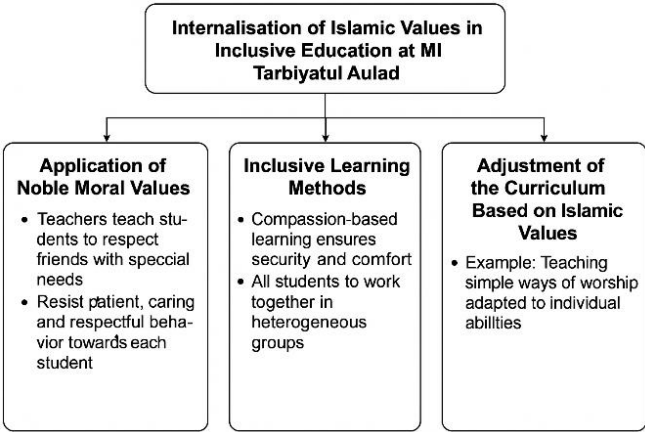


Figure 3. Internalising Islamic values in inclusive education at MI Tarbiyatul Aulad (Adapted by researcher)

Based on interviews with several teachers, it is concluded that responding to this puberty period, MI Tarbiyatul Aulad provides special treatment with a humanist approach and without forgetting the fiqh aspect. Male special needs students who have experienced puberty will usually explode when their libido rises. Usually the special needs teacher will ask the student to run around the school and exercise until the body feels tired. Usually the student will fall asleep and experience wet dreams and after that the special needs teacher explains about the fiqh signs of puberty.

Special needs teachers provide support to female students with disabilities during menstruation by preparing sanitary pads and assisting with their use. Before the menstruation period, teachers ask parents to send

sanitary pads to school to prevent blood leakage. Teachers also explain the Islamic rulings (fiqh) related to menstruation to students who have reached that stage.

Inclusive education in the Islamic context refers to the provision of education that respects *tawaffuq* (diversity), *'adl* (justice) and *rahmah* (compassion) according to Islamic teachings (Nuryana et al., 2024). The principle of *tawaffuq* (diversity) in the Qur'an is found in Q.S Al-Hujarat verse 13, the principle of *'adl* (justice) is found in Q.S An-Nisa verse 135, while the principle of *rahmah* (compassion) is found in Q.S. Al-Anbiya verse 107. This principle prioritises the acceptance and empowerment of all learners, including those with special needs, to obtain equal educational rights without discrimination (Wahyuningsih, 2016). Inclusive education, as a concept that emphasises the acceptance and participation of all individuals, reflects the fundamental principles of equality and justice in Islamic teachings (Nuryana et al., 2024).

CONCLUSION

The results of this study found; 1) five components of inclusive education management which includes initial assessment, curriculum adaptation, provision of special needs teachers, resource room services and psychologists; 2) two challenges and solutions in the implementation of inclusive education management; 3) three strategies for inclusive education management to internalize Islamic values including Application of Noble Moral Values, Inclusive Learning Methods, and Adjustment of the

curriculum based on Islamic values. Theoretically, the results of this study strengthen the theory of Islamic education management which is based on the principles of *tawafuq* (harmony), *'adl* (justice) and *rahmah* (compassion). A limitation of this study is its lack of evaluation regarding the effectiveness and long-term impact of each component in inclusive education management, thus future research is recommended to explore these aspects further.

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