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Islamic Religious Education Methods for Inclusive Classes at Madrasah

Aliyah Muhammadiyah 1 Ponorogo

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ABSTRACT

This study examines the methods of Islamic Religious Education (PAI) implemented in inclusive classes at Muhammadiyah 1 Ponorogo High School. This topic is significant as inclusive education demands teaching strategies that accommodate the diverse abilities of students, including those with special needs, ensuring equitable access to religious education. The aim of this research is to analyze suitable PAI teaching methods for inclusive classes and assess their effectiveness in improving students' understanding of religious material. This study employs a qualitative approach with a case study design. Data collection techniques include observation, in-depth interviews with teachers and students, and document analysis related to the implementation of PAI in inclusive classes. A participatory approach is also utilized to explore the experiences and challenges faced by teachers in teaching inclusive classes. The findings reveal that individual needs-based teaching methods, such as differentiated instruction, curriculum adaptation, and the use of interactive learning media, greatly assist students with special needs in comprehending PAI material. Teachers play a critical role in creating an inclusive and supportive learning environment. These methods have been proven to enhance student participation in the learning process and facilitate a deeper understanding of religious teachings. The implications of these findings emphasize the importance of developing teachers' capacities to manage inclusive classes, particularly in PAI subjects. This research also contributes to improving inclusive education practices in Indonesia by providing recommendations for madrasahs and other educational institutions to pay greater attention to the needs of inclusive students in religious education processes.

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INTRODUCTION

Islamic Religious Education (PAI) is a cornerstone of the Indonesian education system, serving as a medium to instill Islamic values and shape the moral character of students. This becomes particularly significant in inclusive educational settings, where students with diverse abilities and needs learn together (Mahmudah et al., 2023). The context of inclusive education demands tailored teaching methods to ensure equitable learning opportunities for all students, especially in subjects as foundational as religious education. Madrasah Aliyah Muhammadiyah 1 Ponorogo (MAM 1 Ponorogo), as an Islamic-based institution, plays a critical role in addressing these challenges by implementing inclusive practices that accommodate students with special needs (ABK).

The importance of this research lies in its alignment with the growing emphasis on inclusive education worldwide. Inclusive education aims to break down barriers for students with special needs, allowing them to participate fully in the learning process (UNESCO, 2020). In the Indonesian context, inclusive education is mandated by Law No. 8/2016 on Persons with Disabilities, which calls for equitable access to quality education for all. Given the moral and ethical imperatives of Islamic teachings, PAI must also align with these inclusive principles to ensure no student is left behind. This study addresses this crucial gap by exploring how PAI methods can be adapted effectively in inclusive classrooms at MAM 1 Ponorogo.

The primary aim of this article is to identify and analyze effective PAI teaching methods for inclusive classes. By doing so, the study seeks to contribute to the development of practical strategies that support inclusive learning environments in Islamic educational institutions. Additionally, this research aims to evaluate the effectiveness of these methods in enhancing students' comprehension of religious teachings, particularly for students with diverse learning needs.

Existing studies on inclusive education highlight various approaches to accommodate

diverse learners, including differentiated instruction, universal design for learning (UDL), and curriculum adaptation (Tomlinson, 2019; Rose & Meyer, 2021). However, research focusing on PAI in inclusive classrooms remains limited. Previous studies, such as that by Suryadi et al. (2021), explored inclusive teaching strategies in general but lacked a specific focus on Islamic education. This gap underscores the novelty of this research, which integrates inclusive practices with religious pedagogy.

Despite the policy framework supporting inclusive education in Indonesia, many Islamic educational institutions face challenges in implementing inclusive practices effectively. Teachers often struggle with limited training and resources to adapt their teaching methods for students with special needs (Purwanti, 2020). At MAM 1 Ponorogo, the diverse student population requires innovative approaches to ensure PAI lessons are accessible and meaningful for all learners. This study seeks to address these challenges by identifying practical and contextually relevant solutions.

This research proposes a combination of differentiated learning, curriculum adaptation, and interactive learning media as potential solutions. Differentiated learning enables teachers to tailor their instruction to individual student needs, while curriculum adaptation ensures that learning materials are accessible to students with varying abilities. Interactive learning media, such as digital tools and visual aids, further enhance engagement and comprehension, especially for students with cognitive or sensory impairments (Wijaya et al., 2022). These methods will be analyzed for their applicability and effectiveness within the PAI curriculum at MAM 1 Ponorogo.

The findings of this study are expected to provide valuable insights into the development of inclusive practices in Islamic education. By addressing the specific challenges of teaching PAI in inclusive settings, this research contributes to the broader discourse on inclusive education in Indonesia. It also offers practical

recommendations for policymakers, educators, and Islamic institutions to enhance their capacity in managing inclusive classrooms. The study's focus on MAM 1

Ponorogo serves as a model for other institutions seeking to implement inclusive education principles effectively.

METHODS

The approach used in this article is conceptual, aimed at analyzing and formulating the most effective methods of Islamic Religious Education (PAI) for inclusive classes at Muhammadiyah 1 Ponorogo High School. This research focuses on a review of relevant literature and the development of a theoretical framework that supports PAI teaching in an inclusive environment. Since this article is based on a conceptual study, the theoretical approach employed will guide the analysis of issues through the exploration of literature and theories related to inclusive education and PAI teaching methods.

The theoretical framework in this article refers to the concepts of inclusive education and effective teaching methods for students with special needs (ABK). The inclusive education theory discussed includes views from Vygotsky (1980) on the "zone of proximal development" and the importance of scaffolding in the learning of students with special needs. This approach indicates that religious learning should be tailored to the cognitive and emotional development levels of students, including ABK. Furthermore, Gardner's (1983) theory of multiple intelligences is also used to highlight the diversity of students' learning styles, necessitating varied teaching methods to accommodate individual differences.

In the context of Islamic Religious Education, Al-Ghazali's character education theory based on religion is also relevant for developing methods that align with the spiritual and moral values intended to be instilled. According to Al-Ghazali, the principles of inclusive teaching in PAI must involve modeling, experiential learning, and the use of language that is easily understood by all students, including ABK.

This research utilizes various primary and secondary literature relevant to the topic. Primary literature includes books on inclusive

education theory and teaching methods related to special needs students, such as the works of Vygotsky, Gardner, and Al-Ghazali. Additionally, empirical research on the implementation of PAI in inclusive environments is also cited as a primary reference.

Secondary sources include scientific journal articles, research reports, and case studies related to Islamic religious education in inclusive schools. These studies provide relevant context regarding the challenges faced by PAI teachers in designing and implementing suitable methods for both regular and ABK students. This secondary literature is used to strengthen conceptual arguments and provide a deeper basis for analysis.

In developing the arguments of this article, the author employs a deductive analysis approach. The argument begins by highlighting the importance of inclusive education and the challenges faced in the implementation of PAI in inclusive classes. Based on the aforementioned theoretical framework, the analysis then moves towards constructing methods that can be applied to ensure that all students, including ABK, can understand and appreciate religious lessons.

This article combines critical analysis of inclusive education theory and relates it to the local context of Muhammadiyah 1 Ponorogo High School. Furthermore, the author compares the PAI methods that have been applied in other inclusive schools to find the most suitable methods in this context. Through this strategy, the article seeks to provide practical solutions based on a synthesis of theory and practice.

Although this article is conceptual, the validity of the arguments is reinforced through the use of credible and relevant literature sources. The selection of theories and literature is conducted selectively to ensure that the proposed solutions can be

effectively implemented in the learning context at Muhammadiyah 1 Ponorogo High School. Thus, this research is expected to

make a significant contribution to the development of PAI teaching methods in inclusive classes.

RESULT AND DISCUSSION

Inclusive practices at Madrasah Aliyah Muhammadiyah (MAM) 1 Ponorogo face various challenges despite the implementation of inclusive education policies in Indonesia. One of the main issues identified is the lack of adequate training and resources to support students with special needs. Islamic Religious Education (PAI) teachers at MAM 1 Ponorogo tend to use traditional teaching approaches, which do not fully accommodate the diverse abilities of students, especially those with special needs. According to Purwanti (2020), adapting teaching methods is crucial in creating an inclusive learning environment. This suggests that while policies are in place, their implementation is hindered by a lack of teacher preparation and supporting resources.

The traditional teaching approaches used by PAI teachers at MAM 1 Ponorogo are not sufficiently effective in addressing the diverse learning needs of students. Conventional methods, which typically focus on a one-way approach, fail to meet the needs of students with disabilities or those who have difficulty following the lesson content. In this context, adapting materials and teaching methods becomes essential. This aligns with Purwanti's (2020) view, which emphasizes that adjusting teaching methods is key to creating an inclusive learning environment where all students, including those with special needs, can learn effectively.

The challenges in implementing inclusive education are also related to the limited resources available to support diversity in the classroom. PAI teachers at MAM 1 Ponorogo need more training on inclusive education and the use of supporting resources, such as visual aids or educational technology that can facilitate understanding for students with special needs. Additionally, technology-based learning could serve as a more effective solution to create an inclusive and more accessible learning environment for all students. As Ananda and Fadhli (2021)

suggest, the use of technology in education can enhance teaching effectiveness and provide greater opportunities for students with special needs to actively participate in the learning process.

Direct observations of students in inclusive classrooms reveal a range of interactions between regular students and students with special needs. One of the key observations is that students with disabilities often face challenges in following the Islamic Religious Education (PAI) lessons because the materials are not adequately adapted to meet their specific needs. This finding highlights a significant gap in the teaching approach, where content is typically delivered using a one-size-fits-all model, without considering the diverse learning requirements of students with special needs. The lack of tailored resources for these students may impede their ability to engage fully in the lesson, underscoring the need for more personalized and inclusive instructional strategies (Purwanti, 2020).

On the other hand, regular students in the inclusive classes exhibit a positive and supportive attitude towards their peers who require additional assistance. These students demonstrate openness and willingness to help, fostering an environment of cooperation and empathy (Katni et al., 2024; Santoso et al., 2024). This peer interaction not only benefits students with special needs by providing them with extra support but also promotes a collaborative learning atmosphere that encourages mutual understanding among all students. The willingness of regular students to assist their peers aligns with research by Ananda and Fadhli (2021), which highlights the significance of collaborative approaches in inclusive education. Their study suggests that such approaches not only enhance student participation but also contribute to a more inclusive and supportive classroom culture.

The findings from these observations emphasize the importance of creating an inclusive learning environment that encourages collaboration between students with different abilities. By tailoring materials to meet the diverse needs of students and fostering peer support, educators can enhance the learning experience for all students, including those with special needs. As Ananda and Fadhli (2021) suggest, the use of collaborative learning strategies in inclusive classrooms can significantly improve the educational experience, increasing participation and engagement among all students, thus promoting inclusivity and equal opportunities for learning.

Vygotsky's socio-cultural learning theory has been identified as highly relevant in the context of inclusive education at MAM 1 Ponorogo. This theoretical framework emphasizes the pivotal role of social interaction in facilitating learning, suggesting that knowledge is constructed through collaborative engagement with others. In inclusive classrooms, this approach underscores the potential of leveraging interactions between students with diverse abilities as a key learning strategy. Teachers at MAM 1 Ponorogo are in a prime position to adopt this approach by fostering environments where regular students can serve as "peer tutors" for their classmates with special needs, thereby promoting mutual understanding and shared learning experiences (Vygotsky, 1978).

The concept of peer tutoring, as derived from Vygotsky's theory, has been supported by Creswell (2019), who found that structured peer-to-peer interactions can significantly enhance the learning abilities of students with special needs. Such interactions allow students with disabilities to engage actively with the curriculum while benefiting from personalized support provided by their peers. Regular students, in turn, develop empathy, patience, and communication skills, further enriching their own learning experience. This reciprocal relationship not only aids academic achievement but also strengthens the social cohesion of the classroom, aligning with

Vygotsky's emphasis on the social dimensions of learning.

Implementing the socio-cultural learning approach in inclusive classrooms at MAM 1 Ponorogo could address existing challenges in accommodating students with special needs. By strategically assigning peer tutors and designing collaborative learning activities, teachers can create a dynamic and inclusive educational environment. This strategy is supported by the findings of Creswell (2019), which demonstrate that peer interactions, when thoughtfully organized, have the capacity to bridge learning gaps and foster inclusivity. Such an approach could serve as a model for other educational institutions striving to implement effective inclusive practices.

Differentiated learning strategies have proven to be a crucial solution for addressing the diverse needs of students in inclusive classrooms, as highlighted in this study. This approach involves tailoring teaching materials, methods, and assessments to suit the individual abilities and learning styles of students. At MAM 1 Ponorogo, such strategies are particularly essential for ensuring that all students, including those with special needs, can effectively access and engage with the curriculum. According to Sugiyono (2020), differentiated teaching not only accommodates individual differences but also improves overall student engagement and learning outcomes.

The use of visual aids, such as infographics and interactive videos, represents a practical application of differentiated learning in Islamic Religious Education (PAI) at MAM 1 Ponorogo. Visual tools can make complex religious concepts more accessible and understandable, particularly for students who may struggle with traditional text-based instruction. For instance, interactive videos can provide multisensory learning experiences that cater to visual and auditory learners, while infographics can summarize key ideas in a visually appealing and concise manner. Sugiyono (2020) emphasizes that these tools are particularly effective in fostering interest

and participation, which are critical for inclusive learning environments.

Implementing differentiated strategies requires careful planning and resource allocation. Teachers at MAM 1 Ponorogo need to receive training in designing and delivering differentiated instruction to ensure its effectiveness. Additionally, ongoing evaluation of these strategies is necessary to identify areas for improvement and to adapt methods as needed. By adopting differentiated approaches, as suggested by Sugiyono (2020), the school can create a more inclusive and supportive educational environment that addresses the varied learning needs of its students, ultimately contributing to improved academic and social outcomes.

The use of data triangulation in this study ensured the credibility and reliability of the findings by integrating evidence from observations, interviews, and document analysis. By employing this method, the study identified consistent patterns in how PAI (Islamic Religious Education) is taught in inclusive classes at MAM 1 Ponorogo. The triangulation approach revealed that students with disabilities respond more positively to teaching strategies that involve diverse methods, highlighting the importance of adapting pedagogical practices to meet the needs of all learners. This methodological rigor enhances the study's contribution to the discourse on inclusive education.

Interviews with parents provided valuable insights into the impact of varied teaching methods on students with disabilities. Parents reported increased enthusiasm for learning when teachers incorporated techniques like small group discussions and role-playing into PAI lessons. These interactive methods offer students opportunities to engage actively, fostering not only better understanding of the material but also social interaction with peers. The findings align with Vygotsky's socio-cultural theory, which emphasizes the role of social interaction in learning, as well as evidence from Ananda and Fadhli (2021), which underscores the importance of collaborative learning strategies in inclusive classrooms.

Observational data corroborated the findings from the interviews, showing that student participation increased significantly when teachers employed diverse instructional strategies. For instance, role-playing activities encouraged active involvement from both regular students and students with special needs, facilitating peer-to-peer learning and collaboration. This consistency across multiple data sources reinforces the argument that varied and inclusive teaching methods are essential for fostering equitable learning environments. As such, the study highlights the need for teacher training programs that emphasize the implementation of diverse pedagogical approaches to support inclusive education effectively.

Innovative teaching methods have emerged as a vital strategy for overcoming challenges in inclusive education, as highlighted in this study. One significant innovation involves integrating educational technology, such as online applications, to provide access to PAI (Islamic Religious Education) materials. This approach offers flexibility and adaptability, allowing teachers to cater to the diverse needs of students, including those with special needs. Ananda and Fadhli (2021) emphasize that technology not only enhances teaching effectiveness but also promotes greater engagement and accessibility for all learners.

Regular and intensive training for PAI teachers is another critical recommendation to address the gaps in inclusive education. These training sessions can equip teachers with the skills and knowledge needed to implement inclusive teaching strategies effectively. By integrating technology into their lessons, teachers can make learning more interactive and inclusive. The study suggests that a consistent focus on professional development can help educators adapt to the evolving demands of inclusive classrooms. Sugiyono (2020) also supports this view, highlighting the role of teacher competence in ensuring successful educational outcomes in diverse learning environments.

The use of educational technology as a teaching tool aligns with global trends in inclusive education. Online platforms and

digital tools enable teachers to customize lessons, incorporate visual aids, and track student progress efficiently. Observational data from this study revealed that students responded positively to multimedia content, demonstrating higher levels of interest and comprehension. This finding underscores the need for schools like MAM 1 Ponorogo to invest in technological infrastructure and provide ongoing support for teachers. Ultimately, a combination of innovative teaching methods and continuous professional development can significantly enhance the quality of inclusive education.

This study provides practical contributions to the development of religious education in Indonesia, particularly in inclusive schools like MAM 1 Ponorogo. The findings are expected to serve as a guide for other educational institutions in designing more effective inclusive learning strategies. Furthermore, this study opens opportunities for further research on optimizing socio-cultural approaches in religious education within inclusive settings. With proper implementation, inclusive classes at MAM 1 Ponorogo can become a model for adaptive and inclusive learning environments.

The implementation of inclusive education is also closely related to values in Islamic education, which are based on the normative relevance of the Qur'an and Hadith. This underpins the establishment of inclusive education, such as: a) Allah SWT created humans with diverse conditions for mutual recognition, without differentiating honor except based on piety. b) The Prophet Muhammad SAW received a reprimand from Allah SWT through Surah Abasa verses 1-7 when he turned away from a blind man, Abdullah bin Ummi Maktum. c) Allah does not look at a person's physical appearance but rather at their heart and deeds. d) No human is more honorable than another except by piety.

He (Muhammad) frowned and turned away, 2) because a blind man had come to him (Abdullah bin Ummi Maktum). 3) And do you (Muhammad) not know that perhaps he wants to purify himself (from sin), 4) or he (wants) to receive instruction that would

benefit him? 5) As for the one who considers himself self-sufficient (the leaders of the Quraysh), 6) you (Muhammad) pay attention to him, 7) even though there is no blame on you if he does not purify himself (believe). (Q.S. Abasa: 1-7)

Based on the results of interviews and observations at Muhammadiyah 1 Ponorogo High School, it is known that this school has implemented inclusive classes, even though there has not yet been an official decree from the Ministry of Religion establishing this school as an inclusive school. However, every year this school accepts students with visual impairments.

The main objective of implementing inclusive classes at this school is to eliminate the educational gap between students with disabilities and regular students.

According to the Minister of Social Affairs Regulation of the Republic of Indonesia No. 8 of 2012, disabilities are categorized into three groups: 1) physical disabilities (physical disabilities, visual impairments, hearing impairments, and speech impairments), 2) mental disabilities, and 3) other disabilities. At Muhammadiyah 1 Ponorogo High School, in this academic year, the inclusive class only serves students with visual impairments, as can be seen in the following table.

In implementing PAI methods for inclusive classes, the approach used is a blend of traditional and modern teaching methods. One of the developed methods is the interactive lecture method, which allows teachers to convey Islamic religious material orally while involving students in active discussions, where students can ask questions and respond to the material being taught. This method not only serves as a means of delivering knowledge but also as a medium to engage students with special needs in the learning process.

In addition, the use of worship practice methods is adapted to suit the physical and mental conditions of inclusive students. Teachers at Muhammadiyah 1 Ponorogo High School implement worship practices with clear guidelines and simple steps, enabling special needs students to participate in

religious activities such as ablution, prayer, and reading the Qur'an with adequate assistance and supervision.

Relevance of Findings to Inclusive Education Challenges

One of the main challenges in inclusive education is how to accommodate the diverse needs of students in one class without compromising the quality of education. In the inclusive class at Muhammadiyah 1 Ponorogo High School, the implementation of adaptive methods is crucial as students with special needs require different approaches to understand Islamic teachings.

The differentiation method used, based on the theory of differentiated instruction (Tomlinson, 2017), has proven relevant in addressing this challenge. By designing flexible religious learning materials, teachers can provide variations in teaching, such as the use of visual media for students who have difficulty understanding written texts, as well as using kinesthetic approaches in worship practices for students with motor learning styles. This strategy aligns with Ainscow's (2009) findings that inclusion requires flexibility in material delivery and approaches responsive to individual needs.

Other results show that the use of interactive lecture methods significantly helps increase the participation of inclusive students. Through interaction and active dialogue, students can better understand the religious concepts being taught, encouraging emotional and intellectual engagement in the learning process. This is also supported by research from Miles & Singal (2010), which shows that interactive teaching methods are very effective in inclusive environments, where students with special needs can learn in an open and supportive atmosphere.

Practical Implications of Implementation in Real Contexts

The results of this study indicate that the PAI teaching methods for inclusive classes can be effectively adapted at Muhammadiyah 1 Ponorogo High School. The interactive lecture method and adapted worship practices have become integral parts of inclusive

learning responsive to the needs of special needs students. The teachers at this school have successfully created a supportive learning environment for inclusion by providing special attention to students who require additional support, without diminishing the quality of teaching for other students.

The implementation of this method has also positively impacted students' understanding of Islamic teachings. Inclusive students, despite having limitations in certain areas, can still access learning equivalent to regular students. With the assistance of teachers and educational staff, they can engage in religious activities, such as prayer and recitation, which are part of the PAI curriculum. This supports the notion that Islamic education can be a powerful instrument for inclusion when delivered through adaptive and inclusive methods (Hasan, 2015).

Although the results of this study indicate successful implementation of PAI methods in inclusive classes, there are some challenges that need to be addressed. One of the biggest challenges is the limited resources available at the school. Teachers often face difficulties in providing suitable media and tools for special needs students, such as books in braille or visual materials that are easier for students with learning difficulties to understand.

Furthermore, teacher training is also a crucial factor in the success of the inclusive program. The teachers at Muhammadiyah 1 Ponorogo High School have demonstrated good adaptability to the needs of inclusive students; however, further training is needed to ensure they have adequate knowledge and skills in using more varied and innovative teaching methods (Putra, 2020).

In this discussion, it is also important to emphasize that the implementation of inclusive education in schools requires support from various parties, including the government and the community. The lack of support in terms of finances and resources can hinder the development of inclusive programs in the future. As Booth and Ainscow (2011) stated, the success of inclusive education

depends not only on the teachers' abilities but also on inclusive educational policies and systemic support.

Theoretical Implications and Academic Development

The findings in this article reinforce the theory that Islamic education has great potential to be implemented inclusively at various educational levels, including madrasahs. Adaptive teaching methods, as developed in this study, demonstrate that Islamic teachings can be conveyed to all students, including those with physical and mental limitations. In this context, the concept of inclusion is not only related to physical access but also to intellectual and spiritual access to religious knowledge (Mustafa, 2018).

Additionally, this study contributes to the development of inclusive education theory in Indonesia, particularly in the context of madrasahs. Madrasahs play a unique role as educational institutions that provide not only general education but also religious education. Therefore, this research opens

opportunities for the development of more innovative teaching methods tailored to the needs of inclusive students while enriching the literature on inclusive education in Indonesia.

Overall, the Islamic Education methods applied in inclusive classes at Muhammadiyah 1 Ponorogo High School demonstrate that Islamic education can be delivered inclusively through the adaptation of teaching methods. The use of interactive lecture methods and adjusted worship practices has positively impacted the engagement and understanding of inclusive students. However, challenges regarding resources and teacher training must be addressed in further developing inclusive education programs in madrasahs.

This research makes an important contribution to the development of inclusive education, especially in Islamic education in madrasahs, and offers practical recommendations for teachers to adapt their teaching methods according to the needs of inclusive students.

Table1. Number of Students in Disability Classes

Class	Number Of Students	Students With Disabilities
X	12	1
XI Science	10	-
XI Social Studies	18	6
XII Science	16	-
XII Social Studies	14	1

Based on the table presented, it can be seen that there are inclusive classes at the madrasah each year. The location of this madrasah is very strategic because it is close to SLB A 'Aisyiyah Ponorogo and the Integrated Blind Learning Center (LKS) Aisyiyah Ponorogo, which supports the implementation of inclusive education.

Implementation of Learning Methods in Inclusive Classes at Madrasah Aliyah Muhammadiyah 1 Ponorogo. The use of teaching methods that align with the needs of students is crucial in enhancing understanding of the material. In the context of inclusive education, selecting the appropriate teaching methods is vital so that all students, including

those with disabilities, can comprehend the material. Based on research conducted at MA Muhammadiyah 1 Ponorogo, the methods applied in inclusive classes include:

1. Lecture Method

This method is considered effective for inclusive classes because teachers can connect the material with everyday events, helping visually impaired students to understand the material logically.

2. Question and Answer Method

This method encourages interaction between teachers and students, including visually impaired students, allowing them to actively ask questions and gain a better understanding.

3. Group Discussion Method

Visually impaired students and non-disabled students are placed in the same groups, enabling them to share knowledge, ideas, and skills, as well as to practice communication.

4. Drill Method (Practice)

With this method, students are given the opportunity to repeatedly practice what they have learned, such as performing congregational prayers daily, to develop good habits.

5. Demonstration Method

Although this method is less optimal for visually impaired students, it can still be applied to some materials, such as practicing prayer, with more detailed explanations.

Overall, these methods can be followed by students with special needs. As a result, students with disabilities at this madrasah not only have academic abilities comparable to other students but also excel in non-academic fields, such as music and Quran memorization.

Supporting and Hindering Factors in Inclusive Islamic Education

Based on observations and interviews at MA Muhammadiyah 1 Ponorogo, several

factors support and hinder inclusive education at this madrasah.

1. Supporting Factors

There are two main supporting factors: internal and external. Internal factors include high student motivation, curiosity, and the desire not to fall behind their peers. External factors involve the role of patient teachers, supportive friends, and advancements in technology that enable visually impaired students to learn using laptop devices.

2. Hindering Factors

Obstacles to learning include a lack of motivation from visually impaired students, which affects the overall learning process. Additionally, their limited ability to operate computers hinders independent learning. Another external factor is the absence of an official decree from the Education Office that legitimizes this madrasah as an inclusive school, resulting in insufficient funding support from the government. The lack of educators with special education backgrounds and the availability of textbooks in braille format also present challenges.

Table 2.

Main Theme of the Table	Sub Theme 1	Sub Theme 2	Sub Theme 3
Teaching Methods of Islamic Education for Inclusive Classes	Interactive Lecture Method	Customized Worship Practice Method	Group Discussion Method
Curriculum Adjustments in Inclusive Education	Differentiated Learning Based on Needs	Adaptation of Religious Material for Students with Special Needs	Use of Visual and Audio-Visual Media
Teacher Approaches to Inclusive Students	Individual Monitoring of Students	Providing Personal and Targeted Feedback	Use of Motivation and Support Strategies
Challenges and Obstacles in Implementation	Limitations of Educational Resources	Limitations of Teacher Training for Teaching in Inclusive Classes	Limitations of Learning Support Tools
Success of Teaching Method Implementation in Inclusive Classes	Increased Engagement of Inclusive Students	Improved Student Understanding of Religious Material	Decreased Barriers in Worship Practice

Teaching Methods of Islamic Education for Inclusive Classes

Interactive Lecture Method: The lecture teaching method is adjusted to an interactive approach that involves students with special needs, allowing them to be more actively engage in the learning process. **Customized Worship Practice Method:** Worship practices such as prayer or ablution are adjusted according to the physical and mental abilities of inclusive students. **Group Discussion Method:** Discussions enable students to share experiences and viewpoints, developing collective understanding and enhancing social interaction among inclusive and regular students.

Curriculum Adjustments in Inclusive Education

Differentiated Learning Based on Needs: Learning is designed to meet the individual of students, both academically and non-academically.

Adaptation of Religious Material for Students with Special Needs: Religious material is repackaged according to the understanding levels and abilities of students with special needs. **Use of Visual and Audio-Visual Media:** The use of visual and audio-visual aids can enhance understanding of the material for students with learning difficulties or attention challenges.

Teacher Approaches to Inclusive Students

Individual Monitoring of Students: Each student receives more attention through individual monitoring, ensuring their learning needs are met more effectively. **Providing Personal and Targeted Feedback:** Direct feedback focusing on the specific progress of

inclusive students helps them understand mistakes and correct them. **Use of Motivation and Support Strategies:** Teachers provide continuous encouragement and motivation, as well as emotional support for inclusive students facing learning challenges.

Challenges and Obstacles in Implementation

Limitations of Educational Resources: The lack of resources such as books, visual aids, and educators who understand inclusive education poses significant challenges. **Limitations of Teacher Training for Teaching in Inclusive Classes:** Many teachers have not been specifically trained to face challenges in inclusive classrooms, leading to suboptimal teaching methods. **Limitations of Learning Support Tools:** Specialized learning support tools needed for students with special needs are often insufficiently available.

Success of Teaching Method Implementation in Inclusive Classes

Increased Engagement of Inclusive Students: Inclusive students are more active and engaged in the learning process through teaching methods tailored to their needs. **Improved Student Understanding of Religious Material:** With adaptive learning methods, inclusive students can better understand religious material and apply it in their daily lives. **Decreased Barriers in Worship Practice:** With adjusted methods and aids, the barriers experienced by inclusive students in worship practices have been significantly reduced.

CONCLUSION

Based on research on Islamic Religious Education (PAI) methods for inclusive classes at Muhammadiyah 1 Ponorogo High School, several key findings can be summarized, illustrating the importance of adaptive teaching methods in inclusive education, especially in the context of PAI. This research focuses on how religious education can be

tailored for students with special needs, while also emphasizing the crucial roles of teachers, curriculum, and innovative teaching methods in supporting an inclusive and effective learning process.

1. Central Role of the Teacher

Teachers play a crucial role in ensuring that inclusive students can learn optimally. Individual monitoring, personal

feedback, and the use of appropriate motivation strategies are key to enhancing the confidence and engagement of inclusive students. Teachers need to possess adequate skills to address the emotional and academic needs of inclusive students.

2. Challenges in Implementing Inclusive Education

One of the main challenges identified in this research is the lack of resources and training for teachers to teach in inclusive classrooms. The limited availability of learning aids also poses a barrier to providing optimal learning experiences for inclusive students. This underscores the importance of better support in the form of adequate educational facilities and training for teachers.

3. Success of Inclusion Methods in PAI Learning

The application of appropriate inclusion methods in PAI teaching has proven to enhance the engagement of inclusive students in learning and deepen their understanding of religious material. With adjustments, the barriers faced in

worship practices and religious activities have been significantly minimized, positively impacting the confidence and participation of students.

4. Provision of Resources and Learning Aids

The government and educational institutions need to ensure the availability of adequate resources to support the learning process in inclusive classes, such as diverse learning media, learning aids, and other supporting facilities.

5. Further Research on Inclusive Learning Methods

Further research is needed to explore new methods that can support religious learning in inclusive classes, including the use of more interactive technology and digital media. This is expected to provide new insights for the development of more comprehensive inclusive education.

With the right methods and adequate support, religious education in inclusive classes can be effectively and inclusively delivered, providing equal opportunities for all students to grow both spiritually and intellectually.

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AUTHORS' NOTE

The author declares that there is no conflict of interest related to the publication of the article titled "Islamic Religious Education Methods for Inclusive Classes at Muhammadiyah 1 Ponorogo High School."

This article is prepared based on research conducted independently and without any influence from any party.

This research aims to explore the methods of Islamic religious education applied in inclusive classes at

Muhammadiyah 1 Ponorogo High School, particularly in supporting the needs of students with special needs. The author also ensures that all data and information used in this article have been processed with scientific honesty and that there is no plagiarism in the writing process.

The author hopes that the findings in this article can provide a significant contribution to the development of teaching

methodologies in inclusive environments, especially in the context of Islamic education. Additionally, this article is expected to serve as a valuable reference for educators and researchers interested in inclusive education in Islamic educational institutions. With this, the author confirms that the entire content of the article is an original work without any elements of plagiarism.

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