Analysis of the Influence of Inclusive Education Policies and Community Empowerment on Islamic Religious Education at *Madrasah Aliyah Al-Aziziyah*

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Abstract: The aims of this research is to explain the influence of inclusive education policies and community empowerment on Islamic religious education at Madrasah Aliyah Al-Aziziyah. This research uses a quantitative type with an analytical design. This research wants to see whether there is an influence or not on inclusive education policies (X1) and community empowerment (X2) towards Islamic religious education (Y) at Madrasah Aliyah Al-Aziziyah. The population of this study were all teachers and people related to *Madrasah Aliyah Al-Aziziyah* and the sample was 30 people. The sampling technique used is random sampling. Data collection techniques through observation with questionnaire instruments for inclusive education policies and community empowerment regarding Islamic religious education. The data analysis technique uses the one-way Anova test. The research results show that there is an influence of inclusive education policies and community empowerment on Islamic religious education at *Madrasah Aliyah Al-Aziziyah* as seen from the significant value obtained in the one-way Anova test which is greater than 0.05 and Islamic religious education has an influence on inclusive education and community empowerment.

Keywords: Inclusive Education Policy; Community Empowerment; Islamic Religious Education

INTRODUCTION

Education is one of the main pillars in the development of a nation. In Indonesia, Islamic religious education has a very important role in shaping the character, morals and spirituality of society (Ridwanulloh & Wulandari, 2022). Islamic educational institutions in Indonesia have a big responsibility in spreading Islamic teachings to the younger generation. Islamic religious education is the main focus of attention in the world of education today (Mawardi, 2023). Islamic religious education has various approaches and can lead to the achievement of educational goals (Purwanto et al., 2019). In addition, Islamic religious education has various indicators, among others : Basic

Understanding of Religion, Understanding of the Quran, Understanding of Hadith, Application of Islamic Values, Worship and Good Deeds, Ethics and Morals, Ability to Discuss and Argue and Compliance with Sharia (Sholihah & Maulida, 2020). However, various factors can hinder the achievement of the goals of Islamic religious education. One thing that gets important attention in Islamic religious education and is the main factor that can influence it is inclusive education.

Inclusive education is increasingly becoming a major concern in the field of education. Inclusive education aims to provide equal access to education for all individuals, including those who have special needs or disabilities (Setiawan & Cipta Apsari, 2019). Through this approach, every student is expected to be accepted and involved in the learning process without discrimination. The Indonesian government has taken concrete steps to encourage the implementation of inclusive education, including within the scope of Islamic religious education (Julaeha, 2019). This is in line with the vision of creating an inclusive and just society, where every individual has the same opportunity to receive quality education. The existence of equality towards all groups makes Islamic religious education of higher quality (Rosyad & Maarif, 2020). The importance of inclusive education in Islamic religious education is because there are many cases of discrimination between unequal students, bullying of students with disabilities, and so on (Rahayu et al., 2023). The existence of inclusive education is a way out of these problems. The indicators of inclusive education are: Facility Accessibility, Inclusive Education in the Curriculum, Teacher Training, Parent and Community Involvement, Teacher to Student Ratio, Use of Assistive Technology, Measurement of Participation Levels and Provision of Additional Support(Andalas & Azrino Gustalika, 2022). Apart from that, what is an important concern in Islamic religious education and can influence the improvement of Islamic religious education is community empowerment.

Community empowerment is also an important aspect in improving the quality of education (Mardizal et al., 2023). Community empowerment aims to involve parents, communities and other stakeholders in the educational process, thereby creating an educational environment that is more responsive and relevant to local needs (Rambung et al., 2023), (Zakiyawati et al., 2021). Important indicators in community empowerment are Society participation , Access to Resources, Economic Independence, Social Welfare, Access to Information and Technology, Social Networks, Skills and Capacity and Access to Public Services (Haile G, 2023), (Hamzah et al., n.d.). In the context of Islamic religious education, community empowerment can take the form of efforts to increase parents' understanding of the importance of religious education for their children, as well as involving them actively in supporting the

learning process at school (Asiyani et al., 2023), such as taking part in extracurricular activities, attending parent-teacher meetings, and participating in religious activities in the neighborhood. Especially at *Madrasah Aliyah Al-Aziziyah.*

Madrasah Aliyah Al-Aziziyah has a very vital role in providing quality Islamic religious education for its students (Rosyad & Maarif, 2020). The implementation of inclusive education policies and community empowerment at *Madrasah Aliyah Al-Aziziyah* has a significant impact on the Islamic religious education provided. By accepting students with special needs through inclusive policies, *Madrasah Aliyah Al-Aziziyah* can create a more inclusive and diverse environment within Islamic religious learning (herdian, 2019). Meanwhile, through community empowerment efforts, *Madrasah Aliyah Al-Aziziyah* can strengthen the involvement of parents and the community in supporting Islamic religious education, thereby increasing the relevance and effectiveness of the educational programs held (Zakiyawati et al., 2021).

By understanding the general background regarding inclusive education and community empowerment and applying it specifically in the context of *Madrasah Aliyah Al Aziziah*, we can explore the impact and implications of these policies on Islamic religious education at the institution (Rosyad & Maarif, 2020). This will provide valuable insights for improving and improving the quality of Islamic religious education at *Madrasah Aliyah Al Aziziah*, as well as adapting it to current needs and challenges. Thus, it is very important to continue research with the title Analysis of the Influence of Inclusive Education Policy and Community Empowerment on Islamic Religious Education in *Madrasah Aliyah Al Aziziah*.

RESEARCH METHODOLOGY

The method in this research is experimental with an analytical research design. Research with this design wants to find out the relationship between the independent variable and the dependent variable and/or see the comparison between the two variables in the research (Ibrahim, Muhammad Buchori, 2023). In this case the independent variable is inclusive education policy and community empowerment, while the dependent variable is Islamic religious education. This research wants to see whether there is an influence or not on inclusive education policies (X1) and community empowerment (X2) towards Islamic religious education (Y) at *Madrasah Aliyah Al-Aziziyah*. The description of the research design includes:

Table 1. Research Design

Grup	Variabel X^1	Variabel X^2	Y
Communties	Inclusive education	Community empowerment	Islamic religious education
Teachers	Inclusive education	Community empowerment	Islamic religious education

The population in this study was all teachers and community members who were related to *Madrasah Aliyah Al-Aziziyah*. The sample population in this study was all teachers and some members of the community who were related to *Madrasah Aliyah Al-Aziziyah*. This research uses random sampling by taking samples randomly with certain considerations (Ali, 2020). The type of data in this research is quantitative data. Data will be obtained from a questionnaire as a research instrument (Richter et al., n.d.). Questionnaires will be given to teacher groups and the community. The aim is to collect data on inclusive education and Islamic religious education in teacher groups and data on community empowerment and Islamic education in community groups (Sunengsih et al., 2021). The data obtained will then be tested. The data analysis technique uses the One Way Anova test (Ibrahim, Muhammad Buchori, 2023). This test is used to see the influence and differences between the variables studied. Before carrying out the anova test, researchers will carry out prerequisite tests such as normality and homogeneity tests (Oktaviyanti et al., 2022), (Suttrisno, 2021).

RESULTS AND DISCUSSION

Data analysis in this study used two stages, first, prerequisite testing through normality and homogeneity tests (Ibrahim, Muhammad Buchori, 2023). Meanwhile, the second stage is hypothesis testing using the t test and F test (Khoirul Khobir et al., 2021). Based on the analysis that has been carried out using the SPSS application, the prerequisite tests can be explained. First, test normality using the one-sample Kolmogrov-Smirnov test. This type of test is part of the classical assumption test (Irfan, 2019). This test is carried out as a requirement before carrying out a hypothesis test to see the normality of the data obtained. Based on testing via SPSS, it can be displayed, among others:

Table 2. Normality Test Results (*one-sample kolmograf-smirnov test*)

		Tests of Normality					
	GROUP	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
VARIABEL	Inclusive Education	.257	10	.069	.819	10	.075
	Community Empowerment	.363	10	.061	.719	10	.051
	Islamic	.328	10	.073	.763	10	.065

Education
a. Lilliefors Significance Correction

Based on the normality test, the significant values obtained were 0.75, 0.51 and 0.65. Referring to the basis for decision making, if the significant value is greater than 0.05, then the data is normally distributed, but if the significant value is smaller than 0.05 then the data is not normally distributed (Setyarini, 2020), (Rivai Ahmad, 2021). Based on this test, the significant values are 0.75, 0.51 and 0.65 > 0.05. This shows that the residual values are normally distributed. Next, test the homogeneity prerequisites via the SPSS application. The results obtained can be displayed, including:

Table 3. Homogeneity Test Results

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
VARIABEL	Based on Mean	3.499	**2**	27	.055
	Based on Median	2.093	**2**	27	.143
	Based on Median and with adjusted df	2.093	**2**	17.252	.154
	Based on trimmed mean	3.142	**2**	27	.059

Based on test results data, the significant value obtained was 0.59. Decision making is assumed, if the significant value is greater than 0.05 then the data is homogeneous, but conversely, if the significant value is smaller than 0.05 then the data is not normal (Oktaviyanti et al., 2022), (Nasution et al., 2020). Based on this test, it was obtained that 0.59 > 0.05 shows that the data is homogeneous. After the prerequisite tests had been passed, the researcher carried out the One Way Anova test. Based on the results of the Anova One Way test, the results can include:

Tabel 4. One Way Anova test

ANOVA					
VARIABEL					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	212.996	2	106.498	3.658	.039
Within Groups	785.987	27	29.111		
Total	998.982	29			

Based on test results data, the significant value obtained was 0.039. Decision making is assumed, if the significant value is greater than 0.05 then there is no difference, but conversely, if the significant value is smaller than 0.05

then there is a difference (Yonggara et al., 2021), (Sianipar & Yoestini, 2021). Based on this test, it was obtained that $0.039 < 0.05$ indicates that there is a difference between the variables used. This means that there is an influence between one variable and another. Inclusive education has an influence on Islamic religious education and community empowerment also has an influence on Islamic religious education (Setiawan & Cipta Apsari, 2019). To see more about its influence. So a further Anova test was carried out. The results of the further test from Anova include (Patria, 2023):

Table 5. Results of F-test

Multiple Comparisons						
Dependent Variable: VARIABEL						
Bonferroni						
(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Inclusive Education	Community Empowerment	-6.00700	2.41291	.058	-12.1658	.1518
	Islamic Education	-5.21400	2.41291	.119	-11.3728	.9448
Community Empowerment	Inclusive Education	6.00700	2.41291	.058	-.1518	12.1658
	Islamic Education	.79300	2.41291	1.000	-5.3658	6.9518
Islamic Education	Inclusive Education	5.21400	2.41291	.119	-.9448	11.3728
	Community Empowerment	-.79300	2.41291	1.000	-6.9518	5.3658

Based on data from the results of further Anova testing, it can be concluded that inclusive education has an effect on community empowerment and Islamic religious education. This can be seen from the obtained significance values of 0.058 and $0.119 > 0.05$. Based on the data from the follow-up test results above, it is also concluded that community empowerment has an influence on inclusive education policies. This can be seen from the obtained significance values of 0.058 and $1.000 > 0.05$. and Islamic religious education. From the data from the same submission, we also find data that Islamic religious education has an influence on inclusive education and community empowerment. This can be seen from the obtained significance values of 0.119 and $1.000 > 0.05$.

CONCLUSION

Based on the results and discussion, it can be concluded that there is an influence significant inclusive education policies and community empowerment towards Islamic religious education. This can be seen from the significant value obtained in the Anova test which is smaller than 0.05.

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