Inclusive Education in Madrasah Ibtidaiyah: A Reflective Study of 21st Century Dynamics, Challenges, and Opportunities

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INTRODUCTION

A process doing to improve human resources is one of the goals of education. Education is a primary need of the Republic of Indonesia. Education can be obtained through various types of institutions such formal, informal or non-formal institutions. Currently, schools are one of the formal institutions that have a crucial role in the education process. Not only as a place to gain knowledge, but also as a place that can provide many benefits for life in society.[1]

Based on another perspective, the infrastructure to obtain education is also a basic need for every citizen. it means that the government is obliged to guarantee education *for*

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[1]Kasman, "Pendidikan Inklusif bagi Anak Berkebutuhan Khusus," *Jurnal Pendidikan dan Kebudayaan Missio* 12, no. 2 (2020): 99–115, https://journal.ipts.ac.id/index.php/ED/article/view/1804.

every citizen as same as the concept of Education for All. Further, the government should also continuously give efforts to improve the quality of education for the people. In fact, the quality of our nation is still unable to compete with other nations. Therefore, the government should make continuous efforts to improve the quality of the nation.[2] There are many children who do not have the opportunity to go to school. In addition, the education system in this country faces various problems, such as inadequate facilities, low quality of human resources, limited access to learning, some other issues related to the validity of school land and the problem of brawls among the students is also increasingly in the public spotlight.

Beside the problems mentioned above, there are many students who are getting physical limitations (disabilities) and mental limitations (difabel) who have not received the same educational rights yet as other children. This reality occurs in our country, even though the government has tried to solve the case through educational institutions for children with special needs (ABK) or known as *Sekolah Luar Biasa (SLB)*. However, the existence of these institutions is not enough to overcome the problems for the development of education for disabilities children.[3]

Many elementary schools are generally unable to accept students with these limitations, which is unfortunate because although children with these limitations have deficiencies that are different from other normal children, the children with special needs have potential and abilities that need to be channeled and developed so that they can become successful and useful individuals.[4] Madrasah Ibtidaiyah (MI) is one of the institutions in the basic education system that has concepts, methods and strategies based on Islam. Madrasah Ibtidaiyah can be a spirit for Islamic elementary school that are expected to make innovations and reforms as a whole to improve the quality of educational institutions.[5] So, inclusive education was established by a new concept of achievement as a form of application in the world of education.

Inclusive education is an innovative system in the world of education that provides opportunities for all learners, both those who have the potential for special intelligence or talent or abnormalities to follow the learning process gather with learners in the same environment.[6] The purpose of inclusive education is to provide the widest possible opportunity for all learners, whether they have physical, emotional, mental and social disabilities, or have special talents or intelligence to receive quality education that suits the needs and abilities. In addition, inclusive education aims to realize the implementation of education that respects diversity and is free from discrimination for all learners.[7]

In *Permendiknas* No. 70 of 2009 about inclusive education, it explains that the inclusive education policy is "a system of education providers that give an opportunities for all students who have abnormalities and have the potential for intelligence and/or special talents to attend education or learning in an educational environment in the circle of general

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[2] Lias Hasibuan, Ad Isma, dan Fina Badriyah UIN Sulthan Thaha Saifuddin Jambi, "Implementasi Pendidikan Inklusi dalam Pendidikan Islam," *JOURNAL OF DISABILITY STUDIES AND RESEARCH (JDSR)* 2022, no. 2 (2022): 12–22

[3] ri Ayu Irawati, "Sekolah Inklusi antara Kenyataan dan Realita," *DIKMAS: Jurnal Pengabdian Masyarakat* 03, no. June (2023): 354–62, https://ejurnal.pps.ung.ac.id/index.php/dikmas/article/view/1979.

[4] Ahmad Arif Fadillah et al., "Pendidikan Inklusi Di Sekolah Dasar Islam," *Jurnal Riset Pendidikan dan Pengajaran* 1, no. 1 (2022): 53–63, https://doi.org/10.55047/jrpp.v1i1.210.

[5] Kharisul Wathoni, "Implementasi Pendidikan Inklusi dalam Pendidikan Islam," *Ta'allum: Jurnal Pendidikan Islam* 1, no. 1 (2013), https://doi.org/10.21274/taalum.2013.1.1.99-109.

[6] Direktorat Pembinaan Sekolah Luar Biasa, "Pedoman umum penyelenggaraan pendidikan insklusif," *Departement Pendidikan Nasional*, no. 70 (2011): 1–36.

[7] Tim Penyusun Direktorat Sekolah Dasar, *Buku Saku Penyelenggaraan Pendidikan Inklusif di Sekolah Dasar*, 2021, http://ditpsd.kemdikbud.go.id/.

students".[8] Previous research conducted by Nurlaila in 2017, it was found that education in inclusive schools is actually not extremely different to the general regular schools. Children with special needs who are in inclusive schools are taught to be able to blend in with normal children in general. Normal children and children with special needs are placed in the same class in the learning process.[9] In fact, the noble goal of education is to produce people who are devoted, have character, have good character, are physically and mentally healthy, knowledgeable, capable, creative, independent and become a democratic nation with full responsibility.[10] Based on the explanation above, the author identifies several academic problems that must be studied further and in depth regarding the implementation of inclusive education in Islamic basic education.

Inclusive education is no longer a new issue in the world of modern education, but its relevance is even stronger in the midst of the transformation of the 21st century learning system. In this context, it is important for us to not only understand inclusive education conceptually, but also to study it in depth about an implementation aspect, especially at the primary education level. The study of the implementation of inclusive education in primary schools becomes increasingly urgent given the dynamics and complexities faced by educational units in meeting the needs of all learners equally. The challenges and opportunities that arise in the implementation of inclusive education need to be critically analyzed in order to make a real contribution to the development of more equitable and sustainable education policies and practices.

Thus, this paper is expected to strengthen the importance of discussing the issue of inclusive education in the academic realm. In addition, this paper also aims to build collective awareness of our responsibility in supporting an education system that is friendly, adaptive and responsive to diversity as demanded in 21st century learning.

RESEARCH METHODS

In this research, the author uses a qualitative approach by using a library research method.[11] This method was chosen because it is suitable for exploring and analyzing thoughts, concepts, and scientific findings related to the topic of inclusive education. Data were collected through a literature review of various relevant scientific sources, including national and international accredited journals, scientific articles from proceedings or academic repositories, scientific reference books from experts about education, especially inclusive education, and previous research reports relevant to the focus of the study. The data that has been collected is analyzed using content analysis. The steps in this process include: First, concept coding which identifies the main themes and sub-themes of the sources analyzed. Second, categorization which is grouping information based on key issues such as the dynamics of inclusive education, implementation challenges and policy standards. Third, Interpretation of meaning, which is interpreting the data to find certain patterns or trends relevant to the research questions. An inductive approach is used in the analysis process, where the author starts from observing and understanding specific data, then the

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[8] Retno Sulistiyaningsih dan Muryantinah Mulyo Handayani, "Analisis Penyelenggaraan Pendidikan Inklusi Berdasarkan Index for Inclusion," *Happiness, Journal of Psychology and Islamic Science* 2, no. 2 (2022): 67–81, https://doi.org/10.30762/happiness.v2i2.341.

[9] S. B. W. dan S Nurlaila, "Self Esteem Pada Anak Berkebutuhan Khusus Di Sekolah Inklusi," *Intuisi : Jurnal Psikologi Ilmiah* 8, no. 1 (2017): 30–34.

[10] Muhlasin Amrullah dan Eva Dwi Endah Silvia, "Implementation of Religious Character Education at SD Muhammadiyah 1 Candi Labschool UMSIDA During the Covid 19 Pandemic," *Proceedings of The ICECRS* 10, no. 3 (2021): 6–10, https://doi.org/10.21070/icecrs20211044.

[11] L.J Moleong, *Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif, Rake Sarasin* (Bandung: Remaja Rosdakarya, 2022), https://scholar.google.com/citations?user=O-B3eJYAAAAJ&hl=en.

last, it makes generalizations and thematic conclusions that are theoretical and conceptual in nature.

RESULTS AND DISCUSSION
Implementation of Inclusive Education in Primary Education Institutions

Based on the description above, the author concludes that it is time for Islamic basic education to start adopting the implementation of inclusive education as a real step to provide fair opportunities for Muslim students who have physical and mental limitations. Regulation of the Minister of National Education (*Permendiknas*) No. 70/2009 on Inclusive Education for Learners with Disabilities and Potential for Special Intelligence and/or Talent Article 3 paragraph (2) states that every learner who has physical, emotional, mental and social disabilities or has the potential for special intelligence and/or talent has the right to attend education inclusively in certain educational units according to his or her needs and abilities. Decree of the Minister of Education, Culture, Research and Technology No. 56/M/2022 on Guidelines for Curriculum Implementation in the Framework of Learning Recovery states that education units need to develop a curriculum with the principle of diversification according to the conditions of the education unit, regional potential, and students.[12]

This case is important to ensure that students can get a proportional as same as other learners, in the spirit of teaching justice and equality. There are several patterns of inclusive education that have been implemented, both domestically and abroad. In general, there are two types of inclusive education. First, the full inclusion model, where learners with special needs follow the entire learning process in regular classes with other students by using an individualized approach. Second, the partial inclusion model, where students with special needs only partially participate in learning activities in regular classes, while the rest is done in special classes with the guidance of accompanying teachers.[13]

The Indonesian government has adopted a moderate model of inclusive education. This model aims to: (1) combine an integrated inclusive education approach with full inclusion. This moderate model is also known as the mainstreaming model, which is a system that integrates education for children with special needs (such as in SLB) with education for regular children. However, students with special needs only join regular classes at certain times. (2) The philosophy of inclusiveness in education is still carried out, but in practice, children with special needs are given a variety of service options tailored to their abilities and needs. They also have the flexibility to move from one type of service to another according to their individual development,[14] like:

a. Regular classes or full inclusion means that learners with special needs participate in teaching and learning activities throughout the day with other students in regular classes, using the same curriculum.

b. Regular classes with a cluster system where children with special needs learn in regular classes with their peers, but they are grouped in special groups within the class.

c. Regular classes with a pull out system means that children with special needs only study in regular classes at a certain time. After that, they are moved to a special learning space (resource class) to get assistance from special teachers.

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[12] Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, Panduan Pelaksanaan Pendidikan Inklusi tahun 2022

[13] Nasrin Nabila Nasrin Nabila, "Analisis Pendidikan Inklusi Di Sekolah Dasar," *Ibtida'iy : Jurnal Prodi PGMI* 5, no. 2 (2020): 31, https://doi.org/10.31764/ibtidaiy.v5i2.3692.

[14] Aris Armeth Daud Al Kahar, "Pendidikan Inklusif Sebagai Gebrakan Solutif ' Education for All ,'" *Al-Riwayah: Jurnal Kependidikan* 11, no. 1 (2019): 45–666.

d. Regular classes with clusters and pull outs where children with special needs learn in special groups in the regular classroom, and at certain times they are also moved to a special room to study with an accompanying teacher.

e. Special classes with partial integration means that students with special needs learn in special classes in regular schools, but for certain subjects they join in learning in regular classes with other students.

In addition, inclusive education institutions must have structured management standards as follows: a) institutional management; b) enrollment; c) curriculum and learning; d) teaching staff; e) facilities and infrastructure; and f) parent and community partnerships.

Inclusive Learning Development Strategy

There are several strategies that can be developed in inclusive education including:

a. Utilize technology appropriately and innovatively in the learning process

The use of appropriate and innovative technology in learning activities, such as mobile applications, video-based learning media, and interactive simulations, has been proven to have a positive impact in supporting the learning process. The use of technology is complying to the constructivism theory, which emphasizes the importance of students' active role in building understanding through direct experience.[15] The use of technology in learning also acts as an important tool for students with special needs, such as the blind and deaf, so that they can learn independently. Mobile applications and video-based learning media offer easy access and flexibility in delivering various materials. Meanwhile, interactive simulations can help students understand abstract concepts and support the development of their practical skills.

In addition, the implementation of inclusive education strategies can be an answer to inequality in access to education, as well as the way to strengthen learners' skills facing in future challenges, such as the development of the industrial era 4.0 and other global issues, such as climate change and poverty. The utilization of this technology can be a tool in helping students generate their knowledge. Learners find it easy to access information in an easy and interactive way through the proper utilization of technology. For example, easy access to technology-based learning media, such as videos and interesting animations, can help students understand the material deeply through a visual and interactive approach.[16]

Although technology plays an important role in education, it cannot completely replace the role of teachers. In fact, the teacher remains the main figure who plays a role in guiding and assisting the learning process, especially for students with special needs. A balance between the use of technology and the development of social and emotional skills is needed to ensure effective and inclusive learning.

b. Enhance the role of students in the learning process through opportunities for active participation

One of the strategies in inclusive education is to encourage students' active involvement in the learning process. In order to achieve educational goals, it is important to increase students' motivation and problem-solving skills. This can be done by giving them the space to participate actively, for example through group discussions, cooperation in projects and the application of problem-based learning methods. [17]This

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[15] H Hidayat, "Pengembangan Hybrid Learning Model Pada Pembelajaran Ipa Di Sekolah Penyelenggara Pendidikan Inklusif," *Jurnal Guru Dikmen Dan Diksus* 5, no. 2 (2022).

[16] A Verrawati dan A Mustadi, "Implikasi Teori Konstruktivisme Vygotsky dalam pelaksanaan model pembelajaran Tematik integratif di SD," *Jurnal Pendidikan Agama Islam*, 2018.

[17] A Safitri, V Yunianti, dan D Rostika, "Upaya peningkatan pendidikan berkualitas di Indonesia: Analisis pencapaian sustainable development goals (SDGs)," *Jurnal Basicedu* 6, no. 4 (2022): 706–10.

matching to the basic concept in inclusive education that emphasizes the urgency of the role of students in getting equal opportunities to develop their abilities and potential. Increasing students' opportunities to be actively involved is very much in line with the theory of inclusive education. The principle of inclusive education is to provide equal opportunities for each learner to get quality education, including for learners with special needs.

In this context, student involvement in the learning process has a very important role, especially in fostering a sense of acceptance and respect for students with special needs. The principles of inclusive education emphasize the importance of meeting the individual needs of each student by providing equal opportunities, tailored to their individual learning styles. By enabling all students to be actively involved in learning, teachers create learning spaces that are responsive to individual needs. This condition can also increase the motivation of students with special needs to learn because they feel valued and part of the learning environment.[18]

c. Training and mentoring programs for teachers and educators to understand the specific needs of students

Effective inclusive education strategies can also include training and mentoring for teachers and staff through the use of appropriate and interactive technology in learning. Such activities can also improve the skills of teachers and staff in facing the challenges of understanding students with special needs and facilitating inclusive learning. On the other hand, increasing students' learning motivation and understanding is one of the benefits of utilizing technology. In the future, the use of technology is closely related to the sustainable development of Indonesia because it can affect the achievement of inclusive education goals.[19]

To understand the special needs of students in accordance with the theory of inclusive education, a strategy that can be applied is through training and development for teachers and educators. This theory emphasizes the importance of inclusion and the active role of students in the learning process. Training and mentoring for teachers and educators aims to help them understand students' special needs, so that they can create an inclusive learning environment that meets all students' special needs.

d. Improve accessibility and availability of adequate inclusive education facilities to support students with special needs.

Inclusive education facilities, such as disability-friendly classrooms, the availability of assistive devices and adequate learning support equipment, can support students to learn more effectively.[20] In this case, the principle of inclusion refers to the fact that every individual must be given equal opportunities for education, including children with special needs. Therefore, it is very important for all stakeholders to work together to ensure accessibility and the availability of adequate facilities for students with special needs.

e. Collaboration to the Multiple stakeholders, such as the government, educational institutions and the community, is very important in realizing inclusive education.

Support and cooperation from various parties involved in inclusive education such as the government, educational institutions and the community are needed to

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18 A Aziz, S Sugiman, dan A Prabowo, "Analisis Proses Pembelajaran Matematika pada Anak Berkebutuhan Khusus (ABK) Slow Learner di Kelas Inklusif," *Jurnal Matematika Kreatif-Inovatif* 6, no. 2 (2016): 111–20.

19 S Rangkuti dan I Maksum, "Implementasi Kebijakan Sekolah Ramah Anak Dalam Mewujudkan Kota Layak Anak di Kota Depok," *Publik (Jurnal Ilmu Administrasi)* 8, no. 1 (2019): 38–52.

20 Irawati, "Sekolah Inklusi antara Kenyataan dan Realita."

realize inclusive education in Indonesia. Through this close collaboration, students with special needs can be encouraged to be actively involved in learning activities.[21]

Through the utilization of various resources in inclusive education, such as the use of technology and the provision of adequate educational facilities, students with special needs can be actively involved in the learning process. Support and synergy from various related stakeholders are needed to create an inclusive and supportive learning environment. This effective collaboration is one of the key elements in realizing inclusive education in line with the basic principles of inclusive education.

In addition to adjusting strategies, the curriculum in inclusive education also needs to be harmonized and developed according to the developmental stages of children with special needs. The curriculum that has been adapted to the needs of elementary school in inclusive education,[22] as follows:

a. Learning purpose

Objectives are a key element in directing the entire learning process. Therefore, the formulation of curriculum objectives needs to be adjusted to the demands, conditions and needs that exist. In general, the needs of children with special needs are treated equally with regular children, but the way they are achieved must be adapted to the situation and abilities of each student.

b. Learning materials and tools

The materials and teaching tools used should be aligned with the learning objectives to be achieved. For students with above-average abilities, materials can be deepened to challenge their potential. Conversely, for students who have limitations, the material can be simplified or parts that are too difficult can be reduced, to make it more suitable for their abilities and conditions.

c. Learning strategy

A learning strategy is a method used to deliver teaching materials in order to achieve learning objectives. Therefore, teachers need to have a good understanding of the characteristics of each learner in order to establish effective communication in the classroom. This is important so that the learning process can run optimally. Children with physical or mental limitations need a special approach, so that both students with special needs and regular students can achieve learning goals equally.

d. Learning Media

Learning media is a tool used in the teaching process, which contains learning materials. The presence of this media is expected to stimulate student interest and involvement during learning. For students with special needs, learning media plays an important role in helping them achieve learning goals. Therefore, teachers need to prepare media that has been adapted to the needs of each learner before learning activities begin.

e. Evaluation

Evaluation is an important component in assessing the success of the learning process. For learners who have mental barriers or learning difficulties, the evaluation approach can be done by changing strategies or learning media that are more suitable. In addition, parental involvement is also needed. Teachers and parents should work together to monitor the development of children with special needs and provide consistent support and motivation, as they need greater encouragement from their surroundings.

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[21] R Widianingsih dan S Kusdiyati, "Keterlibatan Siswa pada Siswa dengan Nilai dibawah KKM di SMAN 1 Baleendah Kabupaten Bandung," *Prosiding Psikologi*, 2018, 293–300.

[22] Mohammad Takdir Ilahi, *Pendidikan Inklusif Konsep dan Aplikasi* (Yogyakarta: Ar-Ruzz Media, 2013).

Appropriateness and Implementation of Inclusive Education in Islamic elementary school

The participation of parents, communities and stakeholders needs to be optimized. These three elements are expected to work together actively in supporting inclusive education services. The government needs to avoid implementing policies that contradict the basic principles of inclusive education, both from an administrative and substantive perspective. Administrative policies include matters such as admission rules, scholarships, provision of infrastructure and management of teaching staff. Meanwhile, substantive policies cover aspects of evaluation, determining grade promotion, and implementing the learning process.

The learning process should still refer to the nature of education such educating as an effort to explore and develop the deepest potential of students with the guidance of teachers who act as loving facilitators. When this approach is applied, school contribute to rebuilding the culture of a society that cares about cultural education, which is currently fading due to the assumption that the responsibility for education lies solely with the government, and the perception that participation is only related to financial support.

The success of inclusive education depends on the support and active role of the community. Children with special needs can attend both regular and special schools, but should be provided there is support from parents and the community. Support from stakeholders can be in the form of providing facilities and infrastructure, learning aids, funds, technical support, and providing employment opportunities for qualified graduates.[23] Therefore, it is need more effort to connect inclusive education to the Islamic elementary education on the other side.

There are several basic factors of integration between inclusive education and Islamic elementary education, including: *First*, there are a number of normative foundations derived from verses of the Qur'an and Hadith that can be used as references in the implementation of inclusive education, including: (1) Surah Al-Hujurat verse 13 explains that humans are created different in order to know each other, and glory in the sight of Allah is determined by piety not by differences; (2) Surah Abasa verses 1-16 describes Allah's rebuke to the Prophet for being indifferent to a blind man, showing the importance of treating all people with fairness and respect; (3) In a hadith, it is stated that Allah does not judge people by their appearance or physique, but by their hearts and deeds; and (4) There is no superiority of one human being over another except based on its piety.[24] *Second*, there are philosophical similarities between inclusive education and Islamic elementary education, including:

a. Education as a right and obligation, in an Islamic perspective, education is seen as an obligation and a fundamental right. Education is not only important to understand the teachings of Islam deeply, but it is also the foundation for building civilization and culture. additionally, in the framework of inclusive education, education is a fundamental right of every individual. The difference in these views is not cause by the essence, but caused by the point of view: "education as a right" focuses on humans (anthropocentric), then "education as an obligation" is more divinely oriented (theocentric). However, both emphasize the importance of education.

b. The principle of comprehensive education is a continuation of the previous idea. Inclusive education was born out of the spirit that education is a human right, which was affirmed in the 1990 global policy through the "*Pendidikan untuk semua* ". Interestingly, this principle has long lived in the tradition of Islamic education, which

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[23] M. Iim Wasliman, "Pendidikan Inklusif Ramah Anak," (2009).

[24] Ahmad Ibn Hanbal, *Muassasah Qurtubah, tt.,juz. 5* (Kairo, n.d.).

has created an environment that is open to all through a culture of literacy and inclusive learning.

c. The principle of non-segregation, based on the view that education is both a right and an obligation, suggests that there should be no separation or discrimination in access to education for all people, without exception, have the right to equal education. Both Islamic education and inclusive education reject any form of separation based on physical, social or intellectual conditions.

d. A holistic view of students, both in Islamic education and inclusion, learners are seen as a whole aspect that is not only from the intellectual aspect, but also emotional, spiritual and social. The main goal is to create a balanced personality by maximizing all the potential and abilities possessed by learners.

e. A more external view of learning barriers, at this point is a continuation of the previous idea of the importance of developing students' potential. Barriers to learning should not solely be seen as coming from within learners, but rather as a result of an external environment that has not been supportive. In this case, schools have an important role as agents of change that help remove these barriers, creating more welcoming and adaptive learning spaces.[25]

Challenges and Opportunities in Implementation of Inclusive Education

While inclusive education provides enrichment to all involved, attention to the challenges faced should not be overlooked.[26] The challenges of inclusive education to basic education include:

a. Accessibility Challenges

Accessibility is one of the main challenges in inclusive education, which aims to provide equal education for all levels of society, especially for marginalized and vulnerable groups. However, the reality is that there are many children who have neither access nor adequate educational facilities, especially in remote areas. [27]Thus, it is important to pay attention to the provision of educational facilities that can be accessed by all children without exception. The development of education infrastructure in remote areas should be prioritized to improve the accessibility of education. In addition, it is necessary to launch programs that facilitate access to education for all levels of society.

b. Resource Availability Challenge

To realize inclusive education, resources are needed both educators and material facilities. The main obstacles in implementing inclusive education include the lack of teaching staff trained in the field of inclusion, the limited teaching materials that support inclusive education, and the lack of adequate facilities and infrastructure.[28] Therefore, it is necessary to improve the quality of human resources related to inclusive education. In addition, the government must also ensure the availability of adequate teaching materials and inclusive education facilities in all regions.

c. Community Acceptance Challenge

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[25] Diva Salma Hanifah et al., "Tantangan Anak Berkebutuhan Khusus (Abk) Dalam Menjalani Pendidikan Inklusi Di Tingkat Sekolah Dasar," *Jurnal Penelitian dan Pengabdian Kepada Masyarakat (JPPM)* 2, no. 3 (2022): 473, https://doi.org/10.24198/jppm.v2i3.37833.

[26] Dr. Drs. H. Sukardari, *Model Pendidikan Inklusi Dalam Pembelajaran Anak Berkebutuhan Khusus*, *Kanwa Publisher*, 2019, https://ejournal.umpri.ac.id/index.php/JGP/article/view/1326

[27] W. A Puspitosari, F. E Satria, dan A Surwati, "Pendidikan Inklusi," *Jurnal Moral Kemasyarakatan* 7, no. 1 (2022): 55–67.

[28] S Malida, "Pendidikan Inklusif Berbasis Kearifal Lokal Dalam Menghadapi Era Society 5.0: Kajian Literatur Dan Sitematika Review Di Indonesia," *Jurnal Pendidikan Ilmu Sosial* 29, no. 2 (2020): 131–43.

One of the obstacles faced in this regard is the community's acceptance of inclusive education. Some people have a negative view of children with special needs and marginalized groups, which makes it difficult for them to be accepted in the surrounding environment.[29] For this reason, there is a need to socialize the importance of inclusive education for sustainable development.

The obstacles that occur during this transformation need to be resolved effectively, through the effective application of appropriate theories. To ensure the successful implementation of inclusive education in Islamic elementary education, appropriate strategies are needed to resolve the barriers.[30]

Opportunities for the implementation of inclusive education in Islamic basic education can be described as follows:

a. There is an opportunity to develop an inclusive curriculum by utilizing technology as an integral part of equitable and sustainable education for the community, including marginalized and vulnerable groups.[31] The concept of inclusive curriculum, which emphasizes diversity, justice and equality, is a supporting theory in this opportunity. In this concept, the inclusive curriculum must prepare opportunities for all learners, regardless of background, potential or special needs.[32]

b. In the context of learning, technology is an effective media to support access to inclusive education for children with special needs.[33] The concept of inclusive education technology serves as a supporting theory to realize this opportunity. Technology should be able to benefit students with special needs so that they have equal access to information and learning such other students. For example, by using accessibility technologies such as image readers and voice recorders, blind and deaf students can access information and understand lessons in the same way as other students.[34]

c. The role of teachers in creating an inclusive learning environment that incorporates technology is critical, helping students develop the skills needed.[35] A student-centered approach to inclusive learning is the basis of this opportunity. The teacher's role in facilitating inclusive learning is crucial, where learners are given the opportunity to actively participate in the learning process. The concept also emphasizes the importance of using technology as a tool in learning.[36]

d. There is a need to spread the development of technology infrastructure to all regions, so that all students can access quality inclusive education.[37] Technology utilization theory

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[29] Dewi Asiyah, "Dampak Pola Pembelajaran Sekolah Inklusi terhadap Anak Berkebutuhan Khusus," *Prophetic: Professional, Empathy and Islamic Counseling Journal* 1, no. 01 (2018): 69–82, https://doi.org/10.24235/prophetic.v1i01.3480.

[30] Pinky Mesara Averoes, "Analisis Tantangan dan Peluang Transformasi Pendidikan Inklusi Sains dan Teknologi untuk Mencapai Sustainable Development Goals (SDGs) 2030," *Prosding SEMINALU: Seminar Nasional LPPM UNIPAR Jember* 1, no. 1 (2023): 484–92, http://prosiding.unipar.ac.id/index.php/seminalu.

[31] S Aryaningsih dan R Rejokirono, "Manajemen Integrasi Kurikulum International Middle Year Curriculum (IMYC) dan Kurikulum Nasional dengan Perspektif Inklusi di SMP Tumbuh Yogyakarta," *Media Manajemen Pendidikan* 5, no. 1 (2022): 54–66

[32] S Hajar dan M Mulyani, "Analisis Kajian Teoritis Perbedaan, Persamaan Dan Inklusi Dalam Pelayanan Pendidikan Dasar Bagi Anak Berkebutuhan Khusus (ABK)," *Jurnal Mitra Swara Ganesha* 4, no. 2 (2017).

[33] R Jannah, L Wulandari, dan S Budi, "Pengalaman Belajar Daring Siswa Berkebutuhan Khusus pada Pandemi COVID-19 di SD Inklusif," *Elementary Islamic Teacher Journal* 8, no. 2 (2020): 359–76.

[34] 34 I Mayangsari et al., "Pendidikan Teknologi di Sekolah Inklusi" 7, no. 2 (n.d.): 278–85.

[35] B Anggadewi, "Digital story telling sebagai media bagi guru untuk mengembangkan komunikasi anak berkebutuhan khusus," *Inklusi Penyandang* 3, no. 1 (2017).

[36] A Rahim, "Pendidikan inklusif sebagai strategi dalam mewujudkan pendidikan untuk semua," *Trirahayu: Jurnal Pendidikan Ke-SD-an* 3, no. 1 (2016).

[37] Z Alimin, "Paradigma Pendidikan Inklusif sebagai Upaya Memperluas Akses dan Perbaikan Mutu Pendidikan," *Jassi Anakku* 12, no. 2 (2013): 171–80.

provides the foundation for this opportunity. In this context, there is a gap in access and use of information and communication technology (ICT) which affects economic and social inequality, so it need solution to this problem. Through proper technological infrastructure, it is hoped that it can be an effective tool for marginalized and vulnerable people to access and utilize ICT in obtaining information on quality inclusive education.[38]

CONCLUSION

Based on the previous explanation, it is possible to conclude that inclusive education is education that recruits and equalizes the education of children with special needs to that of other children. Inclusive education is extremely important in shaping a student's ability, potential, and expertise in developing potential, talent, and interests, and for acquiring insights and essential knowledge for effective daily life. This is based on the principle that every child has the right and equal opportunity to receive a proper education so that they can become mature adults, become intelligent successors of the nation, become noble character, and become someone who has *Karimah* personality and character. Inclusive education is currently being implemented in various Islamic elementary schools, formal institutions, or institutions that equivalent to public schools. However, in its implementation, there are differences; inclusive education emphasizes a greater priority on implementing and actualization of religious values based on Islam which provides a standard for teachers, students, and all school members daily life when performing activities in the field of religion or Islamic education. It is hoped that any obstacles that may arise in the future during teaching and learning activities at school can be minimized. Besides the academic knowledge, children additionally acquire knowledge about creating personality and morals along with spirituality in fostering essential religious values for social interaction.

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