

## Inclusive Strategies at the Special Needs level at MI Biligual Al Ikhlas Kepanjen Malang

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**Abstract:** Activities carried out at MI Biligual Al Ikhlas always prioritize the basics of Islam. Students are taught religious lessons, especially understanding of the content and then practicing in everyday life, so that they get used to good ethics primarily. Students at MI Biligual Al Ikhlas not only emphasize cognitive development but are more directed towards the formation of attitudes and morality. The subjects taught are not only religious subjects, but also all subjects taught by all teachers at MI Biligual Al Ikhlas. The purpose of the study was to determine the level of understanding of children learning while playing in class and outside. The method used is qualitative descriptive analysis by using the approach of observation, interviews, and documentation. The results of the research are expected to be fun not the completion of the material with a certain time but rather the understanding of the material text.

**Keywords:** Strategy, inclusive, Special Needs Children.

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## Introduction

Learning is the process of implementing / applying learning, which is carried out from the preparation and planning that has been arranged to carry out learning. There are several views on implementation and techniques that are planned according to the need that implementation is an application in the interaction of children with teachers and the learning environment (Nurdin and Usman, 2011).

From this concept it can be concluded that the process of implementation or application in the classroom between teachers and students must be limited by using lesson plans as a learning limit in one semester because the interaction between teachers and students is not only teaching but more emphasized on the comfort of students when there are independent assignments and group assignments, (Hamzah B. Uno, 2012) this task must also be accompanied by the teacher every time the task is given to students and also the provisions of the learning time limit. (Yuda Asmara, 2014)

The learning process must use an approach; both racial and emotional approaches so that students feel comfortable and protected in doing learning tasks. The tasks given should be varied as well as text questions and description questions, looking at the sub-material as well as the condition of the student. Because the growth of children's development is not the same, some ask for attention, some do not want to be assisted, that is why, it is

necessary to have a direct guiru touch whether the student is really doing the task or not

In the process of child maturation and sensitivity to doing the task according to the level of weight of the task given to the student. If the level of weight is not considered, it is certain that students will not do the task even if accompanied by their own education.

### The concept of the development of learning approaches

The concept of the development of this learning approach is done so that students feel comfortable and happy with the learning they receive. In this approach there are two concepts that must be considered by both teachers. There is a student-focused approach meaning that students are constantly supervised and approached as they work on tasks, first doing the easiest tasks to answer and continuing on the next task. Secondly, the teacher-centered approach means that teachers do not just give loads and tasks that cannot be answered or are out of the learning context. Bias also occurs in the weakness of teachers who do not read enough so that the teacher just gives tasks that should be the teacher's own tasks, not tasks that must be completed by students. This is evidence that the teacher lacks preparation in teaching in class.

### Types of Learning Approaches in the Teaching and Learning Process

In every learning interaction, it is necessary to think about what kind of approach is suitable for students. This method is done

to improve student learning outcomes. So as a teacher, you must know about several types of approaches in the learning process. (Yuda Asmara, 2016)

Types of learning approaches, namely: 1) Individual approach, the meaning of a direct individual approach carried out by the teacher to students to learn to solve a problem related to the tasks given by the teacher to students. The individual approach aims to provide excellent individual services, so that by providing this approach, students can know the level of development of the students themselves.

In a class of a group of students. All of them are seated in their respective seats, there is also one seat occupied by one to three children. Therefore, the seat must also have a table for children to learn to read and write both writing vartical and writing Latin and it must be facilitated for children to learn so that the level of learning of children is quickly known how to absorb from each student. The strategy that must be carried out by educators is that they must pay attention to each other in their physical and logical aspects, in other words. A good strategy supports the success of inclusive education. (Pitaloka and Arsanti 2022). Strategies can lead students to learn according to their level of ability.

Hawkins (2011) If no teaching and learning strategy is found, then completeness and full mastery to students is not found in reality. With this individual approach, it is hoped that special students at the level of mastery will be optimal. For example. Certain cases in teaching and learning activities may be handled alone. With a model of separating the seat or place of study in the classroom, it can be called a distance of one meter where they study.

2) Group Approach, which means a group approach to each learner will vary the absorption of material that there must be similarities and differences between each other. Looking for differences does not mean to be contested or separated, but only wants to integrate. Smart learners and those who are less able to catch will get special help for smart learners. The equation between the two intelligent and less intelligent can help each other and integrate each other so that they can support each other optimally.

In addition. Children who are often in groups are more likely to exchange life experiences and socialize in covering their shortcomings. The existence of groups is expected to foster a sense of social and concern that the group understands and understands each other to know about each other's nature. So that with that will be the friendship will grow socially in the classroom.

3) Varied Approach, a varied approach to the approach taken in the teaching and learning process outside the classroom and in the classroom directly effectively. This approach is closer to students who have different levels of motivation from each other who have different levels of motivation.

4) Educative approach, this approach is defined as the main task for teachers to bias the nature and actions and behavior through learning education continuously in a better direction, and students are accustomed to respecting norms that have become a must that must be obeyed and respected for all students. Educational approach. This is very good for a teacher where the teacher's daily movements will provide a positive picture and be imitated by students. With the aim that students become accustomed to respecting the rules that have been set both written and unwritten laws. Laws that are not terpangpang in every school

pangpang become things that must do good community at school. Written law, students get used to following school rules in the sense that students' movements are supervised by the system of rules. If the rules are ignored, they will be punished according to the severity of the offense.

Students are found committing violations, making noise in class when the teacher is delivering lessons, can take a simple example, it is not right to witness in the form of a blow to the body so that it is imprinted or cedar. this is an example that is less educational, the teacher takes inappropriate actions. Tau bias teachers also use the theory of power, and this is also less wise in carrying out acts of power.

## 1. Mental Development

Mental development is a development that everyone has, from their attitudes, behavior and the responses they have when something comes to mind. Basically all the developments that a person has are in accordance with the knowledge, abilities and experiences they have had. This development will be broader and stronger if it is always tested with things they previously knew. (Wijaya, D 2019)

In the cognitive development of every human being is a process where a person in his knowledge involves their brains to work together, such as: in terms of remembering something, thinking something, and observing everything they see.

Spikologist Jean Piaget, disagrees with the opinion that everyone's intelligence is an innate factor from birth. This can be viewed negatively in the process of child development and the ability to think in the educational process.

## 2. Inclusive Education

Inclusive education is education that brings together children with special needs with other normal children to learn together. (Sya'dullah, A. 2020) Basically, physiological children have different characters from one another. (Haryono, A S 2015) Inclusive education is the main concern for children's education. (Yulaichah, Mariana, and Puspita 2024) creating a good and conducive learning space for children. (Sangadji 2022) Every child has the right to equal education without discrimination. (Widyawati and Rachmadyanti 2023) one of the theories supports inclusive education. Vygotsky's theory of Zone of Proximal Development (ZPD. Education to equalize the rights of special needs for children, without having to be distinguished from each other. only the side of the group in the classroom. (Salmia, Nursalam, and Bancong 2024) There are those who develop only physical growth, while the level of ability is very low. From the point of view of the growth and development of children's thinking is different, even though the age level is the same, the capture is also not the same for each individual. (Husni, Muhammad, 2018)

### a. Objectives of Inclusive Education

The objectives that can be achieved in the implementation of inclusive education are: obtain learning opportunities from teaching methods in inclusive education, skilled in conducting learning, able to overcome problems that arise in the learning process. (Chita Faradilla A, 2013) natural schools affordable education (Aprilia & Trihantoyo, 2018) alm schools to increase group work. (Pinia, 2019) realizing their own potential (Kkoirunisa et al, 2024.

b. Inclusive Education Curriculum

The curriculum used is a curriculum that is tailored to the initial abilities of children.

1. Nature School

A nature school is a school designed around the concept of nature. Schools that are close to nature, when learning also feel the peace of nature that always gives its beauty. Children's learning process: children need to be introduced to the environment, children must be faced with the conditions around them, children also need to learn with the surrounding conditions.

Alternative, children prefer to learn with nature without any dependence in finding out what they want.

Nature school is a school that is close to nature, besides being close to nature, children can also learn lessons with full concentration. That is part of the learning done in the free space, to foster creativity, talent, interest and ability of children. In addition, it also fosters children's sense of caring for nature

The model for implementing learning activities at the level of inclusive children is not the same as learning in general. Both in

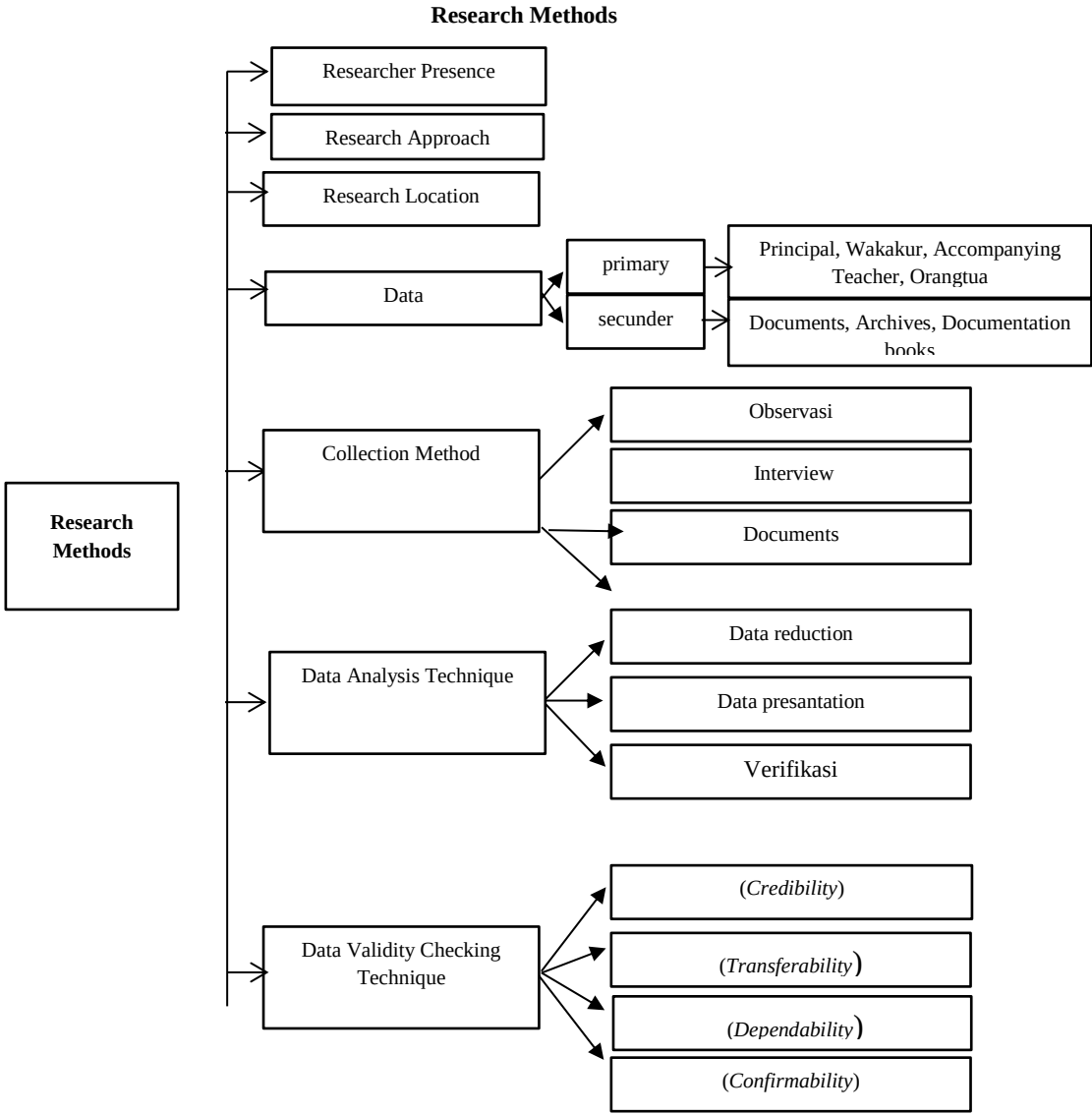
terms of adequate facilities and infrastructure, while this natural school is surrounded by trees, rice fields, and so on.

2. Nature School Objectives

It is expected that students are more active in the classroom and can convey the results of their observations by telling stories in front of their classmates using their own language. Showing that the student has concern for the surrounding environment.

3. Nature School Curriculum

Nature schools also have a curriculum like other formal schools. (Sutmoko Budi Santoso, 2010) (a) teachers motivate students by appreciation, criticism. (Supriadi) Nature school makes a learning place to grow children's morals, even though they initially have different backgrounds. (b) Mastery of science This nature school is a place for children to master the knowledge they get. By studying at this nature school, they are also required to master knowledge and care about nature. (c) Educating children to become a leader, especially to lead themselves.



## Results and Discussion

The technique of collecting information from informants through direct interviews, direct observation, original school documentation related to the research focus. There are 5 informants: from the principal and his deputy, 3 from the surgeon's child companion teacher, 1 from the surgeon's student guardian; from 6 informants, especially the principal is very willing to be asked for an explanation of the activities of implementing the learning process taking place at MI Biligual al- Ikhlas Kepanjen Malang.

*The vice principal revealed. the form and model of the curriculum implemented by the surgeon's children with an individualized curriculum by mapping the curriculum k.13. the form of implementation prioritizes the mentoring teacher on the surgeon's children. With this assistance, the teacher will be more serious in handling the development of children who are experts in heaven.*

Researchers can conclude the results of interviews conducted in the office. That every lesson will be started, first familiarizing the accompanying teacher with therapeutic movements through finger picking in front of students. So that students feel entertained and happy in participating in classroom learning effectively efficient and conducive.

The accompanying teacher in treating students using an individual approach to easily understand and focus on the learning points presented by the accompanying teacher during class time. The material given is only partly because the learning delivery system is fun not the completion of the material with a certain time but more on understanding the text of the material.

For the learning system for heavenly children there are 2 classes, a) individualized class, b) classical class. There are 4 students in the individual class and 3 accompanying teachers. Each accompanying teacher holds 1 child of the heavenly experts and the teacher in charge. All students get learning with individual and classical forms and end up praying together led by one class teacher who oversees from behind the students.

*To strengthen the results of the research, it is also necessary for researchers to interview the top leadership of the school. He really asked all teachers, communities,*

*and stakeholders to support the activities at school which are carried out every morning until noon. Because this form of activity can be carried out perfectly if all levels of society continue to give the highest appreciation to these activities. sebauk paapun form of curriculum design and as great as any energy in school without the support and concern of the guardian of the students to entrust their sons and daughters to study at this school. Curriculum design cannot be realized to students properly because students are not interested in learning.*

*Then strengthened by the vice principal of curricula. Stating that this program can be delivered if there are students and teachers. Teachers as facilitators while the community and active consumer participants and at the same time active participant observers of every program running at school.*

“The learning that is carried out every day, especially for surge children, is filled with health activities in the form of therapy in the first week accompanied by 1 accompanying teacher, and the second week, explaining the benefits of this therapeutic movement is very good for the health of the body, not only healthy but also can provide motivation for themselves. Because the spirit of learning arises from one's own desire not to imitate others. Imitating and tugging is not part of learning. Learning is not just learning but learning can change the nature and daily actions better. From before. The institution developed in MI Biligual Kepanjen internally does not have experts in the health needed by heavenly children. In MI Bligual Kepanjen there are only two teachers; subject teachers and companion teachers. Neither of them are experts in the field of therapy, so the teacher learns from experts for the needs of children at Bligual school. Seeing the growth of children's development, it is also necessary to prepare nutritious food intake so that children do not get sick easily and lack enthusiasm for learning. So the school management and principal continue to improve the welfare of special food vendors around the school is really monitored by the school family in collaboration with the community. The efforts and efforts of the school principal continue to be improved for the sake of the children's safety. Cooperate with the community to protect the consumption that children eat both at school and at home.

### Student Data

#### Overall Student Data

| No. | Class  | Rombel | Gender Type |       | Amount |
|-----|--------|--------|-------------|-------|--------|
|     |        |        | Men         | Girls |        |
| 1.  | I      | 2      | 15          | 9     | 24     |
| 2.  | II     | 2      | 17          | 12    | 29     |
| 3.  | III    | 1      | 19          | 10    | 29     |
| 4.  | IV     | 1      | 14          | 12    | 26     |
| 5.  | V      | 1      | 7           | 5     | 12     |
| 6.  | VI     | 1      | 9           | 5     | 14     |
|     | Amount | 8      | 81          | 53    | 134    |

#### Heavenly Expert Student Data

| No.    | Class | Gender Type |       | Amount | Description                      |
|--------|-------|-------------|-------|--------|----------------------------------|
|        |       | Man         | Girls |        |                                  |
| 1      | I     | 1           | -     | 1      | 1 = Classical                    |
| 2      | II    | 2           | -     | 2      | 2 = Classical                    |
| 3      | III   | 2           | -     | 1      | 1 = Classical<br>1 = Individuals |
| 4      | IV    | 1           | -     | 1      | 1 = Individuals                  |
| 5      | V     | -           | -     | -      | -                                |
| 6      | VI    | 2           | -     | -      | 2 = Classical                    |
| Amount |       | 8           | -     | 8      | 4 = Klasikal<br>2 = Individuals  |

Classical guidance is for children who are able to interact with other children and their motor balance is able to run like other children. Although children of heaven are already in the classical class with other children, they still get special attention and also therapy when the counselor schedules for therapy. The curriculum used is the K-13 curriculum.

Individualized/specialized guidance is for heavenly children who cannot interact with other children and are not yet able to learn together with others and really need special guidance in every lesson. For therapy, children of heaven who are in individual classes are more often scheduled by counselors for therapy than children of heaven who are in classical classes. The curriculum used is an individualized curriculum tailored to the child's abilities and combined with the K-13 curriculum

### Activities at MI Biligual Al-Ikhlal Nature School

#### Islamic activities

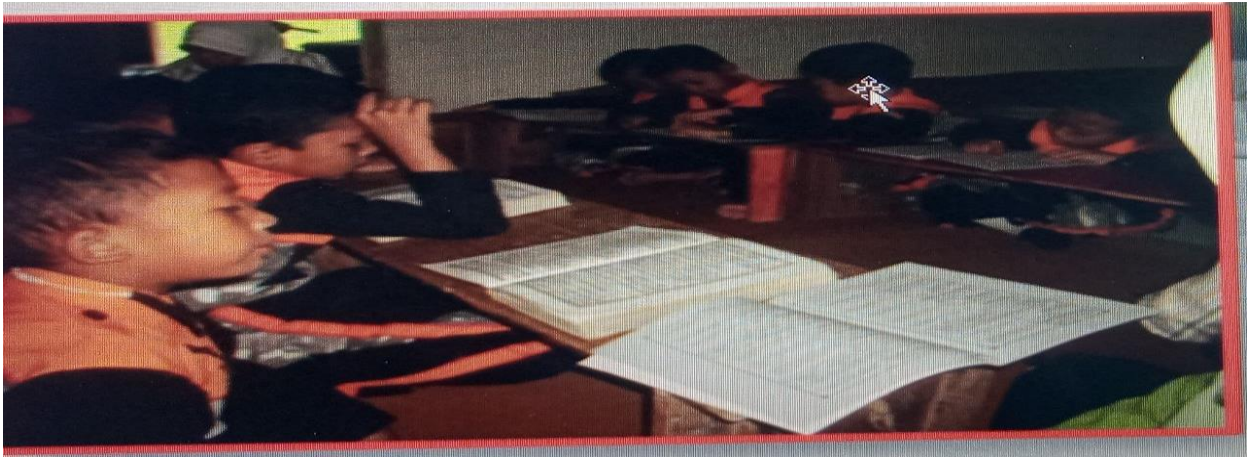
The activities carried out at MI Biligual Al Ikhlas always prioritize the basics of Islam. Students are taught religious lessons, especially understanding the content and then practicing it in everyday life, so that they are accustomed to good ethics, especially towards teachers and parents and around the school environment.

Students at MI Biligual Al Ikhlas do not only focus on cognitive development but are more directed at the formation of attitudes and morality. The subjects taught are not only religious subjects, but also all subjects taught by all teachers at MI Biligual Al Ikhlas.

### Facilities and Infrastructure of MI Biligual Al-Ikhlal Nature School

**Table. Facilities and Infrastructure**

| No. | Types of Infrastructure Facilities    | Amount | Quality |         |      |
|-----|---------------------------------------|--------|---------|---------|------|
|     |                                       |        | Good    | Average | Poor |
| 1.  | Principal's room                      | 1      | √       |         |      |
| 2.  | Vice Principal's room                 | -      |         |         |      |
| 3.  | Teachers' room                        | 1      | √       |         |      |
| 4.  | Administration room                   | -      |         |         |      |
| 5.  | Meeting/gathering room                | -      |         |         |      |
| 6.  | Living room                           | -      |         |         |      |
| 7.  | Study/classroom activity room         | 8      | √       |         |      |
| 8.  | Library room                          | -      |         |         |      |
| 9.  | School health service room (UKS)      | 1      |         |         | √    |
| 10. | Place of worship/ Mosque/ Prayer room | 1      | √       |         |      |
| 11. | Multipurpose building (Hall)          | 1      | √       |         |      |
| 12. | Ceremony field                        | 1      | √       |         |      |
| 13. | Sports field                          | 1      | √       |         |      |
| 14. | Teacher's toilet                      | 1      | √       |         |      |
| 15. | Student toilet                        | 1      | √       |         |      |
| 16. | Parking area                          | 1      |         |         | √    |
| 17. | School park/green space               | 1      | √       |         |      |
| 18. | School canteen                        | 1      | √       |         |      |



Students reading juz Amma



Students do dhuha prayers in the morning and dhuhur prayers on the way home from school

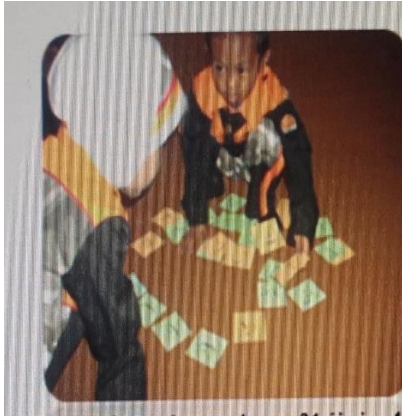


Students learning wudhuh

### Child-friendly activities

The internal conditions of MI Bilingual Al Ikhlas in the arrangement of rooms and classes are in the form of a porch without a partition between the teacher and the children. And this model and strategy is so that it is easy to monitor children's movements every time the teaching and learning process takes place. Relative position. The growing development of children in

MI Biligual Al Ikhlas is very quick to communicate with classmates and become comfortable and relaxed without any pressure in the process of learning activities and also peer-level relationships. This school without barriers is more preferred than in schools that have to sit on benches. This condition is what is really expected by parents of students who are accompanying their children in learning to take place conductively.



jijaiyah letter card game



oatbourd class



storytelling class with mother  
Etik and abi yudi



weaving in super tindan.  
upercamp activity

#### Image. Child Friendly School (SRA

##### Asah, Asih, and Asuh activities

Asah, the process in learning activities in the classroom and outside the classroom is always reminded by educators to children to salang tegor greet each other. Then salang gives if there is one found to be needed help in stationery at least giving a loan, not only that which develops. But also complement each other and provide experiences between student guardians and sons and daughters at school without seeing their own sons and daughters. Because in school not only students but also guardians of students are given understanding and understanding to share skills with these children.

Even the practice of knowledge at school is in the form of a triangle so that it can be handled properly and correctly.

The growth and development of children is not only developed with the skills of teachers but also the guardians of students participate in providing conversation skills between students and the local community.

Educators really try to work together with the santri guardian to direct well according to their character and desires. if a teacher is able to provide good attitude skills well, it is certain that the goals that become the expectations of the teacher, the community can be realized perfectly and even exceed these expectations.



Introducing and familiarizing reading culture



Introduce the production of cecek



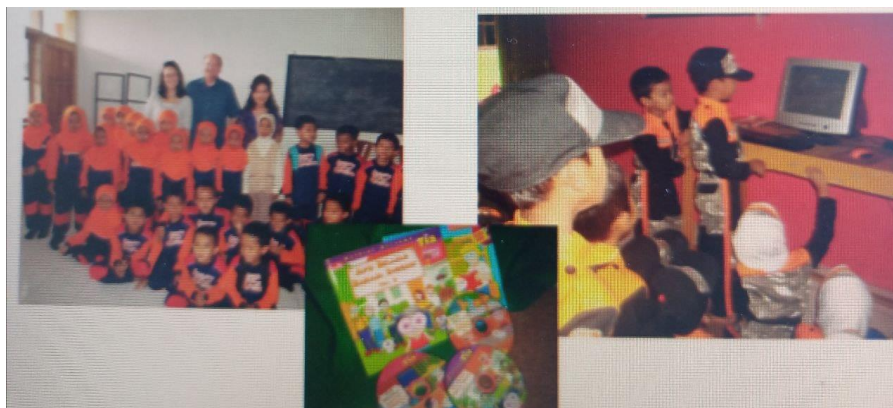
introducing rice plants

praying in congregation

### Activities of MI Bilingual

MI Bilingual Al Ikhlas Kepanjen Malang in the daily learning process using a compassionate approach by using emotional approach by educators. With this technique it is easier to approach children who need a touch of affection. With a process like learning can be followed effectively. The flagship that the school offers to the community is English and Arabic. This is a teacher's effort and becomes a flagship. learning English and Arabic is handled by teachers who are experts in the two languages. And more communication than theory in the classroom.

The final result continues to give the student's guardian the opportunity to ask questions about the environment around the school and then the series becomes a perfect sentence. the same thing with Arabic. By using these two languages, many people have entrusted their sons and daughters to the school MI Bilingual Al Ikhlas Kepanjen Malang students at MI Bilingual Al Ikhlas Kepanjen Malang also develop Javanese language tolen language of the Indonesian nation. This language is used by children to be kind and ethical in national values. Communication skills with Javanese are easier for children to interact with teachers politely.



Language learning with hands-on practice and through multimedia

### Image. Nature-based School

### Technology-based School

The development of institutions at this time has begun to compete between schools in terms of innovation skills, both starting to include curriculum units, until the structure is requested there is a slight change in job description. Elementary schools have

been introduced to information technology, especially in doing tasks through applications. This means that all tasks are ICT-based.

The goals achieved by the school through computer tools as the only medium that can lead the institution to reach the peak expected by the institution without knowing who it is facing. Schools in general are obliged to empower ICT



Introduction of simple technology to modern technology such as computers

### Research-based School

This institution builds students to know what they see for themselves and then give statements according to their own language. This learning departs from the desire of students to express their own findings as the beginning of the experience. Because learning is not only memorized, theories, concepts, methods and teaching materials, but children learn these concepts to adjust to the facts that children find in the field without being accompanied around the institution.



Students do simple experiments such as planting sprouts and rice to measure height and, students shop and have their own piggy bank to practice simple addition of money

## Conclusion

Nature school is a school designed around the concept of nature. Schools that are close to nature, when learning also feel the peace of nature that always gives its beauty. Children's learning process: children need to be introduced to the environment, children must be faced with the conditions around them, children also need to learn with the surrounding conditions.

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Learning based on the child's own findings is preferable to the child being told to memorize without understanding the intent and purpose. but the material is tried to be done by the students themselves.

The results of the children's experiments are asked to give a short story as evidence of the children's knowledge in the series of findings in the field. This research-based learning is in accordance with the vision and mission of the school



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