

THE ROLE OF PAI TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION AT SMAN 6 BANDUNG

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Abstract (English)

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Latar Belakang: Dalam proses pembelajaran, kehadiran seorang guru sangat penting dan tidak akan tergantikan seperti orang tua. Profesi sebagai guru merupakan profesi yang sangat mulia, karena guru memiliki tanggung jawab yang sangat besar kepada murid-muridnya. Secara umum, peran seorang guru Islam adalah sebagai pendidik, penasihat, pembimbing, leader, motivator, administrator, evaluator.

Tujuan: Penelitian ini bertujuan untuk mengetahui sejauh mana peran guru dalam melaksanakan layanan pendidikan inklusif di SMAN 6 Bandung.

Metode: Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian lapangan. Teknik pengumpulan data adalah observasi dan wawancara. Subjek dalam penelitian ini adalah guru PAI, guru BK dan siswa penyandang disabilitas.

Hasil: Hasil penelitian ini menunjukkan bahwa peran guru dalam melaksanakan pendidikan inklusi individu telah berusaha sebaik-baiknya, namun tetap membutuhkan dukungan lebih dari kepala sekolah agar dapat mengikutsertakan seluruh guru di SMAN 6 Bandung dalam seminar atau karya layanan disabilitas di sekolah reguler.

Kesimpulan: Dari penjelasan di atas menunjukkan bahwa dalam penyelenggaraan pendidikan inklusi yang diselenggarakan oleh SMAN 6 Bandung masih kurangnya partisipasi guru dalam mengikuti seminar atau kegiatan workshof mengenai pendidikan inklusi, sehingga pengetahuan tentang pendidikan bagi siswa penyandang disabilitas belum diketahui secara menyeluruh oleh guru.

Kata kunci: peran guru, pendidikan agama Islam, pendidikan inklusi

Abstract (English)

Background: *In the learning process, the presence of a*

teacher is very important and will not be replaced by a parent. Profession as teacher is a very noble profession because teachers have a very large responsibility to their students. In general, the role of an Islamic teacher is as an educator, advisor, supervisor, leader, motivator, administrator, and evaluator.

Objective: *This study aims to determine the extent of the role of teachers in implementing inclusive education services at SMAN 6 Bandung.*

Method: *The type of research used in this study is field research. The data collection techniques are observation and interviews. The subjects in this study were PAI teachers, BK teachers, and students with disabilities.*

Result: *The results of this study show that the role of teachers in implementing individual inclusion education has tried their best, but still needs more support from the principal to include all teachers at SMAN 6 Bandung in seminars or workshops about disability services in regular schools.*

Conclusion: *From the presentation above, it shows that in the implementation of inclusive education organized by SMAN 6 Bandung, there is still a lack of participation of teachers in participating in seminars or workshop activities regarding inclusion education, so knowledge about education for students with disabilities has not been thoroughly known by teachers.*

Keywords: *the role of teachers, Islamic religious education, inclusion education.*

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INTRODUCTION

In the learning process, the presence of a teacher is very important and will not be replaced by a parent. Propesia as a teacher is a very noble prophesy because teachers have a very large responsibility to their students. The role of the teacher is not only limited to teaching but must be able to be a guide and role model for his students and in the wider community (Pratami, 2020). In general, the role of an Islamic teacher is as an educator, advisor, supervisor, leader, motivator, administrator, and evaluator (Ramayulis, 2012). As teachers of Islamic religious educators, they are equally given authority in carrying out their duties to support the achievement of educational and teaching goals. Islamic religious education is a conscious and planned effort to form students to be able to know, know, understand, live, believe, piety, and have a noble character in carrying out the teachings of Islam as a whole based on the teachings of the Qur'an and Hadith as the main guidelines,

which are obtained through learning activities, guidance, and practice (Majid, 2014). Islamic religious education teachers also have an important role in achieving the goals of learning in general. If the learning objectives can be achieved optimally, then student learning outcomes are not only impacted by academic aspects but can produce changes in attitudes and morals (Hamalik, 2008).

A person with a disability is a child who means that they experience abnormalities or limitations either physically, mentally-intellectually, socially, or emotionally in the process of growth or development compared to other children of their age, so they need special education services. People with disabilities also have the same opportunity to obtain and obtain an education tailored to their needs as other normal children of the same age. Because education is also very important to be given to people with disabilities to develop themselves and carry out a decent life. One form of education services for DISABILITIES is the implementation of education centered in inclusive schools. Regulation of the Minister of National Education (Permen Diknas) number 70 of 2009 concerning Inclusive Education, states that what is meant by inclusive education is an education delivery system that provides opportunities for all students who have disorders and have the potential for intelligence and/or special talents to take part in education or learning in one educational environment together with students in general (Indonesia, 2009). Although the inclusive education system has been implemented for quite a long time, in its application there are still schools that experience obstacles in implementing the inclusive education system. This is due to the lack of infrastructure provided by the government, schools, and the condition of teachers who do not fully understand students with disabilities (Rudiyati, 2005). In accepting disabled students in regular schools, it is necessary to have the knowledge and experience of the teachers concerned with dealing with disabilities. The lack of knowledge about disability, causing almost every teacher in schools providing inclusive education causes obstacles in dealing with students with disabilities. In addition, limited knowledge about disabilities can also affect the treatment of teachers of students with disabilities (Azmi & Nurmaya, 2020).

In addition to fulfilling children's rights in obtaining a proper education, inclusive education is an educational service system that provides opportunities for children with disabilities to participate in learning with children in general in regular schools, so that as much as possible children with disabilities are not separated from children in their environment (Illahi, 2003). Providing opportunities for children with disabilities to get an education in regular schools means that it will be able to reduce the gap between children with disabilities and children in general in getting an education. Although the implementation is adjusted to the abilities of their respective students, thus, there is no longer any discrimination against children with disabilities (Mohammad, 2006). SMAN 6 Bandung is a school that provides inclusive education that involves students with disabilities in learning with other students.

Being a teacher is not enough just knowing the material to teach, but furthermore that the teacher must be able to understand the character and needs of each student so that each student can get educational services according to his needs. Efforts to provide education to children who do not have physical limitations or other limitations will not be the same as children with disabilities, in educating children with disabilities, special methods are needed to make it easy to receive and understand the material presented by the teacher. In general, there are still difficulties faced by teachers in schools that provide inclusive education in teaching students with disabilities due to a lack of knowledge about the disability itself both from how to teach and how to accompany it (Nurhadisah, 2019).

The term person with disabilities is shown to those who have limitations physically, mentally, socially, or intellectually. With this condition, people with disabilities become limited in their activities or interacting with the community in general, so they need to be provided services so that they are free from these obstacles. One way to help with these disability problems is to involve them in learning in public schools, better known as

inclusion education (Hosni, 2003). The concept of a child with disabilities has a broader meaning compared to an extraordinary child, a child with disabilities is a child who needs a special kind, so it cannot be completely confused with children in general. A person can be said to be disabled when he has something less or more in the child. Effendi said that children with disabilities are children who have limitations or deviations from children in general, both from physical, mental, and social aspects. So to carry out its capabilities, it is necessary to provide special services that are tailored to their respective limitations (Mohammad, 2006).

In the implementation of inclusive education, several components must be managed in the implementation of inclusive education, namely: the need for curriculum management, student management, educator management, infrastructure management, financial management, environmental management, and special service management. In the implementation of inclusive education, it is not only the responsibility of the government in this case at the school level, besides that the community should also be involved in advancing inclusive education. Because the field of education is one of the centralized fields, community involvement has become a must. To invite the community to participate in advancing inclusive schools, it is necessary to have activities including socializing school programs, whether programs that are running, have been implemented, or are willing to be implemented so that the general public can know the school. As a school providing inclusive education services, there needs to be good management of school relations with the community to create and foster good relationships to advance inclusive education in each region.

The inclusion education model that can be applied by schools providing inclusion education services is: first, the regular model is full, in this model students with disabilities are fully included throughout the day in the process of learning activities with children in general without any difference from either the service or the curriculum. Then the regular class model with clusters, in this model learning students with disabilities learn together with students in general but in special groups. Then the regular pull-out class model, in this model, students with disabilities participate in classroom learning with other children, but after finishing learning in the classroom, students with disabilities are given additional training by the teacher concerned or a special accompanying teacher in a special class. In addition, there is also a regular class model with clusters and pull-outs, in this learning model, students with disabilities not only participate in learning with children in general in special groups but at certain times are also given additional lessons by subject teachers or special accompanying teachers in special places to better understand the learning that is considered difficult. In addition, there is also a special class model with various integrations, in this class model, students with disabilities participate in learning in special classes even though they are in regular schools, but in certain lessons students with disabilities are allowed to participate in lectures with students in general. Then the last one is a full special class model, in this model students with disabilities are given lessons in a special class in full without being included with students in general, even though they are in a regular school environment (Mudjito, n.d.).

Thus, the above models of education do not mean that all types of disabilities must get an education in regular schools at all times, but if the disability is in the heavy category, maybe the learning time will be more in special classes even though they are in regular schools, even if the level of disability is very heavy and it is not possible to be given education in inclusion schools, these students can be in extraordinary schools (SLB) that better understand all types of disabilities so that they can be provided with more maximum services.

RESEARCH METHODS

This research uses a type of field research), which is research that is carried out in-depth, intensively, and in detail on a certain object by studying it as a problem (AK & ZA, 2015). The data generated from this study will be analyzed using qualitative methods. This research was conducted at SMAN 6 Bandung. The subjects of his research include teachers and students with disabilities who go to school there. Researchers aim to find out how to implement inclusive education at the upper secondary school level. The data collection was carried out using the observation method and interviews. Meanwhile, data processing and analysis are carried out by verifying, presenting, and reducing data.

RESULTS AND DISCUSSION

In the process of implementing teaching and learning, SMAN 6 Bandung uses an independent curriculum with several modifications, adjustments, and efficacies. The application of the curriculum used for students with disabilities is equated with students in general, so there is no difference in the curriculum provided. So that even in the learning process there is no difference, students with disabilities learn together in class with other students. Although SMAN 6 Bandung has been an inclusion education provider for a long time, the school does not appoint a special accompanying teacher, even though the school that provides inclusive education should assign one teacher who has more knowledge about disabilities as a special accompanying teacher, although the task of the accompanying teacher at the high school level is not supposed to accompany him continuously in the classroom when students with disabilities follow the learning process.

Mr. Lutvi Solehudin said that during his teaching, he had never been included in seminars or workshops on inclusion education. As for those who have participated in the activity, only a few teachers. Although Mr. Lutvi was never included in the activity, he still gave the best teaching to students with disabilities, because everyone deserves the best education without exception for students with disabilities. The inclusion education model implemented at SMAN 6 Bandung is to use a full regular class model, so students with disabilities who go to school there participate in learning together in class with children in general at all times, and are not given special assistance services. Mr. Lutvi said that the implementation of inclusive education requires the role of all teachers so that all teachers need to be equipped with knowledge about how to teach students with disabilities so that teachers do not experience obstacles or confusion when teaching students with disabilities.

CONCLUSION

From the explanation above, it shows that in the implementation of inclusive education organized by SMAN 6 Bandung, there is still a lack of participation of teachers in participating in seminars or workshop activities regarding inclusion education, so knowledge about education for students with disabilities has not been thoroughly known by teachers. Although students with disabilities who attend education at SMAN 6 Bandung are not classified as having severe disabilities, the presence of special accompanying teachers must still exist.

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