# Islamic Religious Education Learning Strategies for Inclusion Students at Muhammadiyah High School

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## Abstract

The issue of educational integration is a significant concern in meeting the special needs of regular school students, including Islamic Religious Education (PAI) subjects. Although the inclusive program aims to create an equitable learning environment, its implementation has various challenges, including limited teacher resources and lack of training. This study aimed to determine the PAI learning strategy for inclusive students at SMA Muhammadiyah 6 Surakarta and identify the obstacles faced during its implementation. This study used a qualitative method with a case study approach. Data was collected through direct observation of the learning process in grades 10-12, in-depth interviews with PAI teachers, students, and parents, and document analysis. The study results showed that inclusive learning strategies began with recognizing the unique needs of students, such as visual impairments, hearing impairments, hyperactivity, and intellectual disabilities. The strategies implemented included personalization of learning, use of audiovisual media, adaptation of teaching materials such as the Quran and Hadith, and collaboration with parents. Up to 40% of teachers felt adequately trained in inclusive learning, and revised assessments showed an increase in student engagement academically and socially by up to 30%. This study concludes that flexible, innovative, and inclusive learning strategies can enhance the academic and social potential of students with special needs. The implications of this study highlight the importance of intensive training for teachers, the development of more adaptive curricula, and educational policies that support inclusive learning in formal schools.

**Keywords:** Inclusive School, Islamic Religious Education, Learning Strategy.

## Abstrak

Persoalan integrasi pendidikan menjadi perhatian penting dalam pemenuhan kebutuhan khusus siswa sekolah reguler, termasuk mata pelajaran Pendidikan Agama Islam (PAI). Meskipun program inklusif bertujuan untuk menciptakan lingkungan belajar yang berkeadilan, namun dalam pelaksanaannya terdapat berbagai tantangan, antara lain keterbatasan sumber daya guru dan kurangnya pelatihan. Penelitian ini bertujuan untuk mengetahui strategi pembelajaran PAI bagi siswa inklusif di SMA Muhammadiyah 6 Surakarta dan mengidentifikasi kendala yang dihadapi selama pelaksanaannya. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Pengumpulan data dilakukan melalui observasi langsung terhadap proses pembelajaran di kelas 10-12, wawancara mendalam dengan guru PAI, siswa, dan orang tua, serta analisis dokumen. Hasil penelitian menunjukkan bahwa strategi pembelajaran inklusif diawali dengan mengenali kebutuhan unik siswa, seperti

gangguan penglihatan, gangguan pendengaran, hiperaktivitas, dan disabilitas intelektual. Strategi yang diterapkan meliputi personalisasi pembelajaran, penggunaan media audiovisual, adaptasi bahan ajar seperti Al-Qur'an dan Hadits, serta kolaborasi dengan orang tua. Hingga 40% guru merasa cukup terlatih dalam pembelajaran inklusif, dan penilaian yang direvisi menunjukkan peningkatan keterlibatan siswa secara akademis dan sosial hingga 30%. Studi ini menyimpulkan bahwa strategi pembelajaran yang fleksibel, inovatif, dan inklusif dapat meningkatkan potensi akademis dan sosial siswa berkebutuhan khusus. Implikasi dari studi ini menyoroti pentingnya pelatihan intensif bagi guru, pengembangan kurikulum yang lebih adaptif, dan kebijakan pendidikan yang mendukung pembelajaran inklusif di sekolah formal.

**Kata Kunci**: Pendidikan Agama Islam, Sekolah Inklusi, Strategi Pembelajaran.

## Introduction

Education is a right that all Indonesian citizens must have. The Indonesian government has recognized the significance of inclusive education, namely integrating kids with particular needs into the mainstream education system as much as possible. In 1989, a declaration of the child's rights was born, and it was recognized by almost all countries except the United States and Somalia.[1] The agreement emphasizes that there should be no discrimination against people with disabilities. In addition, UN standards emphasize that the state is responsible for educating people with disabilities, including having clear policies and adaptable curricula, providing quality educational materials, organizing teacher training, and providing ongoing support. It ensures that people with disabilities are guaranteed special care, education, and training that is open to them.[2]

Essential components in learning that must be present are teachers, students, strategies, goals, and evaluations. Learning can be successful with good planning and strategy. Educators must prepare themselves with all readiness to produce optimal learning results.[3] Learning strategies are presented in learning so that students can capture and understand the material taught well and quickly. The more teachers have good learning strategies, the easier and more successful they will be in understanding

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[1] Geraldine van Bueren, *The International Law on the Rights of the Child* (Dordrecht: Martinus Nijhoff Publishers, 2021).

[2] Itsnaini Novi Imamiyah dan Istikomah Istikomah, "Manajemen Pembelajaran Pendidikan Al-Islam Di SMA Muhammadiyah," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (28 April 2023): 330–40, https://doi.org/10.31538/munaddhomah.v4i2.430.

[3] Asrizal Saiin, Valijon Ghafurjonovich Macsudov, dan Aliem Amsalu, "Single Parent Responsibilities and Efforts to Children Education: Analysis of Physical, Intellectual and Spiritual," *Multicultural Islamic Education Review* 2, no. 2 (21 November 2024): 85–96, https://doi.org/10.23917/mier.v2i2.4605; Ting Wang, Dianne F. Olivier, dan Peiying Chen, "Creating individual and organizational readiness for change: conceptualization of system readiness for change in school education," *International Journal of Leadership in Education* 26, no. 6 (2 November 2023): 1037–61, https://doi.org/10.1080/13603124.2020.1818131.

the material to students.[4] The plan for implementing Islamic religious education learning for inclusive students is generally very different from that for normal students.[5]

Developing strategies for teachers to better adapt to the conditions of (children with special needs) ABK students is a strategy carried out by teachers. Islamic Religious Education is an educational program designed to teach Islamic values through the education and learning process. Islamic Religious Education is an obligatory course taught from elementary school (SD) to college level.[6] Islamic Religious Education (PAI) educates pupils about Islamic doctrines, including Islamic worship, ethics, morality, and history. PAI learning can be carried out in the classroom and as an official curriculum, so Islamic values are still included and implemented in everyday life.[7] Islamic Religious Education (PAI) is an effort and a series of continuous activities between teachers and students, with the ultimate goal of developing *akhlakul karimah*. This process involves inculcating Islamic values in the dimensions of soul, feeling, and mind, focusing on achieving harmony and balance, which are its main characteristics.[8] Inclusive education has emerged as an important topic in education, especially in how educational strategies are designed to meet the special needs of students. Previous research has shown that implementing PAI in an inclusive context requires innovative and flexible methods.[9]

The challenges of implementing differentiated learning strategies to create inclusive learning environments at various levels of education involve many vital issues. One of the main obstacles is the difficulty in understanding the individual needs of students with diverse learning styles. Additionally, managing a class of students with varying ability levels can be complex. That requires teachers' expertise in designing and

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[4] Rhendivan Pasaribu dkk., "Peran Kepala Sekolah dalam Penyelenggaraan Pendidikan Inklusif di SMP Negeri 4 Jelai Hulu," *Manajemen Pendidikan* 18, no. 2 (28 Desember 2023): 165–76, https://doi.org/10.23917/jmp.v18i2.23289.

[5] Imam Yuwono dan Mirnawati Mirnawati, "Strategi Pembelajaran Kreatif Dalam Pendidikan Inklusi Di Jenjang Sekolah Dasar," *Jurnal Basicedu* 5, no. 4 (2 Juli 2021): 2015–20, https://doi.org/10.31004/basicedu.v5i4.1108.

[6] Reka Destiany Endah, "Optimalisasi Pembelajaran Pendidikan Agama Islam Dalam Pembinaan Akhlak Siswa Remaja," *Jurnal Pendidikan Karakter JAWARA (Jujur, Adil, Wibawa, Amanah, Religius, Akuntabel)* 4, no. 1 (10 Juni 2018), https://jurnal.untirta.ac.id/index.php/JAWARA/article/view/9525.

[7] Fauzul Andim dan A. Saiful Aziz, "Strategi Pembelajaran Pendidikan Agama Islam Bagi Anak Tunagrahita," *Jurnal Progress: Wahana Kreativitas Dan Intelektualitas* 9, no. 2 (30 Desember 2021): 219–31, https://doi.org/10.31942/pgrs.v9i2.5718.

[8] Masturin Masturin, "The Power of Two Learning Strategy in Islamic Religious Education Material Shaping Character Student," *Nazhruna: Jurnal Pendidikan Islam* 7, no. 2 (23 Mei 2024): 250–69, https://doi.org/10.31538/nzh.v7i2.4678.

[9] Dwi Afriyanto dan Anatansyah Ayomi Anandari, "Transformation of Islamic Religious Education in the Context of Multiculturalism at SMA Negeri 9 Yogyakarta Through an Inclusive Approach," *Jurnal Pendidikan Agama Islam* 21, no. 1 (30 Juni 2024): 1–21, https://doi.org/10.14421/jpai.v21i1.7142.

delivering learning materials that can meet the needs of every level of student ability. Not only that, the equitable distribution of educational technology and its accessibility are also issues that need to be considered to ensure inclusivity in learning. Overcoming this problem requires a holistic approach and active involvement from various stakeholders at the education level to create a learning space that allows every student to grow and develop optimally.[10]

The learning process for students with special needs requires strategies tailored to their needs. In designing a learning program for each subject, the classroom teacher should have the personal data of each student. The data includes information about special characteristics, abilities and weaknesses, competencies, and the development level. Special characteristics in children with special needs are generally related to their level of functional development.[11] The problems that exist in the implementation of the PAI learning strategy for inclusion students include a variety of special needs in students so that teachers are not optimal in carrying out learning, students who are classified as one class only number 10 students but with one teacher teaching students who have many kinds of special needs are not optimal.[12]

The research needs to be done. The existence of various teaching strategies used for inclusive students provides a teacher learning experience that not only prepares one material and teaching method. Teachers are expected to be able to maximize many learning strategies by adjusting the student's situation. Not all teachers can facilitate this, and not all schools can do so.[13] As a teacher, he is also able to adapt to existing patterns. So, with the challenges and circumstances that take place in such a way, teachers can synergize with parents and students to jointly achieve the existing learning goals, both in recognizing the types of student needs and evaluating student learning with the strategies that have been carried out.[14]

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[10] Nila Ainu Ningrum, "Strategi Pembelajaran Pada Anak Berkebutuhan Khusus Dalam Pendidikan Inklusi," *Indonesian Journal of Humanities and Social Sciences* 3, no. 2 (19 November 2022): 181–96, https://doi.org/10.33367/ijhass.v3i2.3099.

[11] Masturin, "The Power of Two Learning Strategy."

[12] Pasaribu dkk., "Peran Kepala Sekolah dalam Penyelenggaraan Pendidikan Inklusif."

[13] David Mitchell dan Dean Sutherland, *What Really Works in Special and Inclusive Education: Using Evidence-Based Teaching Strategies*, 3 ed. (London: Routledge, 2020), https://doi.org/10.4324/9780429401923.

[14] Didik Kurniasandi dkk., "Strategi Pembelajaran Berdiferensiasi Dan Implikasinya Untuk Menciptakan Pembelajaran Yang Inklusi Di Setiap Jenjang Pendidikan," *Jurnal Cerdik: Jurnal Pendidikan Dan Pengajaran* 3, no. 1 (2023), https://doi.org/10.21776/ub.jcerdik.2023.003.01.06; Edi Nurhidin dan Maimunatun Habibah, "Transforming Islamic Religious Education Learning through Differentiated Learning in the Merdeka Curriculum," *Kognisi: Jurnal Ilmu Keguruan* 2, no. 2 (7 November 2024): 77–90, https://doi.org/10.59698/kognisi.v2i2.261.

Previous findings conducted by Aziza Meria revealed that in the implementation of learning at YPPLB, students are grouped based on their disorder type. Officially, educational activities are carried out from Monday to Thursday. The teachers involved are teachers with prominent educational backgrounds. In addition, learning is also carried out informally every Friday through *muhadarah* activities.[15] Religious education for students with intellectual disabilities is simple but fun. Teachers provide material with methods that are appropriate to the characteristics of the students and are communicative. Student involvement and activeness are pretty good, and effective audiovisual media makes the learning process enjoyable.[16]

Yuwono and Mirawati's study examines the learning tactics employed by primary school teachers. According to the research, educators at this level can use various tactics to support kids with special needs. The study highlights that fostering social interaction in addition to physical skill development should be a priority in elementary school. Enhancing the utilization of learning objectives, materials, media, procedures, assessments, and the learning environment are all part of educators' creative learning strategies. For elementary school pupils with exceptional needs, remedial, deductive, inductive, heuristic, expository, classical, cooperative, and behavior modification strategies are appropriate.[17]

Anggraeni and Sari conducted a study that provides a descriptive analysis of the learning strategies used for students with special needs at the elementary school level in Padang City. The findings indicate that the learning process for these students is quite similar to the approach used for regular students. In addition, the curriculum, classroom layout, and service models provided for children with special needs are consistent with those used for typical students.[18] This study argues that a comprehensive religious-based school education approach requires strategies that not only adapt to students' needs but also pay attention to Islamic values that are the basis of the curriculum. Based on the description above, the author will discuss two main things: first, the strategies

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[15] Aziza Meria, "Model Pembelajaran Agama Islam Bagi Anak Tunagrahita Di SDLBYPPLB Padang Sumatra Barat," *TSAQAFAH* 11, no. 2 (30 November 2015): 355–80, https://doi.org/10.21111/tsaqafah.v11i2.273.

[16] Suharjo Suharjo, Silfia Hanani, dan Jasmienti Jasmienti, "Implementation of Islamic Religious Education Learning for Children with Special Needs at Al-Azhar Elementary School Kota Bukittinggi," *Jurnal Pendidikan Agama Islam* 17, no. 2 (31 Desember 2020): 217–28, https://doi.org/10.14421/jpai.2020.172-08.

[17] Yuwono dan Mirnawati, "Strategi Pembelajaran Kreatif."

[18] Siska Angreni dan Rona Taula Sari, "Analisis Pembelajaran Anak Berkebutuhan Khusus Di Sekolah Dasar Inklusi Kota Padang," *Jurnal Cakrawala Pendas* 8, no. 1 (31 Januari 2022): 94–102, https://doi.org/10.31949/jcp.v8i1.3487.

used in PAI learning for inclusive students, and second, the factors that hinder the implementation of PAI learning strategies for inclusive students at SMA Muhammadiyah 06 Surakarta.

**Method**

This research method uses a qualitative approach with a case study type of research that focuses on an in-depth understanding of the phenomena that occur in SMA Muhammadiyah 6, an inclusive school. The researcher chose this approach because he wanted to uncover in detail how the learning strategy of Islamic religious education (PAI) is applied to inclusive students and what factors hinder this. This case study examines data through interviews with PAI subject teachers and directly observes the learning process in grades 10 to 12. This data collection method was chosen because it allows the researchers to obtain more comprehensive and in-depth information, which is much needed in inclusive education.[19]

In analyzing the data, the researcher used various sources of evidence following the guidelines suggested in the book Case Study to increase the validity of the findings. The results will be reviewed and compared to previous studies on inclusive education and PAI teaching strategies. The researcher will analyze the existing results using related theories, such as differentiated instruction and inclusive education. The discussion will be divided into subheadings such as "challenges in inclusive education" and "strategies for teaching students with special needs" to clarify the findings and their contribution to the development of inclusive education research. It is expected that the results of this study will provide new insights, particularly concerning the implementation of effective PAI learning strategies for inclusive students at SMA Muhammadiyah 6.

**Results and Discussion**

SMA Muhammadiyah 06 Surakarta is a high school that opens an inclusion program for students, one of the schools in Surakarta that generalizes students. No one is discriminated against because this school is open to anyone who wants to learn. This research was conducted for approximately one month and focused on learning strategies for inclusion in children. Save students by making one class into normal and ABK

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[19] Dimas Assyakurrohim dkk., "Metode Studi Kasus Dalam Penelitian Kualitatif," *Jurnal Pendidikan Sains Dan Komputer* 3, no. 01 (2023): 1–9, https://doi.org/10.47709/jpsk.v3i01.1951.

students, so there is no separation between normal and ABK students. Learning one class merges into one. Learning that is more or less the same is different is a strategy, tasks that reduce the portion for ABK children, and exam models tailored to the type of special needs.

Regarding the learning strategy applied, the first step is grouping or mapping the type of inclusion: mental disorders, visual impairment, deafness, and mental disorders. In specific inclusions and certain classes, there is additional attention with specialization in explaining the material, private and further, both in class and outside the classroom. In addition to mapping on specific types, inclusion types are also mapped on specific maples. The purpose of mapping is to determine each child's ability to be included. PAI plays a vital role in Indonesia's educational curriculum.[20] As a country with a majority Muslim population, religious education aims to build a deep understanding of religion, instill religious values, and form morality in daily life. In addition, PAI serves to strengthen religious identity and encourage tolerance between religious communities.[21]

However, in the context of inclusive education, there are challenges in implementing PAI learning that consider the diversity of students, including students with special needs.[22] The principle of inclusion in religious education emphasizes the importance of providing equal access and learning opportunities for all students, regardless of their background, ability, or needs.[23] In this case, PAI needs to develop a learning approach that is accessible to all students, considering the various existing understandings, abilities, and needs. Inclusion in PAI learning is crucial to creating a welcoming and inclusive learning environment for all students.[24] This principle recognizes that every student has the same right to quality religious education regardless of background or condition.[25]

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[20] Moh Elman dan Mahrus, "Telaah Kurikulum Pendidikan Agama Islam Di Sekolah Dan Madrasah," *Akademika: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (1 Juni 2020): 117–30.

[21] Ghufran Hasyim Achmad, "Kedudukan Kurikulum Dalam Pendidikan Agama Islam," *YASIN* 1, no. 2 (30 Desember 2021): 246–61, https://doi.org/10.58578/yasin.v1i2.130; Moh Turmudi, Zaenal Arifin, dan Mujamil Qomar, "Kajian Multidipliner, Interdisipliner Dan Transdisipliner Di Perguruan Tinggi Islam," *International Seminar On Islamic Education & Peace* 1 (2021): 274–81.

[22] Suryawan Bagus Handoko, Cecep Sumarna, dan Abdul Rozak, "Pendidikan Agama Islam (PAI) Berbasis Multikultural," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 6 (14 Desember 2022): 11260–74, https://doi.org/10.31004/jpdk.v4i6.10233.

[23] Mirna Sahrudin, Novianti Djafri, dan Arifin Suking, "Pengelolaan Pendidikan Inklusif," *Jambura Journal of Educational Management*, 30 Maret 2023, 162–79, https://doi.org/10.37411/jjem.v4i1.2313.

[24] Rizla Saradia Agustina dan Tjitjik Rahaju, "Evaluasi Penyelenggaraan Pendidikan Inklusif Di Kota Surabaya," *Publika* 9, no. 3 (18 April 2021): 109–24, https://doi.org/10.26740/publika.v9n3.p109-124.

[25] Sahrudin, Djafri, dan Suking, "Pengelolaan Pendidikan Inklusif."

Children with special needs are classified based on the type of disability they experience: (1) Blind: Children with disabilities or limitations in vision but normal intelligence. They rely on other senses to adapt. (2) Deaf: Children with hearing disabilities can vary from mild to severe. This term includes hearing limitations at various levels. (3) Physical Disabilities: Children with physical disabilities in certain parts of the body, such as the legs or hands. These limitations often hinder their participation in physical activities. (4) Intellectual Disabilities: Children with below-average intelligence have difficulty in social interaction and intellectual limitations.[26]

Through an inclusive education approach, children with unique development are taught together with other children with typical development, aiming to optimize the potential possessed by each individual.[27] This concept is based on the understanding that in society, children with typical development and children with special needs cannot be separated as one community.[28] Therefore, children with special needs should be given the same opportunities and rights as normal children to receive educational services at the nearest school. Inclusive education is expected to solve several challenges in handling education for children with special needs.[29]

The first step in the learning strategy is mapping the types of special needs of students, such as mental disorders, blindness, deafness, and intellectual disabilities.[30] In certain needs, students receive additional attention through private methods, both inside and outside the classroom. In addition, this mapping is applied to certain subjects to ensure learning effectiveness. The primary goal of this strategy is to optimize each student's academic and social potential.[31]

In this context, the expertise and professionalism of teachers are significant, and a lot of preparation needs to be done, especially related to the strategies teachers apply

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[26] Wela Oktari, Hendra Harmi, dan Deri Wanto, "Strategi Guru dalam Pembelajaran PAI pada Anak Berkebutuhan Khusus," *TA'DIBUNA: Jurnal Pendidikan Agama Islam* 3, no. 1 (20 Juli 2020): 13–28, https://doi.org/10.30659/jpai.3.1.13-28.

[27] De-Graft Johnson Dei dkk., "Strategies for enrolment management in private universities in Ghana during the COVID-19 pandemic," *International Journal of Educational Research Open* 5 (1 Desember 2023): 100294, https://doi.org/10.1016/j.ijedro.2023.100294.

[28] Oktari, Harmi, dan Wanto, "Strategi Guru dalam Pembelajaran PAI pada Anak Berkebutuhan Khusus."

[29] Rifqi Humaida dkk., "Strategi Pembelajaran Pendidikan Agama Islam Bagi Anak Berkebutuhan Khusus," *Kindergarten: Jurnal Pendidikan Anak Usia Dini Indonesia* 2, no. 01 (30 Juni 2023): 10–20.

[30] Kurniasandi dkk., "Strategi Pembelajaran Berdiferensiasi Dan Implikasinya"; Nurhidin dan Habibah, "Transforming Islamic Religious Education Learning through Differentiated Learning."

[31] Hakiman Hakiman, Bambang Sumardjoko, dan Waston Waston, "Religious Instruction for Students with Autism in an Inclusive Primary School," *International Journal of Learning, Teaching and Educational Research* 20, no. 12 (29 Desember 2021), https://www.ijlter.org/index.php/ijlter/article/view/4664.

when teaching PAI in inclusive classrooms.[32] In this case, strategy refers to general guidelines or directions of action to achieve predetermined goals.[33] The strategy's success depends mainly on good coordination between elements in the organizational structure, formulation of themes regarding the activities to be carried out, identification of supporting factors under rational principles and ideas, so that the program can be implemented optimally and effectively. This concept confirms that strategy has a crucial role because it is considered a guide in the learning process.[34] Without the right approach to be implemented in inclusive schools, optimal PAI cannot be achieved. PAI is an effort to provide guidance and care to students so that after completing their education, they can understand and practice the teachings of Islam, making it a way of life. The importance of understanding religious science has a broad meaning, whatever the conditions, both under normal circumstances and with physical, mental, and behavioral limitations.[35]

The inclusive education approach is not based on how teachers should use the strategy. Still, the PAI subjects that must be given to children with special needs involve various aspects, including lessons on the Al-Qur'an and Hadith, aqidah, morals, jurisprudence, history (*tarikh*), and *hadlarah*. In addition, Islamic religious education for children with special needs also always emphasizes the importance of balance, harmony, and harmony in individual relationships with Allah SWT (*hablum min Allah*), relationships with fellow humans (*hablum min al-naas*), and relationships with the surrounding environment (*hablum min al alam*).[36]

Based on observations in grade 10, there are students with the initials 'T' with conditions of intellectual impairment, hyperactivity, frequent tantrums, and problems reading and writing a little fluently. There is a way to understand these students by using strategies so that students and teachers are equally active in learning. Teachers must be better able to condition students and be more helpful in learning comprehension. There are students with the initials 'L' who have problems with special needs in the form of ADHD (neurological disabilities) and intellectual disabilities. The ability to read is still tricky, and they cannot write because the writing causes the writing to become clogged and cannot be read. Then, the teacher's strategy in learning is

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[32] Ningrum, "Strategi Pembelajaran Pada Anak Berkebutuhan Khusus Dalam Pendidikan Inklusi."
[33] Humaida dkk., "Strategi Pembelajaran Pendidikan Agama Islam Bagi Anak Berkebutuhan Khusus."
[34] Yuwono dan Mirnawati, "Strategi Pembelajaran Kreatif."
[35] Oktari, Harmi, dan Wanto, "Strategi Guru dalam Pembelajaran PAI pada Anak Berkebutuhan Khusus."
[36] Andim dan Aziz, "Strategi Pembelajaran Pendidikan Agama Islam Bagi Anak Tunagrahita."

to help spell writing and write something short material so that the student quickly understands it. The matter of memorizing the Al-Qur'an is complicated because the delay in learning affects the existing memory.

In another observation, there are students with the initials 'E' who have physical disabilities or can be called physical disabilities. Still, when learning and given material, students easily accept the material. It is interpreted that physical disabilities are intelligent thinking despite physical limitations. On the other hand, there are also students with the initials 'S' who have special needs in the form of hearing-reduced hearing loss, so learning strategies in the form of teachers must approach students and repeat conversations in delivering material slowly and clearly. Teachers must be more patient in this case because the students taught have different needs and specificities.

In the observation in grade 11, there was only one inclusion student with the initials 'O' who had special needs, namely intellectual impairment or learning and mental delays, so the learning strategies used by the teacher, in the form of repetition of material, special guidance. In the observation of grade 12 science, students with the initials 'M' have special needs, namely, learning and mental disorders or delays and ADHD (neurological disabilities). Then, learning strategies are carried out by students' understanding of the material by itself and additional repetition of material inside and outside the classroom. On the other hand, students with the initials 'H' with hyperactive conditions, but easier to control themselves, often ask many questions when learning even though sometimes these questions are thrown out of the topic of discussion in learning, then the learning strategy applied is the activation of students and teachers in learning. The teacher must also use repeated explanations because if only explained once, students cannot immediately understand.

In the observation of grade 12 social studies, there are students with the initials 'M' who have special needs in the form of visual impairment and mental disorders where the teacher must approach students to provide the material taught. Students can only learn with the PDF given by the teacher, and then the PDF results are replaced in the form of *sound recordings* so that they can be listened to. Difficulty in writing but easy to teach; rote memorization is also good and more challenging. Learning delays also make these students have to get more repetition of material from the teacher. There are also students with the initial 'D' with conditions of intellectual impairment or learning delays and mentality; existing conditions such as reading a little not fluent, easy tantrums, and writing can immediately turn out to be illegible.

The learning strategy applied, the teacher must guide patiently and thoroughly. There are students with the initial 'G' with hyperactive conditions, who easily *mood swings* can be categorized as students who have special needs with intellectual disorders or learning and mental or emotional delays so that teachers must convey a little re-explanation and provide a deeper understanding of learning and explanation in detail. Finally, there are students with the initials 'D' who have special needs with intellectual disabilities or learning and mental delays, so the strategy used by the teacher is in the form of slowly repeating the material so that students easily understand the material that has been delivered.[37]

ABK is divided into temporary (temporary) and permanent (permanent) ABK. Temporary child support includes children from the lowest socioeconomic strata, street children, children affected by natural disasters, children in border areas or remote islands, and children who are victims of AIDS (Wolfe and Hall).[38] Creative learning strategies can be applied in different situations for children with special needs (ABK) and hearing impairment (deaf), such as deductive, inductive, heuristic, expositive, classical, and cooperative strategies. Meanwhile, the learning strategy for ABK with Down Syndrome aims to change students' behavior from those who initially did not understand to understand the learning material.[39]

The approach to Islamic Religious Education learning strategies for individuals with disabilities will undoubtedly enrich knowledge and become a reference for all parties involved in the world of education to improve the quality of the learning process. There are a variety of learning strategies, and as the needs of inclusion students vary, several factors hinder PAI learning. First, the learning time for each PAI subject is relatively limited, so the learning and delivery of material have not been delivered optimally.[40] Students with different advantages and disadvantages are factors that teachers must adjust the abilities and conditions of students in learning. Second, PAI teachers must adopt the right learning strategies to teach inclusive students, especially teachers who do not get a special briefing to teach material to inclusive students. PAI teachers must learn to understand students by applying appropriate, best learning strategies and making inclusive students readily receptive to existing learning.

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[37] Tim Penulis, *Panduan Pelaksanaan Pendidikan Inklusif* (Jakarta: Puskurbuk Balitbang Kemdikbud, 2021), https://repositori.kemdikbud.go.id/24970/1/Panduan_Inklusif.pdf.

[38] Suharjo, Hanani, dan Jasmienti, "Implementation of Islamic Religious Education Learning."

[39] Yuwono dan Mirnawati, "Strategi Pembelajaran Kreatif."

[40] Sahrudin, Djafri, dan Suking, "Pengelolaan Pendidikan Inklusif."

Third, the programs organized by the school are less than optimal, so not all students can meet academic and non-academic learning targets. So that all existing school programs are more tailored to the conditions of each student. It cannot be forced if it is forced to make students' mental state not good, try to give teachers maximum and students also provide maximum in running school programs. An example of a supporting program for PAI is the one-year *tahfidz* program of memorizing one juz, flash pesantren during Ramadan. From the program set by the school, in reality, not all students can learn the Al-Qur'an in one year and one juz. In the flash *pesantren* program, some students experience problems with the memorization target set during the flash pesantren.

Therefore, teachers do not have a compelling will; the most important thing is that students can run the program with a sincere heart and bring benefits to life through memorization of the Al-Quran. Fourth, teachers cannot follow the maximum of central Muhammadiyah regulations that require fulfilling and implementing existing rules.[41] An example is teacher training, which has not been maximized in running it. Besides that, not all inclusions can carry out computer-based exams well. Even though education continues as it should, teachers and students must equally maximize every opportunity.[42]

This study's results align with the findings of Sahrudin et al. on the importance of inclusive learning strategies.[43] However, the specific approach taken at SMA Muhammadiyah 06 Surakarta, such as mapping student needs based on subjects, shows differences from other studies focusing on general grouping. This strategy significantly contributes to increasing the effectiveness of PAI learning in inclusive classes.[44] The uniqueness illustrated in the Islamic Religious Education learning strategy used at SMA Muhammadiyah 06 Surakarta is that differentiated learning involves adjusting students' interests, learning preferences, and readiness to improve their learning outcomes.

In this context, teachers must apply diverse teaching methods to ensure optimal understanding of the subject matter. As the primary facilitator in learning, the teacher becomes the leading actor in learning, provides material, and invites students to learn

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[41] Angreni dan Sari, "Analisis Pembelajaran Anak Berkebutuhan Khusus."

[42] Kristo Paulus dan Erlina Erlina, "Model Pembelajaran Pendidikan Agama Islam Inklusi Sekolah Dasar Negeri di DKI Jakarta," *SAP (Susunan Artikel Pendidikan)* 8, no. 1 (5 Agustus 2023): 25–31, https://doi.org/10.30998/sap.v8i1.15044.

[43] Sahrudin, Djafri, dan Suking, "Pengelolaan Pendidikan Inklusif."

[44] Kurniasandi dkk., "Strategi Pembelajaran Berdiferensiasi Dan Implikasinya"; Nurhidin dan Habibah, "Transforming Islamic Religious Education Learning through Differentiated Learning."

step by step. The needs of students in learning are different, so teachers are asked to have more ideas and patience to teach students and achieve predetermined learning outcomes successfully.[45]This study reveals that inclusive education implemented in SMA Muhammadiyah 06 Surakarta successfully integrates students with special needs with regular students. With adaptive and inclusive learning strategies, students can optimally develop their potential. As part of the inclusive curriculum, PAI shows flexibility in conveying religious values, which supports the creation of fair and inclusive education for all students.

This study has several fundamental differences compared to previous studies. One of the differences is the focus on Islamic education, where this study emphasizes the integration of PAI values in inclusive education, which was not found explicitly in previous studies. In addition, this study uses a holistic approach, which not only discusses the managerial aspects of teachers in inclusive education but also highlights the role of religious values as an essential part of developing student character. Uniquely, this study was conducted in SMA Muhammadiyah 06 Surakarta, which has the characteristics of Islamic-based education, providing a different specific context compared to other more general studies. Thus, this study not only expands the concept of inclusive education in the context of Islamic education but also offers new insights into how religious values can be effectively integrated into inclusive learning strategies.

**Conclusion**

SMA Muhammadiyah 06 implements a tailored learning strategy to meet the needs of inclusive students. For students with intellectual disabilities, the focus is on repeating material, while students with ADHD benefit from a structured classroom environment. Students with physical disabilities are given special attention to participate in learning activities, and students who are blind or deaf receive appropriate teaching. Students with ADHD are helped in writing and understanding reading materials. However, implementing the PAI learning still faces several obstacles. Lack of time often prevents the material from being delivered optimally, while differences in student abilities force teachers to continue to adapt to individual needs.

In addition, the use of consistent and appropriate teaching strategies to support inclusive students needs to be improved. School programs not implemented optimally

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[45] Epy Pujiaty, "Strategi Pengelolaan Pendidikan Inklusif untuk Meningkatkan Aksesibilitas di Sekolah Dasar," *Jurnal Tahsinia* 5, no. 2 (t.t.): 241–52, https://doi.org/10.57171/jt.v5i2.584.

also affect achieving the goals and objectives set. Finally, the failure of some teachers to follow the instructions of the Muhammadiyah Center has resulted in a lack of progress in the learning process. To optimize inclusive education strategies in the future, teachers need to develop creative ideas and prepare alternatives that different actors can use. Schools and policymakers should write a vision and mission for inclusive learning and ensure teachers can deliver materials in a way that is appropriate for all students. That will help achieve more effective and equitable learning for students with special needs.

In optimizing the inclusive education strategy in the future, it is hoped that teachers can develop creative ideas and prepare various other alternatives that existing stakeholders can use. Strategies are needed in teaching; the strategy used for inclusive students has the freedom to be developed, starting from how the school designs the vision and mission of learning objectives to the teacher's ability to deliver material to students with various strategies and approaches.

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