

INCLUSIVE LEARNING MANAGEMENT SYSTEM IN KOTA BANJARMASIN KALIMANTAN SELATAN

Muhdi

Faculty of Tarbiyah, Antasari State Islamic University Banjarmasin, Indonesia

E-mail: muhdi@uin-antasari.ac.id

ABSTRAK:

Penelitian ini bertujuan untuk melihat sistem pengelolaan pembelajaran inklusif yang dikembangkan di beberapa Sekolah Dasar Negeri dan Swasta di Banjarmasin. Penelitian ini berbeda dengan peneliti lainnya karena capaiannya lebih pada bagaimana strategi pembelajaran yang mengedepankan sistem pendidikan bagi anak yang berkebutuhan khusus dan bagaimana capaian ini bisa tercapai maksimal dengan melihat perbandingan. Meskipun banyak peneliti lainnya juga membahas tentang pembelajaran inklusif, tapi kelebihan penelitian ini adalah pada pendekatan yang dilakukan dalam melihat sistem pendidikan inklusif ini. Metode yang digunakan dalam penelitian ini kajian lapangan secara kualitatif dengan pendekatan fenomenologi. Lokasi yang diteliti beberapa Sekolah Dasar di kotab Banjarmasin, Kalimantan Selatan. Hasil penelitian ini membuktikan bahwa sistem pembelajaran lebih diarahkan pada siswa dengan berbagai kebutuhannya juga dengan metode pembelajaran yang sama dengan siswa lain, hanya diberikan penekanan tersendiri diwaktu yang khusus. Strategi ini dianggap mampu meningkatkan kepercayaan peserta didik terhadap lingkungan belajarnya. Sistem pengelolaan yang efektif dilihat dari kesiapan Guru Pengajar Khusus yang memahami metode pendidikan untuk anak berkebutuhan khusus, yaitu dengan pendekatan pencontohan. Metode ini dianggap efektif dalam sistem pembelajaran dan pendidikan di Sekolah Dasar bagi yang memerlukan pendidikan lebih dari yang lainnya disesuaikan dengan kebutuhannya.

Kata kunci: Inklusif, Manajemen, Sistem, Sekolah Dasar, Pembelajaran.

ABSTRACT

This study aims to look at an inclusive learning management system developed in several public and private elementary schools in Banjarmasin. This study is different from other researchers because its achievements are more on how the learning strategy emphasizes the education system for children with special needs and how this achievement can be maximally achieved by looking at comparisons. Although many other researchers also discussed inclusive learning, the strength of this research is the approach taken to see this inclusive education system. The method used in this research is a qualitative field study with a phenomenological approach. The locations studied were several elementary schools in the city of Banjarmasin, South Kalimantan. The results of this study prove that the learning system is more directed at students with various needs as well as the same learning methods as other students, only given special emphasis at special times. This strategy is considered to be able to increase students' confidence in their learning environment. An effective management system is seen from the readiness of the Special Teaching Teachers who understand educational methods for children with special needs, namely the pilot approach. This method is considered effective in the learning and education system in elementary schools for those who need more education than others according to their needs.

Keywords: Inclusive, Management, Systems, Primary School, Learning.

INTRODUCTION

According to the Constitution Number 70 of 2009 concerning inclusive education for students who have disabilities and have the potential for intelligence and / or special talents in article 1 with article 2, namely inclusive education is an educational system that provides opportunities for all students who have disabilities and have potential intelligence and / or special talents to participate in education or learning in an educational environment together with students in general. (Gultom & Budisetyani, 2018, p. 53; Pratiwi et al., 2018)

Inclusive education aims to: (1) provide the widest possible opportunity for all students who have physical, emotional, mental and social disabilities or have the potential for intelligence and / or special talents to obtain quality education according to their needs and abilities; (2) realizing the provision of education that respects diversity and is not discriminatory for all students (Abdurrohman & Syamsiar, 2017)

In inclusive learning, the role of the teacher is very important because it is a milestone in the learning process. Learning activities in inclusive schools need to have the ability to implement a heterogeneous curriculum. The steps that teachers need to prepare in implementing inclusive education are as follows: (1) Learning planning is tailored to the needs of students by referring to the adjusted curriculum. The teacher is able to plan an individual learning program (PPI) that is able to modify the curriculum according to the abilities of the students, (2) The learning process is carried out in accordance with the conditions and abilities of students who emphasize the optimal learning process. Learning can be flexible by looking at the progress of the child, (3) Assessment includes measuring the material that has been studied with individual standards on the basic abilities that must be mastered, (4) Supervision of learning is carried out not only by the school but in collaboration with parents and the environment Public (Afrianingsih et al., 2018, pp. 91-93; Alhaddad, 2020, pp. 21-25).

With the existence of Law Number 70 Year 2009, the implementation of inclusive education must indeed be carried out in accordance with the problems that occur, including several cases of children with special needs that continue to increase. There were 324,000 cases of children with special needs, but only 75,000 were educated according to data from the Director General of Special Education at the Ministry of National Education in March 2010. Meanwhile, the American Psychiatric Association (in Sattler, 2002) mentions cases of school-age children with GPP / H ranging from 3-7 percent. The case is 7.8 percent of children aged 4-17 years from the survey in the United States. Meanwhile, Triyono (2009) states that cases of GPP / H in children aged 6-13 years in Jakarta are around 26.2 percent. This is because the main characteristics of children to focus and hyperactivity (Afrianingsih et al., 2018; Anafiah & Andini, 2018, pp. 73-75).

Research studies related to the title of this research are: *First, the* thesis written by Wahyu Lukitasari entitled "Evaluation of the Implementation of Inclusion Education Policy in the City of Salatiga." This research uses a qualitative evaluative approach with the research subjects of the Education Office and schools administering inclusion in Salatiga. The results of his research show that the implementation of the inclusive education policy in Salatiga is considered good, with an achievement of 65%. Communication is an aspect that needs a lot of improvement, while the best aspect is resources. The impact of this policy can be seen from the increase in the number of students with special needs in regular schools from year

to year and the reduction in discrimination experienced by students with special needs by peers, teachers, and the community.

Second, the thesis written by Wardatul Jannah entitled "Management of Facilities and Infrastructure at Public Elementary Schools (SDN) Providing Inclusive Education in Banjarmasin City" This type of research uses field research (field research) which is descriptive qualitative in nature. The results of the research show that the management of facilities and infrastructure at Public Elementary Schools (SDN) that provide inclusive education in the city of Banjarmasin has been implemented in accordance with the management functions of facilities and infrastructure as follows: (1) Planning for facilities and infrastructure is carried out at the beginning of the school year through meetings schools by formulating planning objectives and planning procedures; (2) The procurement of facilities and infrastructure is carried out by purchase and assistance (grants);

Third, in a research journal written by Rona Fitria with the title "Learning Process in Inclusion Settings in Elementary Schools". The type of research used is descriptive qualitative research. The results of the research found that the design was in the form of RPP (Learning Implementation Plan) and PPI (Individual Learning Program), the methods used in the learning process had not varied, the seating arrangements had varied, the media used were adjusted to the learning material, the material was taken from textbooks and the teacher. the special adviser simplifies the material, while the teacher's assessment is only verbal assessment. Teachers are not there to perform performance assessments, product assessments and portfolio assessments. The obstacles faced include the large number of students in the class and coupled with the presence of hyperactive students, low vision and slow learning, causing teachers to be constrained in using various teaching methods. In addition, the teacher's lack of understanding on how to teach students with needs in the classroom and the lack of teacher knowledge on how to conduct portfolio assessments.

This research has several similarities in managing inclusive schools with a variety of methods used and based on several factors that cause success or failure in achieving the goals desired by researchers. In addition, various factors that cause the implementation of learning to be smooth or not depend on the competence of teachers, media, facilities and infrastructure in schools that support. There is something different from this research, including from the aspect of the scope of the problem, the researcher wants to describe the extent of the readiness of the teacher and the school in planning, implementing and evaluating the learning process in Public Elementary Schools in Banjarmasin City, from any inclusive learning process, there must be various obstacles. and support.

The implementation of the inclusion program at elementary schools in the city of Banjarmasin aims to overcome learning difficulties experienced by students with disabilities, so that they can study together with other (normal) students throughout the day in regular classes using the same curriculum, as well as for students special gifted students. In particular, for researchers, the existence of an elementary school that organizes an inclusion program is interesting to observe and reveal to the surface to explain, because for some of the elementary schools that organize inclusion programs, in Banjarmasin, especially SDN Benua Anyar 8 with SDN Pasar Lama These 6 programs are relatively new, so there are still various obstacles in their implementation. Therefore, based on the explanation above, the writer chooses and determines the management of inclusive learning in elementary schools in Banjarmasin as the object of research.

From some of these background problems, the researcher wants to further examine the learning process implemented by inclusive teachers including learning planning, learning implementation, learning evaluation and supporting and inhibiting factors in the learning process at al-Firdaus Integrated Islamic Primary School and Integrated Islamic Primary School. Ukhuwah. This finding can at least develop the study programs at the Tarbiyah Faculty to improve as early as possible with a learning system that emphasizes the principles of education for all circles.

METHODS

In terms of the type of research, this research includes *infield research*. The approach used is a qualitative approach (*Qualitative research*). The research subject is the source of data obtained in conducting research, in which the subject is the principal, teacher, parents of students. Meanwhile, the objects of this research are teachers and students (Giorgi, 1997, p. 235).

The research method that the writer uses to collect the necessary data includes the observation method which is a systematic observation and recording of the phenomena to be investigated, an interview or an *interview* is a way of collecting data by means of one-sided question and answer carried out systematically and based on research objectives. The focus of research locations to be taken in this study is the Al-Firdaus Integrated Islamic Elementary School and the Ukhuwah Integrated Islamic Elementary School, Banjarmasin city. This sampling is based on initial characteristics, namely indications that emerge from elementary schools with a variety of experiences in handling learning of students with special needs.

PROBLEMATICS OF CLASS SYSTEMS AND LEARNING MODELS

A. Motivation Class

Motivation class is a class that contains energy changes in a person characterized by the emergence of *feelings* and preceded by a response to a goal. Psychologists define motivation as an internal process (from within a person) that activates, guides, and maintains behavior over a period of time. In the context of education, motivation is related to the need to learn. One of the six concepts of learning motivation contains that learning motivation can increase if the teacher provides contingent, specific, and trustworthy rewards. Learning motivation class is a process in which the process guides students towards experiences in which learning activities can take place and provides the students with adequate strength, activity, and vigilance (DJAFAR, 2019; Fauziah et al., 2017, p. 47).

Parsons, Burden, and De Potter stated that there are many ways that can be used to motivate students, namely arousing intrinsic motivation, facilitating extrinsic motivation, engineering students' anxiety and fear, using the AMBAK method, setting clear goals, setting short-term goals, creating successful experiences, optimizing positive assessments, creating a class that is attentive and rewarding, modeling the teacher, developing a conducive atmosphere, developing a positive learning process, using different ways of motivating students, and building motivation within the first 5 minutes. Susetyo said there are several things that can motivate students to learn, namely: anxiety and fear, needs, hopes, self-efficacy, teacher expectations, teacher character, classroom atmosphere, learning process, *reward* and *punishment*, and family (Santosa, 2016).

Motivation class is very important for the development of student teaching and learning activities, class motivation is very influential on class competition in student

teaching and learning activities (Fitri et al., 2018, p. 201). Competition class is a class where the composition of students is very homogeneous, the class classifications are based on the cognitive abilities of students. students with high cognitive abilities will be in the highest class, and vice versa students with low cognitive abilities will eat in the low class (Yulianti et al., 2019). The lower the class, the lower the cognitive abilities and the higher the class, the higher the cognitive abilities.

B. Inclusion Classes

Every student with special needs becomes an integral part of the local community, class, and regular groups in inclusive schools. Inclusion means accepting children with special needs into the curriculum, environment, social interaction, and self-concept. Inclusive schools can also be defined as a system of special education services which requires that all children with special needs be served in schools with friends in ordinary classes. So it can be concluded that an inclusive school is a school consisting of students with special needs and no special needs in the same scope without any differences in curriculum, environment, social interaction, and self-concept (Abdullah & Mastutie, 2019; Ariastuti & Herawati, 2016, p. 38). Then after the existence of an inclusive school, then of course there will be inclusive classes at that school which will be different from classes in regular schools.

Inclusion classes pay attention to the arrangement of special needs students to get education at public or regular schools instead of special classes (*part time*), special education (*full time*) or special schools (*Segregation*). However, the inclusive classroom is not simply about including as many special needs students as possible in a normal student learning environment (Afrianingsih et al., 2018, p. 92). Inclusion classes can be viewed as a process of responding to and responding to diversity among all individuals through increasing participation in learning, culture and society and reducing evaluation both in and from educational activities (Andriana & Evans, 2020). Inclusion classes involve changing and modifying content, approaches, structures and strategies in a regular system with a shared vision that inclusive classes are the responsibility to educate all children who are in the same age range. Inclusion class is a system that is only applied when all school members understand and adopt it (Azmah Ab.Latiff et al., 2015, pp. 81–83).

Inclusion class is a class where the composition of students is very heterogeous or very diverse. Inclusion is conventionally defined as an educational institution or school in which there are children with special needs. However, in the essential meaning of inclusion, inclusion is open or inclusive class is a class that is open to all kinds of students.

RESULTS AND DISCUSSION

a. Planning and Implementation of Inclusive-Based Learning Process in Elementary Schools in Banjarmasin City

Planning is one of the main things that teachers must make before implementing learning because with this planning teachers are expected to have directions and guidelines in teaching and learning activities (Jurkowski & Müller, 2018, p. 224). Inclusive education at the Al-Firdaus Integrated Islamic Elementary School in Banjarmasin is based on the Decree of its implementation as an inclusive school from the Banjarmasin City Education and Culture Office. The Al-Firdaus Integrated Islamic Elementary School has 10 special companion teachers (GPK), 7 of whom are graduates of Special Education, 2 of them are PGMI graduates and 1 other person graduates of English Education. Even though there are

GPKs who do not come from PLB graduates, the school sends them to attend training on inclusive education organized from outside the school.

Based on the results of interviews with several teachers regarding Inclusive-Based learning planning at the Al-Firdaus Islamic Elementary School, Banjarmasin, several important things were obtained about inclusive-based learning planning as a whole.

First, regarding the learning plan related to the education syllabus. The results of the researcher interview with one of the ABK assisting teachers, he revealed (Danita, personal communication, March 27, 2020),

"In the learning planning process, I made PPI (Individual Learning Proposal) for the children I coached with the aim of learning, assignments and evaluations which I have simplified with the abilities of each child. I guide".

Second, the subject matter and strategic planning, for the subject matter there is no difference with other normal children, but still must always be accompanied in certain situations. Whereas for planning learning strategies during recess and after school, special additional hours are held to complete assignments and lessons that are less understood by the ABK. Moreover, the school carries out *multiple intelligences research* (MIR) after they enter the Al-Firdaus Integrated Islamic Elementary School, these data are interrelated and make it easier for Special assistant teachers (GPK) to help their students according to their abilities *multiple intelligences*.

Third, in relation to evaluation planning, meetings are held with all GPKs every week to discuss the problems faced and ways to overcome these problems.

Based on the presentation of the data above, the education planning system in these schools is in accordance with the government regulations stipulated in Regulation of the minister of national education No.70 of 2009 regarding the duties and responsibilities of Special Assistance Teachers, namely teachers have the right to modify the curriculum to suit the abilities of children with special needs (Anzari et al., 2018, p. 57; Pratiwi et al., 2018).

The process of formulating planning is very important, which must be considered carefully. Teachers must have specific knowledge and experience with special needs students. That's why the GPK at the Al-Firdaus Islamic Primary School in Banjarmasin always plan an evaluation every week, because of the teacher's attitude towards ABK are determined by age, teaching experience, grade level taught, contact experience with students with special needs, training and socio-political views. So that at this meeting the GPK (Special assistant teachers)can share their experiences and knowledge with each other to formulate a good plan in order to anticipate problems and have solutions to these problems (Hafidzi, 2019, p. 55).

Based on the presentation of the data above, there are efforts of SDIT Nurul Fikri in realizing inclusive education, although this has not been implemented for long. One of the principles in inclusive education known as *universal design*, namely clear information (perceptible information), the education system / curriculum must provide important information in an effective way to users (educators / students). The first thing to do in compiling a curriculum is planning. , in inclusive education curriculum modification can be seen in the design of the Individual Learning Program (PPI) which refers to the syllabus. The Core Competencies (KI) and Basic Competencies (KD) in the modified curriculum will be the direction and foundation for developing the subject matter, learning activities and competency achievement indicators for assessment by considering the individual abilities of students. The results are outlined in the PPI and developed by GPK teachers and their related teams.

b) Implementation of Inclusive Based Learning in Banjarmasin City Elementary Schools.

In an inclusive learning management system in elementary schools, of course, it will not be separated from how the learning process takes place. When the learning process takes place, of course the teacher has a very important role in achieving the learning objectives that have been processed in lesson planning. Seeing the importance of a learning process, the researcher obtained data on the results of interviews conducted with several teachers, as follows:

The process of implementing inclusive learning has no difference with regular classes, but there are modifications, including in SDIT Al-Firdaus, the only striking difference is the existence of GPK (Special assistant teachers). The learning pattern that is held at this school consists of three parts, namely the first in learning the tahfiz of children with special needs under the guidance of their companion within one hour, which are generally grouped based on the results of the test *multiple intelligences research* (MIR). For example, if the child with special needs is inclined towards naturalist intelligence, their *tahfiz* group (memorize al-qur'an) will usually be placed in a garden or digazebo above the pool. Second, during the class learning, children with special needs learn together with other children. Then, the three ABK are gathered in a room and guided by the competent GPK to provide special learning to the ABK. However, not only from GPK, the tahfiz teachers usually also collect ABK who are late in learning tahfiz to be guided intensively so that they are not too far behind other children.

Based on the results of the interview with Ustadzah Amanah, he revealed that when learning in class he followed the direction of the class teacher, he did not have a special strategy in learning only with sincere intentions, sincerity and patience in providing special learning to children with special needs.

In line with this, a teacher named Udin revealed

"The learning process in the classroom is like the learning process in general, which is carried out by class teachers. The classroom teacher carries out the learning process as usual. However, during this learning process, I make sure that the children follow the learning process well and can mingle with other children. After listening to the class teacher, I usually repeat or convey back to the child what the class teacher has said, with learning that has been adjusted according to the child's ability level.

A good learning process, of course, cannot be separated from the cooperation of various parties, not only from GPK, Danita as the GPK coordinator revealed that coordination with class teachers is very important GPK hopes that class teachers do not differentiate between children with special needs and other children, which is a difference. only in terms of assessment, be it a cognitive, social or psychomotor assessment according to the ability of children with special needs. This also applies to tahfiz teachers because the intensity of learning tahfiz is also long.

Support from parents is also highly expected by GPK through this support by aligning goals at school and at home, it will help children with special needs to maximize their potential, especially for parents who carry out therapy sessions to experts, but some reveal that there are still many parents who do not really care about the development of these children with special needs and leave everything to the school. At the Parent and Teacher Meeting (POMG), usually GPK will advise and tell more about their child's development.

In presenting the data above, the implementation of inclusive learning is not much different from regular classes, there are only modifications to learning patterns, materials, media and strategies to make it easier for children with special needs to achieve learning objectives. Special assistant teachers (GPK) have a fairly important role apart from helping

in simplifying the explanation given by the homeroom teacher or subject teacher, GPK also makes special notes to see children's development in understanding the subject matter, because there are still many ABK who have difficulties in understanding the learning process provided by the classroom teacher. This is specifically supported by SDIT Al-firdaus in their learning modification which provides special time for children with special needs to be able to understand in-depth learning accompanied by competent GPK.

Parents also have an important role to play in supporting the implementation of learning for children with special needs, parents can provide motivation and increase children's self-confidence. Therefore, during the Parent and Teacher Meeting (POMG) which is held once a month by SDIT Al-Firdaus, the teachers revealed that parents should also actively participate by communicating and consulting with the school to overcome their children's learning barriers, if parents collaborate with schools it will make it easier for children to develop their potential through other programs outside of school (Price-Dennis et al., 2015, p. 195)

The learning process is of course very important because it is an activity to transfer knowledge to all students, whether students with special needs or not. In inclusive education, togetherness, participation and achievement and achievement must be created in a learning process. This is in line with what was done with Rapiati as GPK (special educator teachers) at SDIT Nurul Fikri Banjarmasin who has been working there for 10 months. He revealed that in the learning process besides helping to explain what the homeroom teacher said in simple language in the social sphere, he also wanted children with special needs to mingle well with other children, therefore the first step he did was to provide information to other normal children not to discriminate against children with special needs. This school itself has a fairly long intensity of studying the Koran for almost 3 hours every day. Therefore they are required to always maintain ablution, initially the ABK was difficult to be asked to perform ablution, but when asked by his friend he would immediately perform ablution, to anticipate this, he finally gave the task to the child with special needs to become the *leader* in charge. invites other children to perform ablution and the result is very satisfying for the better the social skills of the ABK. For autistic children who sometimes get tantrums, what he does is pay attention to time and what activities the autistic child is always calm, it turns out that when eating with other children in the school canteen, the autistic child has never experienced tantrums so when he wants to advise and giving additional lessons is done when the crew members are eating. At this time, SDIT Nurul Fikri Banjarmasin only has 1 GPK, because they have just become an inclusive school.

Support from parents is of course very meaningful, but there are still some masters who consider GPK to be caregivers. This thinking is what GPKs want to correct. Based on the presentation of the data above, the inclusive learning process is not much different from non-inclusive, a striking difference is the existence of GPK. SDIT Nurul Fikri is a school that implements the system *Full Day* so that GPK usually accompanies ABK outside the learning process. The data above shows that it is not only taught in depth theory but is programmed so that students become adults so that they have responsibility and are able to carry out their obligations both in religion and in society. SDIT Nurul Fikri makes maximum efforts in line with the school's goal of providing equal access to all students who experience physical and mental disabilities so that they get the same education and teaching as other students (Chaer, 2016, p. 209).

c. Supporting and Inhibiting Factors in the Inclusive-Based Learning Process in Banjarmasin City Elementary Schools.

In every learning process, there must be several factors that cause the learning process to be carried out and also several factors that can make the learning process fail to carry out properly. Researchers obtained some research data related to supporting factors and inhibiting factors in the inclusive-based learning process in Banjarmasin City Elementary Schools, as follows:

1. Supporting Factors for Inclusive-Based Learning Processes in Elementary Schools in Banjarmasin City

The formation of good inclusive education cannot be separated from the support of various parties who can accept differences and diversity. In line with this, the teacher revealed that the supporting factors for the inclusive-based learning process were the interactive and communicative skills of teachers to children with special needs and there were no differences in teaching. If there are difficulties, children with special needs will help, but it is still the duty of a class teacher to understand the characteristics of each student. In the inclusion setting, it is divided into three parts, namely classroom teachers, subject teachers and special companion teachers.

Class teachers are responsible for managing the classroom and administration, subject teachers teach certain subject areas / subjects according to their qualifications, while special companion teachers are teachers who have expertise and in-depth knowledge regarding Children with Special Needs to assist regular classroom teachers in creating inclusive learning. The three components must work together in realizing the success of inclusive learning (Andriana & Evans, 2020). Sufficiently qualified infrastructure also makes it easier for GPKs to provide individual learning. In line with this, the infrastructure is also useful in carrying out assessments and identifying problems with special needs students so that they are quickly handled by the classroom teacher.

2. Inhibiting Factors in the Inclusive-Based Learning Process in Banjarmasin City Elementary Schools

Based on interviews with teachers at integrated Islamic Primary Schools, the inhibiting factors in inclusive learning are students who suddenly tantrum and students who are hyperactive. The way they handle this is usually taken out of the classroom later, as calmed as inviting them to play in the garden and perform ablution together. The teachers said that in guiding children with special needs, they must have extra patience and give up their intention and believe that if Allah gave him this task then he would be able to deal with it.

Behavior changes in children with special needs must be part of the evaluation, in children with special needs, they should not be required to understand the theory in depth but be programmed so that students become adults so that they have responsibility and are able to carry out their obligations.^[19] The attitudes and experiences of educators are one of the factors that influence teachers' attitudes in inclusive education. In addition, training related to the management of inclusive education will also provide significant changes to teacher attitudes, in this case the Al-Firdaus Islamic Primary School, sending educators to attend training related to inclusive education.

CONCLUSION

Based on the objectives of the study, the researcher concluded that planning for an inclusive-based learning process in the Integrated Islamic Elementary School in Banjarmasin is generally the same as regular school planning, but what distinguishes it is the use of special planning. The Special Assistance Teacher is required to make individual learning programs (PPI) but it is adjusted to the abilities of each of the Children with Special Needs. As for the learning process of the Integrated Islamic Primary School, Al-Firdaus has three

learning patterns, namely the first is learning *tahfiz* (memorize al-qur'an) for Children with Special Needs directly under the guidance of a companion within one hour. Second, during the class, Children with Special Needs learn together with other children. Then, the three Children with Special Needs are gathered in a room and guided by a special companion teacher who is competent to provide special learning to the Child with Special Needs. Meanwhile, Nurul Fikri Integrated Islamic Elementary School has special learning, only sincerity and maximum patience and tricks in increasing the trust of children with special needs in their social environment.

The supporting and inhibiting factors in the learning process of inclusive-based education at the Integrated Islamic Primary School in Banjarmasin are caused by internal factors in the school's ability to provide learning and educational models that adapt to Children with Special Disabilities. The external factors can be seen from the supporting factors from the elements of society who must also be able to support these Children with Special Disabilities that require special guidance to improve their learning and motor skills.

RECOMMENDATIONS

The implications of research are at least to improve the quality of research from learning models that must be updated to the needs of students at this time. Learning with the emotional, state, and motor skills approach is prioritized and is considered capable of improving the sensory and motor understanding of children especially those with dialectic patterns.

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