



**International Conference on Islam, Law, and Society (INCOILS)  
Conference Proceedings 2023**

**Implementation of Humanistic Value-Based Inclusive Education in  
Elementary School  
(Case Study at Al-Azhaar Islamic Elementary School Tulungagung)**

**Nita Agustina Nurlaila Eka Erfiana<sup>1</sup>**

**Rita Pusvitasari<sup>2</sup>**

**Adi Wijayanto<sup>3</sup>**

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung<sup>1</sup>  
nitaagustina37@gmail.com,

King Mongkut's Institute of Technology Ladkrabang Bangkok Thailand<sup>2</sup>  
ritapusvitasari0919@gmail.com

Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung<sup>3</sup>  
wijayantoadi@yahoo.com

**ABSTRACT:**

Inclusive education based on humanistic values has the characteristics of implementing child-friendly learning activities, providing comfort and an environment that provides educational needs according to the special needs of persons with disabilities regardless of their shortcomings so that there is equality with humans in general. SD Islam Al Azhaar Tulungagung is one of the inclusive educational institutions that applies humanistic values as a characteristic of learning activities, but in reality there are still various obstacles in its implementation. This study aims to find inhibiting factors and supporting factors in the implementation of humanistic value-based inclusive education at Al Azhaar Tulungagung Islamic Elementary School and to find solutions to these obstacles so that improvements or efforts can be made to improve the quality of inclusive education. This research method uses a descriptive qualitative approach with miles and huberman analysis techniques. The results of this study found various inhibiting factors and supporting factors in the implementation of humanistic value-based inclusive education at SD Islam Al Azhaar Tulungagung, including those related to quality and management that still need to be improved and better managed. The solutions found in this study are expected to be used as a reference or description of how the management of SD Islam Al Azhaar Tulungagung can make policies in improving the quality of inclusive education at SD Islam Al Azhaar Tulungagung.

**Key words:** *education, inclusive school, humanistic.*

## **INTRODUCTION**

Internationally, the rights of persons with disabilities have been protected by the Universal Declaration of Human Rights, the (1990) World Declaration on *education for all*, the (1994) UN Regulation on equal opportunities for persons with disabilities, the (1997) Salamanca Statement and UNESCO Framework for Action, the (2000)

Dakar Framework for Action on Disability, and the (2004) International Children's Congress Declaration.<sup>1</sup> This declaration is part of the statement that the right to protection for disability has become an important part of awareness and responsibility for fellow human beings. This can be realized with various attitudes that reflect the values of kindness to respect, respect, protect, fulfill, and promote the human rights of persons with disabilities. The Government of Indonesia has also committed to the fulfillment of the rights of persons *with disabilities as* outlined in Law Number 19 of 2011 concerning the ratification of the *Convention on the Rights of Persons with Disabilities* and was passed on Tuesday, October 18, 2011.

People with disabilities also have the same rights in the field of education that must be fulfilled as the rights obtained by normal humans in general.<sup>2</sup> This is in accordance with the concept of Islamic education regarding the fulfillment of rights for children with disabilities / children with special needs, namely Q.S 'Abasa verses 1 to 10. The differences that every human being has in terms of physical, mental, ethnic, cultural, and even physical perfection do not limit them from getting the right to education. The right to education is part of the human rights enshrined in the 1945 Constitution of the Republic of Indonesia as a guarantee given by the State to all citizens. The government has also emphasized more explicitly on education for people with disabilities in Law. No. 20 on the National Education System which is closely related to education for children with special needs. This regulation is the basis for the establishment of special education institutions for disabilities or what is commonly referred to as *Sekolah Luar Biasa or SLB*.

SLB is an educational institution that provides services to children with special needs or children with disabilities specifically according to their needs. However, SLB also has a segmentation side that is considered to hinder the development of children with disabilities to face reality in society. The limitation of children with disabilities to explore various diversities in the community makes them eliminated from social interactions in the community. People with disabilities will be perceived as having a different side that creates inequality due to their special conditions. In fact, people with disabilities will feel that they are not part of the complex life of the surrounding community. This fact makes people with disabilities and children with disabilities need to get more special attention, both in

---

<sup>1</sup> Deklarasi Universal HAM, *Deklarasi Dunia Tentang Education for All, Peraturan Pbb Terkait Kesamaan Kesempatan Untuk Para Difabel, Tahun (1997) Pernyataan Salamanca Serta Kerangka Aksi Unesco, Tahun (2000) Undang-Undang Penyandang Kecacatan Kerangka Aksi Dakar, Dan Pada Tahun (2004) Deklarasi Kongres Anak Internasional.* (1990).

<sup>2</sup> Nadya Novia Rahman, Miranti Rasyid, and Rabiatal Adhawiyah, "The Education Services of Children for Special Need on Islamic Educational Psychology Perspective," *Madania: Jurnal Kajian Keislaman* 26, no. 2 (2022).

terms of education and social so that they will be able to make them feel more valued and have the opportunity to maximize their potential in the community.<sup>3</sup>

Inclusive education institutions are part of an alternative solution in addressing the obstacles encountered in fulfilling the right to education for children with disabilities.<sup>4</sup> The regulation governing inclusive education is the Regulation of the Minister of National Education (Permendiknas) No 70 of 2009 which states that inclusive education is a system of providing education for all students who have disabilities, have the potential for intelligence and or special talents to attend education or study in the same room. Inclusive schools have unifying service characteristics, namely educational services for children with disabilities that are the same and equal to children in general. Inclusive education services uphold the values of equality that enable children with disabilities to have a comfortable atmosphere in learning activities together with other children of the same age. This will enable children with disabilities to get their full rights to education by accommodating diversity and eliminating segmentation in education so that they will be better prepared to respond to the various realities of diversity in society.

Islamic-based inclusive schools are schools that apply Islamic values in the inclusive learning process. Learning that prioritizes the needs of students with special needs also prioritizes Islamic values as the basis for learning. Inclusive education can integrate Islamic values and local culture as a means to support learning activities and improve the achievement of educational equity for children with disabilities. This also aims to ensure that there is no discrimination for children with disabilities in participating in learning activities because they are based on religious and cultural values.<sup>5</sup>

Efforts to consider religious and cultural values in inclusive learning are also part of Islamic education.<sup>6</sup> In the context of Islamic-based inclusive education, inclusive learning activities can be implemented by adjusting the needs of students, the potential of students as a whole. The series of learning activities must be carried out by applying the values of justice, tolerance, and equality which are part of Islamic values. Humanistic values, which are a reference for various attitudes of equality and tolerance, are also the main guidelines that characterize inclusive education. This attitude is an

---

<sup>3</sup> Aleksandra Djuric-Zdravkovic, Mirjana Japundza-Milisavljevic, and Dragana Macesic-Petrovic, "Attention in Children with Intellectual Disabilities," *Procedia-Social and Behavioral Sciences* 5 (2010).

<sup>4</sup> Susie Miles, and Nidhi Singal, "The Education for All and Inclusive Education Debate: Conflict, Contradiction or Opportunity?," *International journal of inclusive education* 14, no. 1 (2010).

<sup>5</sup> Patricio Cuevas-Parra, "Multi-Dimensional Lens to Article 12 of the Uncrc: A Model to Enhance Children's Participation," *Children's Geographies* 21, no. 3 (2023).

<sup>6</sup> Abdullah Sahin, "Critical Issues in Islamic Education Studies: Rethinking Islamic and Western Liberal Secular Values of Education," *Religions* 9, no. 11 (2018).

attitude that must be applied based on Islamic teachings, namely by prioritizing awareness of the needs of every human being who is different, especially for students with special needs.

SD Islam Al Azhaar Tulungagung is an elementary school level educational institution that implements inclusive education in its learning activities. SD Islam Al Azhaar Tulungagung prioritizes child-friendly education with a comfortable environment, prioritizes students' academic and non-academic achievements, and emphasizes learning activities with quality religious insights. Inclusive education at Al Azhaar Tulungagung Islamic Elementary School provides opportunities for children with disabilities to receive inclusive education with other normal children without any differences by adjusting their needs. Humanistic values are the characteristics that build inclusive education at Al Azhaar Tulungagung Islamic Primary School.

Previous research that has been conducted by <sup>7, 8</sup> examines inclusive learning activities by analyzing several inclusive schools both in character development and educational management. However, research related to inclusive education still needs to be studied in more depth, especially with regard to Islamic values and humanistic values as characteristics of inclusive education. Based on this, the researcher seeks to conduct research at Al Azhaar Tulungagung Islamic Elementary School on all learning activities based on humanistic values in more depth. In this scientific article, researchers will conduct follow-up research with the aim of answering several problem formulations to be studied, including, first, how is inclusive education at Al Azhaar Tulungagung Islamic Elementary School? second, how is the urgency of humanistic values in inclusive education? third, how are the inhibiting and supporting factors for the implementation of humanistic value-based inclusive education at Al-Azhaar Tulungagung Islamic Elementary School? fourth, how is the solution to the obstacles of humanistic value-based inclusive education at Al-Azhaar Tulungagung Islamic Elementary School ?

---

<sup>7</sup> Tiina Kivirand, Äli Leijen, and Liina Lepp, "Enhancing Schools' Development Activities on Inclusive Education through in-Service Training Course for School Teams: A Case Study," *Frontiers in Psychology* 13 (2022).

<sup>8</sup> Martin J Haigh, "Internationalisation of the Curriculum: Designing Inclusive Education for a Small World," *Journal of Geography in Higher Education* 26, no. 1 (2002).

## RESEARCH METHODS

In this study, the method used by researchers in carrying out research was carried out using descriptive qualitative methods. This research aims to describe inclusive education at SD Islam Al-Azhaar Tulungagung based on humanistic values so that the characteristics of inclusive learning activities will be found in the form of obstacles and encouragement and will be found to offer possible solutions in overcoming obstacles in inclusive education activities at SD Islam Al-Azhaar Tulungagung. The presence of researchers in inclusive education activities at SD Islam Al-Azhaar Tulungagung is carried out by participating directly as data collectors as well as instruments of qualitative research being carried out.

The data sources in this study are informants as primary data, namely school managers, principals, class teachers, GPKs at Al-Azhaar Tulungagung Islamic Elementary School by collecting observation, interview, and documentation data. Secondary data is obtained from the parents of the students' guardians as well as the psychiatric team that collaborates with SD Islam Al-Azhaar Tulungagung, and also students. Observation was carried out by directly visiting the research location, namely SD Islam Al-Azhaar Tulungagung and continued with interviews with informants. Documentation in this study contains a series of stages and completeness of data obtained from observations and interviews. The data analysis technique used is *miles and huberman* with interactive data analysis steps that take place continuously until saturated data is found. The flow in this data analysis includes data reduction, data presentation, then data verification or conclusion drawing. Researchers then checked the validity of the data with data triangulation and discussions with peers.

## **DISCUSSION**

### **Inclusive Education in Al-Azhaar Islamic Elementary School Tulungagung**

Inclusive education is an education system that combines regular education and special education can be implemented together.<sup>9</sup> The main objective of inclusive education is to provide education for children with special needs to get the same rights as normal children of the same age to get educational services without any discrimination against children with special needs. SD Islam Al Azhaar Tulungagung is the only primary school that implements an inclusive program in Tulungagung. This school has implemented inclusive education by providing services and facilities that support children with special needs or ABK to participate in learning activities at school. Openness and equality are the main characteristics of inclusive education, namely without discriminating against students in teaching and learning activities.

The inclusion program implemented at SD Islam Al Azhaar Tulungagung has been implemented in accordance with the implementation of a modified curriculum in accordance with PDBK.<sup>10</sup> This is done with the aim of providing services for students with diverse conditions both in physical, social, psychological, and emotional conditions. SD Islam Al Azhaar Tulungagung provides services by providing special assistant teachers who play a role in accompanying students to participate in learning activities. Special assistant teachers or GPK become special assistants for students with special needs so that they will be more comfortable and easier to accept learning. The curriculum design applied at SD Islam Al Azhaar Tulungagung is part of the planning or preparation stage carried out by SD Islam Al Azhaar Tulungagung in inclusive learning activities. The inclusive curriculum applied for children with disabilities is sought in accordance with the needs of children with disabilities based on their specificities. The involvement of all parties and the formation of a special team in the curriculum design stage carry out stages in accordance with predetermined procedures. Teachers together with the team analyze each individual learner in terms of children's skills and solutions to problems that are being faced by children in participating in learning. This information is also obtained from parents as the main source of information in knowing the special needs of each child with disabilities.

---

<sup>9</sup> Garry Hornby, and Garry Hornby, "Inclusive Special Education: The Need for a New Theory," *Inclusive Special Education: Evidence-Based Practices for Children with Special Needs and Disabilities* (2014).

<sup>10</sup> Observation results at Al Azhaar Tulungagung Islamic Elementary School.

The involvement of all parties, namely the principal, curriculum deputy, class teachers, subject teachers, and special assistant teachers in determining this curriculum is carried out systematically.<sup>11</sup> Observations made to the students' guardians then mapped the information obtained to produce curriculum management based on the types of children with disabilities. In learning activities, the school divides two types of classes: assistance classes and therapy classes. Assistance classes are classes that are held regularly together with normal students in one class with assistance from GPK, while therapy classes are intended for students who need special handling. Important elements in inclusive curriculum design are the school environment, adequate facilities, and infrastructure, as well as school conditions and learner conditions.

The Inclusive Learning Program or IEP is intended specifically for students with special needs. The proficiency standards in the IEP refer to the curriculum that is being implemented. PPI contains targets that must be achieved by children with disabilities in participating in learning activities. The IEPs are designed based on lesson plans from regular classes that are modified according to the learning materials and content. The PPI formulation stage is carried out by forming a meeting involving all relevant parties by discussing the design of learning activities based on the special needs of students and what school managers should do in implementing learning.

*Screening* activities are the initial stage carried out to find out information related to the advantages and obstacles possessed by learners with special needs.<sup>12</sup> In *screening* activities, identification of learner needs will result in decisions on what to do or respond to by the school so that learning can take place according to the needs of these learners. *Screening* involves parents as a source of information on learner needs, systematic validation by psychologists, and screening according to the type of student needs by teachers. The stage of transferring to a more competent party, for example, a psychiatrist, is needed when certain obstacles are found in students with special needs.

Evaluation is carried out in every learning activity by discussing various obstacles and the overall progress of students. The evaluation stage carried out aims to determine and assess the stages that have been carried out previously. Coordination with Santri guardians is carried out every day through *WhatsApp* online messages related to academic and non-academic matters. The examination and progress made by students are also conveyed in the mid-semester and end-of-semester report cards.

Inclusive learning activities at Al Azhaar Tulungagung Islamic Elementary School are directed at both academic and non-academic aspects, one of which is through

---

<sup>11</sup> Agus Fitri, "Inclusive Education Curriculum Management with Modification Humanistic Design," *Journal of Social Studies Education Research* 13, no. 3 (2022).

<sup>12</sup> Dale H Schunk, and Barry J Zimmerman, "Influencing Children's Self-Efficacy and Self-Regulation of Reading and Writing through Modeling," *Reading & writing quarterly* 23, no. 1 (2007).

*life skills*, including bima skills training, toilet *training*, and various lessons related to the practice of daily activities.<sup>13</sup> The purpose of this inclusive learning is so that students are skilled and capable of living in the community. Various excellent programs implemented at Al Azhaar Tulungagung Islamic Elementary School are also part of the implementation of inclusive learning that accommodates students to further develop in learning activities. The excellent programs at SD Islam Al Azhaar Tulungagung in inclusive learning include the tahfidz program, the Al-Azhaar International School program, as well as sports and other inclusion program activities such as basic motor training, namely sticking and coloring.

### **The Urgency of Humanistic Values in Inclusive Education**

Basically, every education is aimed at producing students as the successors of the nation who have noble personality, are able to be empowered in the community, and are able to take responsibility for their chosen life with good character and attitude.<sup>14</sup> Likewise in inclusive education, the main goal of learning activities is an effort to develop all the potential possessed by each learner tailored to the specific needs of children with disabilities and other normal learners. Inclusive education provides education services that are friendly and comfortable for students through the process of interaction between students, teachers, and the environment around the school. Humanistic values are part of the characteristics of inclusive education which is a manifestation of the process of humanizing humans or humanization in line with the basic meaning of humanism as human education.

Humanization comes from the Greek word *humanities* which means 'being'. Humanization in English is known as *human* which means human, human nature, as well as *humane* which means friendly, compassionate, and humanitarian.<sup>15</sup> In Arabic terms humanization is interpreted as *insaniyyah* or humanizing humans. Meanwhile, in the Big Indonesian Dictionary, a humanist is defined as someone who strives to achieve better social interactions by adhering to human values and realizing common interests. Humanistic psychology interprets that this is an expression that is part of a universal humanistic tendency in manifesting itself in social science, education, biology, and so on.

Humanistic values in inclusive education are carried out with the aim of

---

<sup>13</sup> The results of interviews with the manager of Al Azhaar Tulungagung Islamic Elementary School.

<sup>14</sup> Abdul Rahim Saidek, and Raisul Islami, "Character Issues: Reality Character Problems and Solutions through Education in Indonesia," *Journal of Education and Practice* 7, no. 17 (2016).

<sup>15</sup> Devin K Joshi, "Humanist but Not Radical: The Educational Philosophy of Thiruvalluvar Kural," *Studies in Philosophy and Education* 40 (2021).



providing learning with the principles of humanizing human attitudes.<sup>16</sup> This is done by providing learning to become learners who are able to be responsible for themselves to God, themselves, family, nation, and country. Inclusive learning that applies humanistic values proceeds by not only improving the cognitive or intellectual aspects of students, but also providing learning in terms of emotional, moral, and spiritual matters to students. In its application, inclusive education based on humanistic values will make students able to realize their own needs and other people have the same interests so that they are able to respond to other humans nobly because they realize that humans are social creatures who need each other.

According to Roqib, the indicators in the element of humanization or humanistic values are: *first*, differences in beliefs, religions, social status, and traditions are maintained as a form of individuals and groups. *Third*, avoiding various violence, let alone killing each other. *Fourth*, avoiding heinous acts by staying away from hatred among others.<sup>17</sup> In the application of inclusive education, humanistic values encourage awareness of the empowerment of each individual to become a free human being in exploring and developing their potential. Thus, inclusive education based on humanistic values provides a way to manage and develop the ability of each learner to develop their potential according to their abilities.

In inclusive education, the application of humanistic values can be a driving force in managing learning to achieve progress, especially in academic and non-academic quality. This development will have more value if it is managed and pursued with full responsibility for all school managers. Innovative learning activities are in accordance with the conditions, potential, and needs of students, especially for those with special needs. Learners with special needs will not experience limitations in receiving learning activities so they will reach their readiness to have abilities that can be utilized in the community.

The potential possessed by students with special needs is to be developed so that schools and managers have full responsibility for accommodating students in developing the potential of students in addition to the role of parents at home. The characteristics of inclusive education based on humanistic values must be used as a basic reference for attitudes in all stages of inclusive learning, especially in developing the potential of students with various innovative activities. The awareness of all school managers, as well as between students and teachers of the importance of humanistic values in inclusive learning activities can increase the success rate in learning activities

---

<sup>16</sup> Domenec Melé, "Understanding Humanistic Management," *Humanistic Management Journal* 1 (2016).

<sup>17</sup> Moh Roqib, and Abdul Wachid, *Prophetic Education: Kontekstualisasi Filsafat Dan Budaya Profetik Dalam Pendidikan* (STAIN Press bekerjasama dengan Buku Litera, 2011).

can increase and in accordance with learning objectives.

### **Inhibiting and Supporting Factors for the Implementation of Humanistic Value-Based Inclusive Education at Al-Azhaar Islamic Elementary School Tulungagung**

The successful implementation of humanistic value-based inclusive education at SD Islam Al-Azhaar Tulungagung is influenced by several things, including the management of inclusive education which is part of the internal school and is also influenced by external factors from outside the school. Humanistic-based inclusive education, which is the main characteristic in the practice of inclusive learning activities, is part of achieving friendly learning activities for students and school managers. The implementation of humanistic value-based inclusive education at SD Islam Al-Azhaar Tulungagung is explicitly applied based on attitudes and characteristics in daily life at school. However, in its implementation, there are some obstacles in the implementation of humanistic value-based inclusive education at SD Islam Al-Azhaar Tulungagung. The following are some of the issues related to the barriers found in the implementation of humanistic value-based inclusive education at SD Islam Al-Azhaar Tulungagung:

*First*, the quality of inclusive teachers or educators at SD Islam Al-Azhaar Tulungagung is inadequate, especially for special assistant teachers or GPK. This is in accordance with the level of proficiency of GPK in assisting students with special needs which is less than optimal in its implementation. GPK seems to only act as a companion who assists students in participating in learning activities in the classroom. In the implementation of humanistic-based inclusive education, GPK has a good contribution in the application of humanistic values by providing a comfortable and friendly environment for students with special needs. However, professionally GPK does not really understand the condition of students both psychologically and emotionally. This is also related to the selection of GPK qualifications which are purely educational backgrounds so they lack in-depth understanding of psychology.

*Second*, readiness in the implementation of learning is still not optimal, especially in preparing certain conditions related to the management of inclusive learning. In general, readiness in the management of inclusive education at Al-Azhaar Tulungagung Islamic Elementary School has tried to be well prepared. In the implementation of humanistic-based inclusive education, readiness in practice is generally quite well implemented, namely by achieving a friendly environment with a humanist atmosphere with mutual respect and respect between teachers and students. However, in its application, it still needs to improve its readiness to deal with various other

obstacles that may be encountered in the midst of implementation.

*Third, the learning media used in inclusive learning activities at Al-Azhaar Tulungagung Islamic Elementary School is inadequate in depth. The learning media used still use conventional learning media, due to it is necessary to use more diverse learning media in accordance with the conditions and circumstances of today's increasingly diverse technological developments. The learning media used at SD Islam Al-Azhaar Tulungagung refers to the learning material assembled from the lesson plan and PPI so the learning media used is limited to this reference. In addition to the obstacles found in the implementation of inclusive education at SD Islam Al-Azhaar Tulungagung based on humanistic values, there are also supporting factors that provide a stimulus to the stages of inclusive education in improving the quality and quantity of its management. The following are some things related to the supporting factors found in the implementation of inclusive education based on humanistic values at SD Islam Al-Azhaar Tulungagung:*

*First, the curriculum management implemented at Al-Azhaar Tulungagung Islamic Elementary School has been adjusted to the needs of students with special needs. The lesson plan, which is part of the output of curriculum management, is the basic reference in implementing learning activities in the classroom. In addition to RPP, PPI is also a reference in the implementation of inclusive education which is adjusted based on the needs of students with special needs. PPIs are designed according to the individual needs of students, which of course differ from one student to another. The achievements in the PPI are also adjusted to the conditions of the learners, even though the implementation of inclusive learning in the classroom with material delivered by the class teacher. RPP and PPI have the same relationship, except that there are differences in achievements between students with special needs and other normal students in regular classes.*

*Second, SD Islam Al-Azhaar Tulungagung has collaborated with various parties who have contributed to inclusive learning activities, including the screening team at the PDBK stage at the beginning of learning activities every semester. The management of SD Islam Al-Azhaar Tulungagung also collaborates with psychiatrists and psychologists as authorized parties in the transfer stage if something urgent happens related to the condition of students with special needs. Cooperation with various parties aims to make the stages of humanistic-based inclusive education activities implemented at SD Islam Al-Azhaar Tulungagung able to run more optimally, especially with regard to increasing the academic and non-academic potential of students.*

*Third, the evaluation carried out by the management of SD Islam Al-Azhaar*

Tulungagung is carried out in stages so that it can enable the achievement of improvements that will be made in the stages or policies that will be implemented after the evaluation. Weekly evaluations on Saturdays are carried out internally by the class teacher, GPK, together with the manager of inclusive education at SD Islam Al-Azhaar Tulungagung. Evaluation of the development of students with special needs is carried out together with the guardians of students to find out more deeply and purposefully about the needs and development of students when at school and at home. Parents will also be directly involved in the evaluation stage for the development of students with special needs, so that development and inhibiting factors will be addressed more wisely when it is known in depth the causes of these obstacles.

*Fourth, the* characteristics of inclusive learning refer to humanistic values that become the basis for learning activities. SD Islam Al-Azhaar Tulungagung carries out the learning stages by prioritizing the comfort of a child-friendly school environment. The harmony that exists with mutual respect and respect between students has been well established, especially in regular classes where there are essentially differences between students with special needs and normal students.

*Fifth, SD Islam Al-Azhaar Tulungagung* implements various innovative learning activities that emphasize academic and non-academic aspects for all students through *life skills*. For students with special needs, *life skills* education has a good effect, especially in relation to daily activities. The limitations they have are able to develop their potential and excellence with the application of *life skills* gradually. The abilities possessed by learners with these limitations are not entirely an obstacle in participating in various daily lives. Although academic and non-academic development seems late, it can be pursued with various activities that support learning activities in the classroom and outside the classroom. The concept of *lifeskills* applied is intended to have an impact on the skills of students in the social, academic, and personality domains or talents and interests.

*Sixth, the* types of classes implemented at Al-Azhaar Tulungagung Islamic Elementary School consist of regular classes, inclusion classes, and therapy classes. These three classes have their respective functions according to the characteristics and needs of the learners. Regular classes consist of students with special needs who participate in learning activities together with normal students of the same age. In the regular class, learners with special needs are accompanied by GPK in participating in learning activities. The inclusion class consists of students with special needs who have the same or almost the same characteristics of the specificities and needs that need to

be obtained from learning activities at school. Meanwhile, therapy classes are classes that are specifically intended for students with special needs who have certain limitations or have more obstacles so therapy classes need to be implemented. The therapy class prioritizes reading and writing learning which is carried out specifically by one teacher with one learner for approximately 1 hour of learning.

The various inhibiting and supporting factors that have been found in the stages of humanistic-based inclusive education at SD Islam Al-Azhaar Tulungagung are findings that will be used as reference material for evaluation. These inhibiting and supporting factors need to be realized so that they can be adjusted to what must be done in the next stage. The management of SD Islam Al-Azhaar Tulungagung must strive to achieve the goals of humanistic-based inclusive education that can improve with more quality by utilizing the supporting factors that are owned, so that efforts to reduce obstacles must also be made.

### **Solutions to Barriers to Humanistic Value-Based Inclusive Education at Al-Azhaar Islamic Elementary School Tulungagung**

The implementation of inclusive education based on humanistic values at Al-Azhaar Tulungagung Islamic Elementary School needs an innovation or new solution to reduce the obstacles encountered in each process. This solution can be applied through an evaluation that becomes the basis for assessing, monitoring, and seeing the shortcomings and strengths in each stage. The obstacles encountered in humanistic value-based inclusive education at SD Islam Al-Azhaar Tulungagung need to be addressed more wisely by seeking various strategic steps in solving them. The following are some possible solutions to the obstacles encountered in the implementation of humanistic value-based inclusive education at SD Islam Al-Azhaar Tulungagung.

*First*, improving the quality and capacity of teaching staff, especially for GPK, needs to be given more attention, for example by providing special training programs or qualifications. This can be done by providing a training or *workshop* that allows it to be a new innovation in developing GPK's knowledge and experience in learning activities. GPKs are not only required to be able to assist students with special needs in academic classroom learning activities. However, GPK has an important task outside the classroom, namely assisting students with special needs both emotionally and psychologically. Additional educators also need to be prepared to anticipate additional

students with special needs. In an effort to add educators, it can be done by optimizing the recruitment stage so that educators with increasingly better quality will be obtained.

*Second*, learners with special needs should be provided with needs services in the form of facility assistance that supports learning activities. These facilities are tailored to the needs of learners with special needs, for example, sticks for the blind, sound filters for the deaf, and so on. In addition, assistance in the form of scholarships for students with special needs is also a solution to dealing with problems related to financial needs for the families of students. The scholarships provided can also motivate learners and families to be more enthusiastic about including themselves and their families in inclusive education. Scholarships can also be in the form of academic scholarships for achievements made by learners so that learners will have more motivation in learning activities.

*Third*, the government needs to conduct more transparent socialization to the entire community regarding the importance of education for people with disabilities, especially for children with special needs. This socialization can be a motivation and source of new knowledge in the community that the government has provided special schools, even inclusive schools have also become a new innovation in the world of education. Special schools and inclusive schools accommodate people with disabilities to get the right to education, but inclusive schools are new innovations that have the characteristics of providing a new way for people with disabilities. Inclusive schools seek to develop the academic and non-academic potential of students with special needs in a more friendly and innovative way by interacting directly with other normal students, one of which is at SD Islam Al-Azhaar Tulungagung.

*Fourth*, SD Islam Al-Azhaar Tulungagung needs to strive for more complete facilities and infrastructure in inclusive education according to the needs of students with special needs, for example related to teaching aids, communication tools, and so on. These facilities and infrastructure are intended so that students with special needs are able to enjoy good services regarding adequate facilities and infrastructure. So that students with special needs at SD Islam Al-Azhaar Tulungagung will feel more comfortable because they get easy facilities and infrastructure according to the special needs of students.

The various solutions offered above can be a new consideration in addressing the various obstacles that occur in the process of humanistic-based inclusive education at Al- Azhaar Tulungagung Islamic Elementary School. The efforts of SD Islam Al-Azhaar Tulungagung in improving the quality of inclusive education are something that needs to be considered and implemented. The current condition of inclusive education at SD Islam Al-Azhaar Tulungagung, which still needs improvement, is certainly a challenge for the management of SD Islam Al-Azhaar Tulungagung. Thus, some of these solution offers can be used as a reference consideration in improving the quality of inclusive education management at Al-AzhaarTulungagung Islamic Elementary School.

## **CONCLUSION**

Inclusive education at SD Islam Al-Azhaar Tulungagung is a new innovation in the world of education that provides a place for people with disabilities, especially for children with needs. Activities in inclusive education at SD Islam Al-Azhaar Tulungagung take place in the atmosphere of regular classes, inclusion classes, and therapy classes. The management of SD Islam Al-Azhaar Tulungagung together with the teachers has tried to improve the quality of inclusive education through curriculum preparation, superior activity programs, and various efforts that become innovations in improving the *life skills* of students, especially those with special needs. Humanistic value-based inclusive education applied at SD Islam Al-Azhaar Tulungagung is a characteristic of the implementation of inclusive education that provides comfort to all students with a child-friendly atmosphere, mutual respect and respect even though basically every student has differences and even has different special needs.

Some of the obstacles found in the implementation of inclusive education at SD Islam Al-Azhaar Tulungagung include the quality and capacity of teachers, especially special assistant teachers, poor preparation, and inadequate facilities and infrastructure. Meanwhile, the supporting factors in the implementation of inclusive education at SD Islam Al-Azhaar Tulungagung include curriculum management that has been pursued according to the needs and achievements of students, SD Islam Al-Azhaar Tulungagung collaborates with various parties who are competent in the field of inclusion, SD Islam Al-Azhaar Tulungagung conducts evaluations gradually

and systematically, especially with the guardians of students, and *life skills* become an innovative program that provides a forum for students to develop their potential. Solutions to the obstacles in the implementation of inclusive education at SD Islam Al-Azhaar Tulungagung that can be taken into consideration include improving the quality and capacity of educators, especially for special assistant teachers, seeking special services and facilities for students with special needs, for example by providing facilities and infrastructure or providing scholarships, and the need for socialization from the government to raise awareness to the public about the importance of education for people with disabilities so that inclusive education becomes a part that provides a forum in achieving this.

## LITERATURE

- Cuevas-Parra, Patricio. "Multi-Dimensional Lens to Article 12 of the Uncrc: A Model to Enhance Children's Participation." *Children's Geographies* 21, no. 3 (2023): 363-77.
- Djuric-Zdravkovic, Aleksandra, Mirjana Japundza-Milisavljevic, and Dragana Macesic-Petrovic. "Attention in Children with Intellectual Disabilities." *Procedia-Social and Behavioral Sciences* 5 (2010): 1601-06.
- Fitri, Agus. "Inclusive Education Curriculum Management with Modification Humanistic Design." *Journal of Social Studies Education Research* 13, no. 3 (2022): 150-73.
- Haigh, Martin J. "Internationalisation of the Curriculum: Designing Inclusive Education for a Small World." *Journal of Geography in Higher Education* 26, no. 1 (2002): 49-66.
- HAM, Deklarasi Universal. *Deklarasi Dunia Tentang Education for All, Peraturan Pbb Terkait Kesamaan Kesempatan Untuk Para Difabel, Tahun (1997) Pernyataan Salamanca Serta Kerangka Aksi Unesco, Tahun (2000) Undang-Undang Penyandang Kecacatan Kerangka Aksi Dakar, Dan Pada Tahun (2004) Deklarasi Kongres Anak Internasional.*, 1990.
- Hornby, Garry, and Garry Hornby. "Inclusive Special Education: The Need for a New Theory." *Inclusive Special Education: Evidence-Based Practices for Children with Special Needs and Disabilities* (2014): 1-18.
- Joshi, Devin K. "Humanist but Not Radical: The Educational Philosophy of Thiruvalluvar Kural." *Studies in Philosophy and Education* 40 (2021): 183-200.
- Kivirand, Tiina, Äli Leijen, and Liina Lepp. "Enhancing Schools' Development Activities on Inclusive Education through in-Service Training Course for School Teams: A Case Study." *Frontiers in Psychology* 13 (2022): 824620.



- Melé, Domenec. "Understanding Humanistic Management." *Humanistic Management Journal* 1 (2016): 33-55.
- Miles, Susie, and Nidhi Singal. "The Education for All and Inclusive Education Debate: Conflict, Contradiction or Opportunity?", *International journal of inclusive education* 14, no. 1 (2010): 1-15.
- Rahman, Nadya Novia, Miranti Rasyid, and Rabiatal Adhawiyah. "The Education Services of Children for Special Need on Islamic Educational Psychology Perspective." *Madania: Jurnal Kajian Keislaman* 26, no. 2 (2022): 185-96.
- Roqib, Moh, and Abdul Wachid. *Prophetic Education: Kontekstualisasi Filsafat Dan Budaya Profetik Dalam Pendidikan: STAIN Press bekerjasama dengan Buku Litera*, 2011.
- Sahin, Abdullah. "Critical Issues in Islamic Education Studies: Rethinking Islamic and Western Liberal Secular Values of Education." *Religions* 9, no. 11 (2018): 335.
- Saidek, Abdul Rahim, and Raisul Islami. "Character Issues: Reality Character Problems and Solutions through Education in Indonesia." *Journal of Education and Practice* 7, no. 17 (2016): 158-65.
- Schunk, Dale H, and Barry J Zimmerman. "Influencing Children's Self-Efficacy and Self-Regulation of Reading and Writing through Modeling." *Reading & writing quarterly* 23, no. 1 (2007): 7-25.