

INCLUSIVE ISLAMIC EDUCATION LEARNING IN THE TIME OF COVID-19 IN THE SD ISTANA HATI BINJAI

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Abstract: *Inclusive education is an education that receives a wide range of character and background of students to learn together in a learning climate. In the islamic view, education is a duty both to understand the islamic obligation and to build culture. The problem in this study is how inclusive education in the view of Islam and learning during covid-19 in Sd Istana Hati Binjai. The purpose of this study is to describe inclusive sducation in the islamic view at Sd Istana Hati Binjai. The benefits of this research are expected to supplement the authors' insights and insights on inclusive education from the islamic perspective in Sd Istana Hati Binjai. It's a qualitative study. The subject of this study is a special-needs child Sd Istana Hati Binjai. Data collection is the process of finding data by way of obsevation, interview and documentary.*

Keywords: *Inclusive Islamic Education, Special Needs Children, In The Covid-19 Era*

Introduction

Education is something that all people urgently need, even with it the quality of a person will be discerned. It is a common agreement that education is something essential to the prevalence of human civilization (Pasaribu, 2563). Man's primary mission into the world was humanity, a process to make man human. As a process, humanization involves a critical awareness that isa potential human nature. It is to equip humans in an effort to understand the realities of the world and to create new cultural structures. With a critical consciousness of man present in the world, "do" with him, existing space in the reality of life (Daimah, 2018).

Education is given high priority not only for children of high genius but also for those who are thought to be different and backward from other normal children. If Indonesia's education fails to pay attention to the future of children with special needs, it is certain that they will always be marginalized in their neighborhood, let alone to receive special treatment through the great education that is meant for children (Santi, 2016).

In the islamic view, education is a duty both to understand the islamic obligation and to build culture. The guidance of islamic obligations is embodied in the sources of Islam both the qur 'an and the hadiths. It is not limited by a time limit, age, normal or deformity. Since science is a Muslim's need for its role and function in the world as a creature of god, Islam is obliged to make a living science. It corresponds with Q. Al-maidah verse 11, which means god will elevate a few degrees of believers among you and those who are given several degrees of knowledge.

When this covid-19 plague came and engulfed the world all human activities were limited,

including the good learning activities in elementary school through college. Thus requiring a primary school to make adjustments in the educational arrangement. One of them turned offline learning online at the time of the pandemic. Online learning alone can be understood as a formal education conducted by schools whose students and the instructor (teacher) are in separate locations so as to require an interactive telecommunication system to link both and the resources needed in order to restrict the spread of the virus (Aghniya, 2020).

So this study is carried out in school Sd Istana Hati binjai With the purpose of devising the implementation of learning for special-needs students, and analyzing a form of learning strategies for special needs students, and analyzing the obstacles and alternatives of solutions done by teachers in delivering educational services to special needs students during the covid-19 pandemic. The study will reveal some of the well-established theories in the qur 'an and hadith the prophet and research that has been assessed in several published journals about how the islamic inclusive education really is, so that children who are said to be special-needs can learn and remain productive in receiving the lessons given by the teacher at covid-19 pandemic. Reason for choosing location in school Sd Istana Hati Binjai With the application of the islamic education learning strategy and currently continuing the 5 m (5 m) health protocol that is adaptive and contextual activity. Second, based on preliminary observations and interviews to several school teachers Sd Istana Hati Binjai Claiming that both regular and offline learning applications and special-needs students are productive, and while parents online can assist young children to be flexible and flexible at school and at home.

Literature Review

The history of inclusive development in the world is initially initiated and initiated by the Scandinavian states (Denmark, Norway, Sweden). In the United States in the 1960's by President Kennedy sent top educational experts to Scandinavia to learn mainstreaming and least environmental conditions, which proved suitable for implementation in the United States. Up next in England in the Ed act. 1991 began to introduce an inclusive concept of education, marked a shift in a model for education for special children from segregative to interlinear. The demands for inclusive education in the world have become especially evident since the 1989 world convention on child rights and the 1991 world education for all conference in Bangkok released the declaration 'education for all. 'the implication of this statement is binding to all conference members so that all children without exception (including special needs children) will obtain adequate educational services (Chazizah, 2005).

The terms of inclusive education or inclusive education are words or terms proclaimed by UNESCO as coming from the word education for all, which means a welcoming education for all, with an approach to education that reaches all without exception. They all have the same rights and opportunities to benefit fully from education. Those rights and opportunities are not distinguished by the physical, mental, social, emotional, and even economic social status. At this point it seems that the concept of inclusive education is consistent with Indonesia's national education philosophy that does not restrict access to education education simply because of the difference in early conditions and background. Even more inclusive is true of all children (Audi Ghaffari et al., 2005).

Inclusive education requires schools to adapt to the needs of different individual learners. The primary purpose of inclusion education is to provide the conditions for personal development,

and the affirmation of human dignity an inclusive educational model of children with special needs, and creative self-realization (Bektiningsih et al., 2020). Inclusive education is an education that receives a wide range of characters and backgrounds to learn together in a single climate of learning. Narrowly, inclusive education is often linked to education for children with special needs. 1. But in reality, an inclusive education is born on the principle that school services should be intended for all students, both students with special needs, social, emotional, cultural, and language differences. Australia's department of education formulates an inclusive sense of education as an education that receives different students as a whole part of the school and feels that they have a school, is guaranteed access, participation and achievement in all parts of its education (Subektia, 2017).

Under the 2009 state minister's rule number 70, section 2 explains inclusive education aimed at (1) wide open opportunities for all educated people who are physically, emotionally, mentally and socially qualified, or have the potential of intelligence and/or a special talent for quality education according to their needs and abilities, (2) realizing an educational arrangement that values diversity and is not discriminatory toward all learners. Furthermore, according to mulyono abdurrahman in (arum, 2005) the reason for the need for education education is to further ensure the creation of democratic civil societies, according to humanitarian values, deprive children of self - worth, provide ease with social adjustment, children can learn of knowledge and skill, Regular teachers and special education teachers can learn each other about children with special needs can achieve better academic or social achievements (Computational & Physics, 2016).

The current pandemic era adversely affects education access to both educators and learners, including individuals with special needs. Roughly 15% of the world's supposed disabilities with special-needs disability are enabled to fail to access adequate educational quality (United Nations sustainable development group/unsdg, 2020). This is because an online learning model is one of the alternative educational services, not accessibility enough or supporting learning for special-needs individuals (UNESCO, 2020). These inadequate educational services are caused by a variety of factors, including: a) a lack of mastery by educators so that they are skillful and unprepared to deliver learning online for special needs learners (oecd, 2019), b) proprietary tools (say: Int ernet network, electronic devices) scarce online learning especially in remote areas, and c) home study support is scarce because of the economic impact associated with family sources of income (Damayanto, 2020).

Learning online is felt by all the students in the school class, including those with special needs at the same time. It should be noted, however, that basically, children with mental and physical limitations cannot be compared to normal children like others. Children with disabilities need a special escort teacher directly to help with the learning process. Thus, the study of nabilla bakda m says that with government policies requiring homessention, it is said to be very less effective. Nadiem makarami herself in the interview reveals a number of negative effects of remote learning (PJJ) or online study, foreign ministry. Even nadiem is concerned that, because of the drop in the study (Terayanti, 2020).

The hope of teachers relating to online learning is the hope of one, after the condition has returned to normal or the covid-19 plague is over, the teacher's hope in addition to learning in the classroom can be carried out to practice teacher and student skills in the 4.0 century. The second hope of learning is that of an alternative teacher in applying the learning models. It aims to enhance science and apply the correct and proper use of technological progress. The third hope is the special

treatment for students who are struggling with learning. Fourth hope, this online learning model is good to use but needs to be added to off-grid learning models. This is because if it is only online learning then honesty and student self-reliance are doing poorly controlled tasks. So it would be good if this online learning model continued with the added face-to-face learning. It is hoped that in the future there is an even better online model to promote learning to be more effective and efficient that students are able to receive properly. The fifth hope, the hope of online learning can be a good solution to promote home study in this pandemic. It is expected that the roles of parents at home can best be accompanied by their son or daughter at home to study. The positive that can be achieved is that children have personal affinity with the parents (Anugrahana, 2020).

Method

In this study a qualitative method of research is used. This research data collection technique USES interviews and observations. An interview conducted by researchers with a one-sided q and a systematic inquiry linked to how the learning of islamic education was inclusive during the covid-19 pandemic. For the observation stage, the study will come directly to the research site to collect the necessary data on position and circumstance SD Istana Hati Binjai And the process of executing inoffensive education in islamic priesthood at SD Istana Hati Binjai.

Result and Discussion

Education becomes an important tool for the development of a nation, automatically the quality of learners ranging from (cognition, motion, to psychosomatic) depending on the education they receive. For educational humanistic advocates, then, it is defined as a process that provides the need for a person's personal growth and integrity freely and responsibly (Nugroho, 2016).

Inclusion education is an education that provides appreciation for students with special needs. The given model of the inclusive school emphasizes total outlay, stripping of limitations by using the principle of education for all. 4 these educational services are performed at regular schools. Special children learn along with other normal children at the same regular classes and teachers, but there is a difference between a special teacher working with a disabled child who has difficulty with the study. All children are treated and have the same rights and obligations as other normal children (Naranjo, 2014).

It is also stated in the 2009 dictation no. 70 year 2009 that in learning activities at inclusive schools there are general principles that teachers should apply in learning.

- a. Principles of motivation, teachers must always provide motivation for students to maintain a high zeal and zeal in following the teaching learning activity.
- b. Background/concept principles, teachers need to know students deeply, use examples, make good use of the learning resources in the surroundings, and most likely avoid recreating learning materials that are not actually necessary for students.
- c. The principle of mentoring, each will do a teacher's learning activity must clearly define the purpose, prepare appropriate materials and tools, and develop a proper learning strategy.
- d. Principles of social relationships, in teaching learning activities, teachers need to develop learning strategies that are capable of optimizing interactions between teachers with students, students with students, and the environment and multidirectional interactions.

- e. Principles of learning while at work, in a teacher learning activity you have to give a child much opportunity to practice or experiment, or find things through observation, research and so forth.
- f. Individual principles, teachers need to know each child's early abilities and characteristics in depth, both the level of ability to absorb learning materials, speed in learning, and other essential behaviors, so that each student's learning activities get the appropriate attention and behavior (American Journal of Sociology, 2019).

Inclusive education imparts the value of social education to learners of both special needs and nonessential children at an early age, and thus, in inclusive education, children value one another and eliminate discrimination. Sd Istana Hati Binjai Using the 2013 curriculum that accommodates learners' needs and abilities according to their talents, interests and potential. The performance of learning USES full inclusive models the same as performing learning in regular classes.

The material given to children with specific needs is the same as that given to regular children. But if any special-needs children miss classes, they add extra hours to their own classes like special lessons. Communication methods play a major role in responding to children's memory (memory) capacity, both visual, audio, and kinetic. The media as intermediaries in the learning process have an invaluable value and function for creating a conducive climate of learning. Assessments of children with specific needs are similar to regular children's.

Special needs child on Sd Istana Hati Binjai say fun at school Sd Istana Hati Binjai. Children with special needs may learn together with regular children in the same class, when children with special needs have difficulty being helped by teachers and peers. Children with special needs prefer physical education (physical education and health). Special needs children are enthusiastic about learning. In full inclusive models eliminate discriminatory and regular children assist specific child difficulties in learning.

Based on the results of the interview, it can be said that Laily N.D Telambanua as homeroom teacher in Sd Istana Hati Binjai contribute greatly to inclusive education. Because in the Islamic view it emphasizes the importance of education without any human being. The obligation for science is not restricted to a single part or class; it is compulsory for all Muslims whether male, female, disabled or normal, the theory is included in q. S al-hujurat :13. Education is a liability for everyone. In the teaching of Islam, demanding a science or education for any believer in Islam is his must. The sources of Islam both the Qur'an and the hadiths are numerous to contain how important it is to require knowledge to be compulsory. The first verse to go down is 'Alaq 'verse 1-5. Humans have been ordered to learn continuously throughout their lives to build a civilization.

In times of a pandemic like this the learning teacher activities at Sd Istana Hati Binjai still offline and online learning by day. Monday, Wednesday, Friday they are offline and Tuesday, Thursday, learning online via Zoom application and WhatsApp. The usual fast-forward learning system from 7:30 a.m. to 12:00 a.m. Monday through Friday, and because a pandemic like this accelerated its learning process from 7:30 a.m. to 10:00 even though its learning process was offline still followed health protocol.

Conclusion

Whit the study completed on “inclusive islamic education at covid-19 in Sd Istana Hati Binjai “The wa of inclusive education instills the value of social education in both special-needs and non-essential children at an early age, so in inclusive education between one child and the other respects differences and eliminates discrimination. In the holy qur 'an, Emphasizing the importance of education without human distinction. The compulsory duty of learning is not limited to a few or a few of the same class and will remain compulsory for all muslims whether they are male, female, disabled or normal. Surplus inclusive education in Sd istana Hati Binjai Children get educational services justice, not distinguished from regular children so that they can indirectly motivate and study in schools without regard for people's privations, children feel the treatment and equality of those with a clean and normal need, and children can also get along well with normal friends, thereby increasing confidence andan overachieving motivation in learning. Within a pandemic the process of learning teaching in Sd istana hati Binjai They do the school on a face-to-face basis for Monday, Wednesday, Friday, whereas on Tuesday, Thursday is done online via zomm. It's just that the studying clock in the kurwinds is normally from 7:30 to 12:00 PM at the moment because the pandemic is 7:30 to 10:00 p.m In order for the children to learn even if it is only a short period of time.

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