



ADPIKS

Asosiasi Dosen Peneliti
Ilmu Keislaman dan Sosial

INCLUSIVE EDUCATION ACCORDING TO ABDUL MU'TI

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Abstract

Inclusive education is an approach that integrates children with special needs into the general educational environment without sacrificing their individual needs. This study aims to determine the views on inclusive education according to Abdul Mu'ti. The method used in this study is the library research method with a semiotic approach. The results of this study regarding Abdul Mu'ti's views on inclusive education show the importance of equal access to quality education for all children, regardless of their background or physical condition. This concept not only emphasizes physical integration, but also supports appropriate individual support, collaboration between all stakeholders, and a differential learning approach. By using these principles, inclusive education according to Abdul Mu'ti aims to create an inclusive learning environment, supporting, and stimulating the holistic development of each child, thus preparing them to actively participate in a socially and academically diverse society. In conclusion, through effective inclusive education, we open the door for all children to reach their full potential and build a better future for all generations.

Keywords: *Abdul Mu'ti; Inclusive; Education*

Abstrak

Pendidikan inklusif adalah pendekatan yang mengintegrasikan anak-anak dengan kebutuhan khusus ke dalam lingkungan pendidikan yang umum tanpa mengorbankan kebutuhan individual mereka. Penelitian ini bertujuan untuk mengetahui pandangan tentang pendidikan inklusif menurut Abdul Mu'ti. Metode yang digunakan dalam penelitian ini ialah metode penelitian library research (studi pustaka) dengan pendekatan semiotic. Hasil dalam penelitian ini mengenai pandangan Abdul Mu'ti tentang pendidikan inklusif menunjukkan jika pentingnya kesetaraan akses terhadap pendidikan berkualitas bagi semua anak, tanpa memandang latar belakang atau kondisi fisik mereka. Konsep ini tidak hanya menekankan integrasi fisik, tetapi juga mendukung dukungan individual yang sesuai, kolaborasi antara semua pemangku kepentingan, dan pendekatan pembelajaran diferensial. Dengan memanfaatkan prinsip-prinsip ini, pendidikan inklusif menurut Abdul Mu'ti bertujuan untuk menciptakan lingkungan belajar yang inklusif, mendukung, dan merangsang perkembangan holistik setiap anak, sehingga mempersiapkan mereka untuk berpartisipasi aktif dalam masyarakat yang beragam secara sosial dan akademis. Simpulan melalui pendidikan Inklusif yang efektif, kita membuka pintu bagi semua anak untuk mencapai potensi mereka secara penuh dan membangun masa depan yang lebih baik bagi semua generasi.

Kata kunci: *Abdul Mu'ti; Inklusif; Pendidikan.*

INTRODUCTION

Education is one of the basic rights of every individual. However, the reality that is often faced is that there are children with special needs who sometimes do not get the same opportunities in education (Tarigan et al., 2022). To address this inequality, the concept of Inclusive education is an important focus in efforts to provide an Inclusive learning environment for all.

The term Inclusive education or Inclusive education is a word or term that was echoed by UNESCO and derived from the words Education for All which means education that is friendly to all, with an educational approach that seeks to reach everyone without exception. They all have the same rights and opportunities to obtain maximum benefits from education. These rights and opportunities are not distinguished by the diversity of individual characteristics physically, mentally, socially, emotionally, and even socio-economic status (Ahmad, 2017). At this point it appears that the concept of inclusive education is in line with the philosophy of Indonesian national education which does not limit students' access to education just because of differences in initial conditions and backgrounds. Inclusiveness is not only for those who are disabled or extraordinary but applies to all children (O'Neil, 2018).

Inclusive Education is increasingly becoming the attention of the international world to be more serious in its implementation which is pioneered by various international organizations around the world. Various countries in the world have had legislative policies to handle Inclusive education based on international human rights agreements such as the Salamanca statement the Framework for Action and the UN Convention on the Rights of Persons with Disabilities (Herviani et al., 2019).

Inclusive Education is a perspective on education that is open and respects human rights. This leads to increased appreciation and recognition of diversity or differences. Views on uniformity and equalization are no longer relevant. Differences are no longer seen as deviations but rather as sources of enrichment (Sunanto, 2019).

According to several experts, inclusive education has various meanings, including:(Tarmansyah, 2017), he said that inclusive schools are schools that accommodate all students in the same class, inclusive education is the placement of children with mild, moderate, and severe disabilities in full in regular classes. While for (LKM Marentek, 2015) stated that inclusive education is an educational service for

students who have special educational needs in regular schools (elementary, middle, high, and vocational schools) who are classified as extraordinary, either in the sense of having disabilities, slow learners, or other learning difficulties.

Meanwhile, according to Abdul Mu'ti, Inclusive education is not just about integrating children with special needs into the general education system, but more than that. This concept teaches deep Inclusive values, namely that every individual has the same right to receive quality education without discrimination (Thoha & Mu'ti, 2017).

Abdul Mu'ti himself is an academic and intellectual who is known for his contributions to the field of inclusive education in Indonesia. He has a strong educational background in special education. One of Abdul Mu'ti's greatest contributions is in developing public awareness and understanding of the importance of inclusive education. Through his writings, seminars, and workshops, he has played a significant role in designing inclusive education policies at both the local and national levels. His views on inclusive education emphasize the importance of integrating children with special needs into the mainstream educational environment, while ensuring that they receive appropriate support to reach their potential (Suwarmoto, 2022).

Inclusive Education places focus on individual needs (Princess Syahri, 2024). This means not only providing physical access to the same classroom, but also ensuring that children with special needs get the support they need to reach their full potential. Thus, Inclusive education is not just about embracing diversity, but also about creating a welcoming and supportive learning environment for all students (Yulianto, 2018).

Abdul Mu'ti emphasized that inclusive education is not an easy task. It requires commitment from all parties, including the government, schools, teachers, and the community, to create an inclusive environment. This involves providing adequate resources, training for teachers and educators, and a deep understanding of the needs of each individual (Suwarmoto, 2022).

By looking at the problems in Indonesia, especially in education, where these problems include various things such as access gaps, uneven teaching quality, lack of resources, and challenges for students with special needs. Thus, the need for Inclusive education in Indonesia. This Inclusive education aims to create a friendly and supportive learning environment for all students. This not only benefits children with special needs in terms of access to education but also provides benefits for the entire school community.

With Inclusive, there is an opportunity to build a deeper understanding of diversity, empathy, and appreciation for differences among students.

Amidst the challenges and changes of the times, Inclusive education also reflects broader human values. It teaches us all about the importance of respecting differences, encouraging collaboration, and building a more inclusive society as a whole.

Overall, Inclusive education is not just a method or strategy of education, but also a manifestation of the values of justice and equality. Through effective and integrated Inclusive education, we can open the door of opportunity for all children to grow and develop according to their unique potential, thus making a better world for future generations (Lestari & Sujarwanto, 2017).

This is in line with research conducted by (Al-Kahar, 2019) the results of his research show that inclusive schools are not schools for students with special needs, but schools that provide effective services for all. In other words, inclusive education is education that includes all children, accommodates or meets the needs of each child, not just tolerates. Similar research such as research conducted by (Purbasari et al., 2022) from the results of his research shows that the implementation of inclusive education still faces many challenges and obstacles. Among them are in terms of teacher competence, facilities and infrastructure, curriculum modification for heterogeneous children, evaluation, parental involvement, and the level of cooperation with related parties. This can be a reference for the government to pay more attention to inclusive education so that it can provide the right to a decent education for every Indonesian child.

Thus, the purpose of this study is to provide an understanding of appropriate inclusive education according to Abdul Mu'ti. However, although this study has a good purpose, there are limitations in this study, namely that this study only focuses on Abdul Mu'ti's views on inclusive education so the discussion cannot be known as a whole because each expert has a different view on inclusive education. Based on this, the researcher is interested in conducting a study entitled "Inclusive Education According to Abdul Mu'ti".

RESEARCH METHOD

The type of research used is library research, namely research conducted by collecting data or scientific papers aimed at research objects or collecting data that is of

a library nature (Sugiyono, 2017).

The data sources used by researchers in this study are primary data sources and secondary data sources, where the primary data source uses books by (Mu'ti & Khoirudin, 2019) entitled "Positive Pluralism: Concept and Implementation in Muhammadiyah Education", while secondary data sources use sources relevant to this research, both from books, daily magazines, journals and relevant research related to inclusive education.

The data collection technique used by the researcher in this study uses several steps, namely, documentation, namely data collection is carried out by reading, listening, and recording techniques related to the institutionalization of Islamic education contained in the book "Positive Pluralism: Concept and Implementation in Muhammadiyah Education". And data triangulation, namely exploring the truth of one or more pieces of information through several sources.

The data analysis techniques used in this study include data reduction where the researcher summarizes the reports that need to be reduced, sorts the main points, and focuses on the important things, then data presentation (Data Display) which is presenting information or data visually so that it is easier to understand, analyze, and interpret which has been previously reduced into one unit, and finally drawing conclusions, namely the data that has been obtained by the researcher previously, the researcher draws conclusions from the whole in general, so that the conclusion can clarify the final results of the research being studied.

RESULTS AND DISCUSSION

The results of the description that has been studied regarding "Inclusive Education According to Abdul Mu'ti" can be explained if Abdul Mu'ti's view on inclusive education shows the importance of equal access to quality education for all children, regardless of their background or physical condition. This concept not only emphasizes physical integration, but also supports appropriate individual support, collaboration between all stakeholders, and differential learning approaches. By utilizing these principles, inclusive education according to Abdul Mu'ti aims to create an inclusive learning environment, support, and stimulate the holistic development of each child, thus preparing them to actively participate in a socially and academically diverse society.

Conclusion through effective Inclusive education, we open the door for all children to reach their full potential and build a better future for all generations.

Inclusive Education: Building Equality in Education According to Abdul Mu'ti

Inclusive education is an educational paradigm that places every individual, including children with special needs, in the same learning environment regardless of their differences. This concept includes not only the physical integration of children with special needs into regular classes, but also prioritizes providing appropriate support so that each child can reach their maximum potential. ***First, Philosophical Foundation of Inclusive Education.*** Inclusive education is an educational paradigm that places every individual, including children with special needs, in the same learning environment regardless of their differences. This concept includes not only the physical integration of children with special needs into regular classes, but also prioritizes providing appropriate support so that each child can reach their maximum potential. ***Second, the Goals of Inclusive Education.*** The main goal of inclusive education is to create a welcoming and supportive learning environment for all students. This not only benefits children with special needs in terms of access to education, but also benefits the entire school community. With inclusion, there is an opportunity to build a deeper understanding of diversity, empathy, and appreciation for differences among students. ***Third, the Main Principles of Inclusive Education.*** Principle of Equality: Inclusive education must ensure that every individual has an equal right to receive quality education without discrimination based on disability or other differences. a. Principle of Accessibility: Inclusive education must ensure that every individual has an equal right to receive quality education without discrimination based on disability or other differences. b. Principle of Involvement: Inclusive education requires the active involvement of all education stakeholders, including parents, teachers, schools, and communities in supporting the holistic development of each individual. c. Principle of Justice: Inclusive education must prioritize the principle of social justice, where every individual has an equal opportunity to learn and develop according to their potential. d. Principle of Collaboration: Collaboration between various parties, such as regular schools, special schools, education service centers, and community organizations, is essential to creating a supportive inclusive educational environment. e. Principle of Flexibility: Inclusive education

requires flexibility in the approach to learning, assessment, and support provided to each individual according to their needs. f. Principle of Social Responsibility: Inclusive education also emphasizes social responsibility to create an environment that supports inclusion and eliminates stigma against individuals with special needs.

These principles provide a basis for building an inclusive education system, which recognises and values diversity within the educational community. **Fourth, Challenges and Solutions According to Abdul Mu'ti.** The following are challenges and solutions according to Abdul Mu'ti, including: **a. Challenges in Inclusive Education According to Abdul Mu'ti include:** 1) Community Awareness and Attitude: One of the major challenges in inclusive education is the lack of awareness and supportive attitudes in the community. There is still stigma and stereotypes against children with special needs, which can hinder their integration into the regular educational environment; 2) Limited Resources: Adequate resources are often a problem in the implementation of inclusive education. Schools may not have sufficient facilities, equipment, or teacher support to provide appropriate services for children with special needs; 3) Lack of Training for Teachers: Many teachers and educators do not have adequate training in supporting the learning needs of children with special needs. They may not be trained in differential learning strategies or how to effectively manage inclusive classrooms; 4) Lack of Administrative Support: Strong support from the school administration and local government levels is essential for the success of inclusive education. However, the lack of appropriate policy and management support can often hinder effective implementation. **b. Solutions in Inclusive Education according to Abdul Mu'ti include:** 1) Raising Public Awareness and Education: Abdul Mu'ti emphasized the importance of educational campaigns to raise public awareness about the needs of children with special needs and the benefits of inclusion. This can be done through seminars, workshops, or public campaigns aimed at changing negative attitudes and perceptions; 2) Investment in Physical and Human Resources: The government and educational institutions need to allocate more resources to support inclusive education. This includes the construction of inclusion-friendly facilities, procurement of supporting equipment, and increasing the number of teachers trained in inclusive education; 3) Continuous Training for Educators: There is a need for continuous training programs for teachers and educators on inclusive teaching strategies, inclusive classroom management,

and how to support the learning needs of children with special needs. This training should be an integral part of their professional development programs; 4) Strengthening Policies and Administrative Support: Strengthening inclusive education policies at the national and local levels is essential. This includes the provision of guidance, technical support, and appropriate monitoring and evaluation to ensure effective implementation at the school level.

From the explanation above, it can be understood that if the challenges in inclusive education require a comprehensive and collaborative approach from various related parties. The solutions proposed by Abdul Mu'ti emphasize the importance of changing community attitudes, investing in resources, training educators, and strengthening policies as key steps to create an inclusive and supportive learning environment for all children. By addressing these challenges together, we can build a more equitable and inclusive education system for a better future for all generations.

CONCLUSION

Based on the results and discussion on "Inclusive Education According to Abdul Mu'ti" then the researcher can conclude that Inclusive education is not only about the physical education of children with special needs in the same school, but deeper than that, namely building an Inclusive society and respecting diversity. By adhering to the principles of equality, individual support, and strong collaboration, Inclusive education not only changes the mindset about education but also embraces fundamental human values. Through effective Inclusive education, we open doors for all children to reach their full potential and build a better future for all generations.

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