Post-Pandemic Inclusive Learning Management Strategies: A Case Study of Integrated Islamic School in Bengkulu Province

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Abstract: Post-Pandemic Inclusive Learning Management Strategies: A Case Study of Integrated Islamic School in Bengkulu Province
Objective: The research aims to identify effective strategies, analyze their impact on inclusive education, and address challenges adapting to post-pandemic conditions. Method: This research used the Participatory Action Research (PAR) Method. This research was conducted at SD IT Al-Aufa Bengkulu and SD Alam Mahira Bengkulu in 2024. Data collection: observation, interview, and document study methods were used in the data collection process. Data analysis: this research used triangulation in the data analysis process. Results and Conclusion: Several integrated Islamic schools in Bengkulu City have implemented effective inclusive learning management strategies post-pandemic. Collaborative planning, teacher training, and technology integration were key strategies for enhancing inclusive practices. However, challenges like limited resources, technological disparities, and the need for tailored learning interventions persist. Contribution: This research contributes to the development of an inclusive learning model that can be adopted by Islamic schools, taking into account the local context in Bengkulu. The model is expected to be a reference for other schools implementing a similar approach.

Keyword: Inclusion, Children with Special Needs, Learning Management

Abstrak: Strategi Manajemen Pembelajaran Inklusi Pasca-Pandemi: Studi Kasus di Sekolah Islam Terpadu Provinsi Bengkulu
Tujuan: Penelitian ini bertujuan untuk mengidentifikasi strategi yang efektif, menganalisis dampaknya terhadap pendidikan inklusif, dan mengatasi tantangan dalam beradaptasi dengan kondisi pascapandemi. **Metode:** Penelitian ini menggunakan metode Parcipatory Action Research (PAR). Penelitan ini dilakukan di SD IT Al-Aufa Bengkulu dan SD Alam Mahira Bengkulu tahun 2024. **Pengumpulan data:** metode observasi, wawancara, dan studi dokumen digunakan dalam proses pengumpulan data. **Analisis data:** penelitian ini menggunakan triangulasi dalam proses analisis data. **Hasil dan Kesimpulan:** Beberapa sekolah Islam terpadu di Kota Bengkulu telah berhasil menerapkan strategi manajemen pembelajaran inklusi yang efektif pasca-pandemi. Perencanaan kolaboratif, pelatihan guru, dan integrasi teknologi diidentifikasi sebagai strategi utama dalam meningkatkan praktik inklusif. Namun, tantangan seperti sumber daya yang terbatas, kesenjangan teknologi, dan kebutuhan akan intervensi pembelajaran yang disesuaikan masih ada. **Kontribusi**: Penelitian ini memberikan kontribusi dalam pengembangan model pembelajaran inklusif yang dapat diadopsi oleh sekolah-sekolah Islam, dengan memperhatikan konteks lokal di Bengkulu. Model ini diharapkan dapat menjadi referensi bagi sekolah-sekolah lain dalam menerapkan pendekatan serupa.

Kata Kunci: Inklusi, Anak Berkebutuhan Khusus, Manajemen Pembelajaran

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A. Introduction

Education is the organization of human life that requires a continuous, effective, and efficient process through a dynamic management system, both at the personal and institutional levels, according to the level of the educational unit itself, to achieve quality educational services (Munastiwi, 2015). The quality of education is influenced by the curriculum (teaching materials), teaching strategies, and learning media (Wang et a;., 2019) Additionally, the aspiration for educational institutions to provide quality services is also influenced by managerial abilities and task performance (Ansong et al., 2019), which are realized by the academic community, including educators and educational staff at various levels, types, and categories of educational institutions.

The Covid-19 pandemic has significantly impacted the education system worldwide, including in Indonesia (Hanafi et al., 2021). In this context, managing inclusive learning has become increasingly important to ensure that all students, including those with special needs, have access to quality education (Chao et al., 2017). This literature review explores strategies for inclusive learning management post-pandemic in integrated Islamic schools, referencing several relevant recent studies. In this case, educational institutions are expected to serve as educational facilities for all students, including those with special needs, qualifications, and conditions (Borsatto et al., 2024). According to Papanastasiou (2018), children with special needs have characteristics that are different from normal children regarding mental, sensory-motor, and physical abilities. The legal basis for equality and fairness in acquiring education for all children in Indonesia has been regulated in the philosophy and legal foundation of the nation. In line with the above statement, it is mentioned in Law No. 4 of 1997 that children with special needs or disabilities have the right to all aspects of life. God entrusts parents to raise children, and that trust must be maintained, especially for parents who have children with special needs (Anak Berkebutuhan Khusus-ABK) because these children have deficiencies both physically and psychologically. Children with Special Needs are those who have deficiencies due to physical, mental, or social disabilities (Steptoe & Di Gessa, 2021). The disabilities they have vary from one child to another, with some children having only one deficiency, but it is not uncommon for children to have two or three deficiencies (Mayes et al., 2012). These educated, independent, and skilled Children with Special Needs (ABK) are expected to enhance their self-confidence and usefulness in society (Jariono et al., 2022).

In line with the development of educational services for children with special needs, the government has implemented an inclusive school program that provides different services compared to other special schools. According to a circular from the Director General of Education No. 380/C.C6/MN/2003, every level of education in each district and city must implement an inclusive-based education system. Education in regular schools with a specific educational plan tailored to the needs of children with special needs and integrated with the regular curriculum is the definition of inclusive education.

The learning model applied in inclusive schools emphasizes full integration and removes limitations (Mouza et al., 2014). The education process for children with special needs has traditionally been provided with special facilities, adjusted to the degree and type of disability, called Special Schools (Sekolah Luar Biasa-SLB). However, the SLB education system has unintentionally created a perspective of exclusivity that raises concerns and builds a wall of differences for children with special needs. This has led to the formation and reinforcement of discrimination and differences that are viewed as inferior by children with normal characteristics, thus hindering the optimal development of children with special needs.

Therefore, implementing inclusive schools is expected to provide a place that can optimize the potential of children in a pleasant and suitable environment according to their conditions. However, teachers working in inclusive schools face many difficulties, such as a

lack of human resources, training, and time to collaborate with experts to improve skills in the learning process. Teachers also struggle with addressing the behavior of students with special needs and designing and implementing appropriate instructions (Gavish, 2017).

The Indonesian government, by the World Health Organization's (WHO) recommendations, has stated that each country is transitioning to ease restrictions, showing data that the transmission of the Covid-19 virus can be controlled, the healthcare system, including hospitals, is available to identify and trace contacts and to minimize virus risks (Handayani et al., 2022; Hartono et al., 2021; Andani et al., 2024; Mohan et al., 2021). The post-pandemic "new normal" era is a time to adapt to more productive activities, including face-to-face learning. This includes the education sector, especially inclusive schools. The readiness of all parties, from teachers, parents, the school system, and others, must be well-prepared. Implementing face-to-face learning (PTM) in the new normal can proceed effectively if the school can build awareness and commitment between parents and teachers (Suryani & Tuteh, 2022).

This study reveals the strategies for managing the learning of children with special needs (inclusive) practiced by educators in integrated Islamic schools in Bengkulu Province. The main focus of this study is on implementing teaching that shows a learning management system through the collaboration of teaching methods, teacher training, and the use of technology to support students with special needs. This research aims to identify the challenges faced and innovative solutions applied by educators to create an inclusive learning environment.

B. Method

This study uses the Participatory Action Research (PAR) method, a research model where the situation in the field determines the research process. This approach is expected to serve as a guide in the data collection process at schools. It also provides the necessary tools for personal development. Therefore, to facilitate the process, PAR researchers should follow these steps:

Initial mapping is conducted to understand the factual condition of implementing learning management for children with special needs at Integrated Islamic Elementary Schools in Bengkulu City during the new normal period in the 2023 academic year. It also aims to gather insights into the performance of educators and education staff in managing the learning process in inclusive classrooms. Building Understanding and Specific Skills in Inclusive Classroom Management Post-COVID-19

The researcher delves into the material and practice regarding implementing learning management for children with special needs, as carried out at SD-IT Bengkulu. This activity will observe the active participation shown by the school's human resources, both among the teaching staff and the education personnel.

Data and Information Collection. The researcher conducts preliminary research through observation, interviews, and document studies, visiting SD-IT in Bengkulu City, which operates inclusive classes.

In this qualitative research approach, the researcher seeks to collect data and information through direct observation of objects related to the research theme. In addition, several documents deemed relevant to inclusive education are studied. The researcher conducts in-depth interviews with school principals, teachers, and parents to better understand their experiences during the inclusive learning process, particularly post-pandemic. Observations are made in the classroom to observe the learning dynamics between children with special needs and regular students.

Data collected from interviews and observations are analyzed thematically to identify patterns and trends in inclusive learning management. This research also refers to official

school documents, such as the curriculum and evaluation reports, to provide broader context about the inclusive learning practices implemented.

In the data analysis, the researcher employs a triangulation approach to ensure the validity and reliability of the data. Combining various data sources allows the researcher to identify similarities and differences in the experiences and practices applied at both schools. The results of the analysis are expected to provide valuable insights for developing inclusive learning management strategies in other schools in Indonesia.

C. RESULTS AND DISCUSSION

Result

1) SDIT Al Aufa

Al Aufa has the vision to become a professional Islamic educational institution to realize a Qur'anic generation with character. Its missions are: 1) to implement a professional educational system; 2) to optimally carry out tahsin and tahfidzul Qur'an training; 3) to shape a resilient, creative, and independent generation; 4) to apply character-based education, 5) to optimally implement life skills education; 6) to improve the quality of educators.

2) Sekolah Alam Bengkulu (SAB) Mahira

SAB Mahira is the only Islamic School in Bengkulu that implements the concept of Nature and is also the first Nature School in the province. The educational model at Bengkulu Nature School (SAB) Mahira integrates both religious and general education, the school, family, and nature, by optimizing children's cognitive, affective, and psychomotor aspects. The goal is for students to become intelligent, broad-minded, creative, and independent individuals. Therefore, in its operations, SAB Mahira follows a unique curriculum based on three aspects: the Moral Curriculum, the Philosophy of Knowledge Curriculum, and the Leadership Curriculum. In addition, SAB Mahira also refers to the Ministry of Education and Culture's competency-based curriculum as a supplement.

Bengkulu Nature School (SAB) Mahira has just begun education at the elementary level (equivalent to SD) with a full-day school concept. SAB Mahira has no multi-story school building, white tile floors, or classrooms with air conditioning, as found in many formal schools. Instead, children learn in huts with thatched roofs. The classrooms are not decorated as beautifully as in other formal schools; instead, various used items that may be considered waste by some become the decorations in the open-air classrooms.

At SAB Mahira, it's not just the students who learn; teachers also learn from the students, and parents learn from the teachers and students. Children don't just learn in the classroom but from anywhere and anyone. They don't only learn from books, but they also learn from the nature surrounding them. They are not only learning to achieve grades but also to apply their knowledge in everyday life. Therefore, the motto used by Bengkulu Nature School (SAB) Mahira is "Learn-Play-Adventure," with the hope that it will become "The Most Beautiful School in My Life" for the children in their life journey.

As a nature school, SAB Mahira does not neglect the advancement of time and external technology. Students are introduced to computers and the internet at SAB Mahira. Additionally, students are taught foreign languages, including Arabic and English, to equip them for the future.

Discussion

1) Implementation of Learning Management

There are 20 Integrated Islamic Schools (IT) registered with the Education Department in Bengkulu. Of these, only 1 SD IT has an inclusive status. Additionally, there is 1 Islamic-based nature school, the Mahira Nature School. The following is a description of the learning process at the two inclusive schools that are the subjects of this research:

a) SDIT Al Aufa

This school has decided not to recruit a shadow teacher for students with special needs. However, they have a special education class (LKPK - Lembaga Khusus Pendidikan Khusus) within the school. The supervisor of the LKPK is a teacher who holds an official assignment letter as an inclusive education assistant teacher from the Directorate of National Education. The teachers at the elementary school level consist of 1 teacher with a Bachelor's degree in Psychology, one teacher with a Bachelor's degree in Guidance and Counseling, and 20 general education teachers selected through a microteaching process.

SDIT Al Aufa's inclusive model does not have special education teachers but instead trains all subject teachers to understand students with special needs in their classrooms.

The recruitment process for inclusive students is carried out by the school, which accepts only students with mild special needs, which are determined through direct observation of the child. In line with government regulations, the maximum number of students with special needs in an inclusive class is 5. Currently, 1-4 inclusive students are in each class, which aligns with the government's recommended regulations. The diagnoses of the inclusive students at the school include ADHD, Autism, hearing impairment, slow learners, speech delay, and intellectual disabilities. These diagnoses are obtained from psychologists or doctors. The school has established collaborations with psychologists and specialist doctors, which helps them understand the needs of their students.

The school faced challenges during the pandemic because face-to-face learning was impossible, and all activities were limited. After the pandemic ended, the situation improved. General education teachers and therapists conducted reflections and evaluations, and after the pandemic, the students showed increased enthusiasm for attending school and learning, as well as for play activities. This could be due to the limitations during the pandemic.

The regular classes follow the curriculum the Education Department sets, while the inclusive classes slightly modify the regular curriculum. The students with special needs admitted to this school have physical, intellectual, emotional, and social limitations. Their development has been hindered, and they fall into the mild to moderate category.

The acceptance process for students with special needs involves observing the child and interviewing the parents. Then, the assistant teacher decides whether the student can be accepted. The school does not require an intelligence test during the application process. However, the school has partnerships with psychologists, agencies, doctors, and therapists, enabling them to refer parents for further evaluations. This helps the teachers design learning programs based on the student's abilities.

During the Covid-19 pandemic, teachers faced difficulties monitoring students' progress due to limited access and no face-to-face meetings. Learning was mainly carried out through project-based activities, with parental guidance and support. Learning also utilized tutorial videos. The evaluation was done through tasks submitted in video format.

After the pandemic ended and conditions returned to normal, students became more enthusiastic about returning to school. Their social skills were also improved, and evaluation was done through face-to-face learning. This made it easier for teachers to observe students' progress. However, the school still needs to provide further education and more coordination with parents to ensure the continued development of the children.

b) SAB Mahira

SAB Mahira has been an inclusive school since its establishment 18 years ago. The school recruits shadow teachers to support students with special needs. The recruitment process for students with special needs at Mahira does not require psychological tests, age, or specific talents. Instead, prospective students are observed for their behavior, and Mr. Suryadi, the Principal of the Inclusive School, interviews their parents. Mr. Adi stated that the students accepted into the school can communicate and follow instructions. If not, the prospective

student will be referred to a therapist, doctor, psychologist, or psychiatrist nearby. This is done due to the school's limitations in handling these children. The diagnoses of the inclusive students at Mahira include: Autism, ADHD, intellectual disabilities, hyperactivity, speech delay, Down syndrome, mental retardation, borderline, autism, physical disabilities, emotional disabilities, Asperger syndrome, and giftedness.

The recruitment of inclusive teachers typically consists of fresh graduates, with 80% being UIN Fatmawati Sukarno Bengkulu alums, as they are energetic and eager to learn new things. The recruitment process does not require graduates from Special Education, Psychology, or other related programs due to the lack of universities offering such programs in Bengkulu Province.

This school's teaching and learning process applies three curricula: Government, Nature, and Religion. The foundation is nature-based education, with 50% of the lessons conducted in the classroom and 50% outdoors. The school's design incorporates a calm atmosphere, large trees, and facilities for outbound activities. Teachers receive training or workshops on handling inclusive children at least once a year. Inclusive teachers also have semester-based training sessions with psychologists.

The curriculum applied to inclusive students is the same as regular students but modified in methods, media, and learning outcomes. Each shadow teacher has a special integrated service book to track the child's daily progress, which is evaluated weekly by Mr. Suryadi. The evaluation results are also shared with the parents almost every week. After the pandemic, the children's progress increased significantly, as seen from the reports of the inclusive teachers. The improvement is particularly noticeable in students' discipline in attending school, their communication skills, and their behavior outside the home. The children are then monitored and evaluated in face-to-face meetings with the parents, ensuring alignment between the goals of the parents and the school.

2) Learning Management Pattern

The learning management pattern suitable for implementation in integrated Islamic elementary schools in Bengkulu City varies, as the two schools in this study have different goals, visions, and missions. As a result, the learning patterns applied also differ.

At Al Aufa School, the learning management for inclusive students is handled by the LKPK (Special Services Agency), which serves as a learning space for students with special needs, particularly those with moderate disabilities who are not able to comprehend instructions and cannot yet integrate into regular classes. On the other hand, at Mahira Nature School, each student with special needs is assigned a shadow teacher, allowing these students to participate in regular classes without disrupting the learning process of other students.

Although SAB Mahira has successfully implemented an inclusive learning management strategy, challenges still need to be addressed. One of the main challenges is the limitation of resources, including the need for continuous teacher training and adequate facilities to support students with special needs. Many teachers are fresh graduates who lack experience handling students with special needs, making ongoing training essential.

To address this challenge, the school has organized regular training sessions for teachers, including workshops with psychologists each semester. These sessions aim to improve the teachers' competencies in supporting students with special needs and gain a deeper understanding of their requirements. Mr. Adi states, "This training is essential to ensure that teachers have the necessary skills to support students properly".

In addition, collaboration with parents is key to creating an inclusive learning environment. The school actively involves parents in learning and evaluating the child's progress. By engaging parents, the school ensures that the strategies are supported at home, allowing students' development to be maintained effectively.

D. Research Implications and Contributions

Research Implications. The results of this study guide education policymakers regarding inclusive learning management strategies in the post-pandemic era, especially in integrated Islamic-based schools. And encourage implementing education policies more responsive to the learning needs of students from various backgrounds, including students with special needs.

Research Contribution. The results of this study provide literature on inclusive learning management, particularly in the context of integrated Islamic schools and post-pandemic conditions. And develop a new framework for inclusive learning management strategies that other educational institutions can adapt.

E. Recommendations for Future Research Directions

Future researchers could examine the implementation of inclusive learning strategies in different types of schools, such as public, private, or Islamic boarding schools. Compare the effectiveness of inclusive learning strategies in different regions with different characteristics to identify specific successes and challenges. Conduct longitudinal studies to evaluate the impact of these strategies on academic achievement, student well-being, and parental engagement. It could also examine how Islamic values can support inclusive learning based on compassion, tolerance, and social care in the context of integrated Islamic schools.

F. Conclusion

The research is based on the increasing number of schools in Bengkulu City that have returned the Inclusion Task Letter to the Education Office. Schools have reported difficulty in implementing inclusion programs due to the lack of human resources in the form of shadow teachers and specific funding. These inclusive schools greatly support equal educational opportunities for children. Therefore, the researcher hopes to continue researching the development of inclusive schools in Bengkulu City.

This study also shows that several integrated Islamic schools in Bengkulu City have implemented effective inclusive learning management strategies post-pandemic. Despite facing challenges such as limited resources and teacher training, these schools have taken innovative steps to ensure that all students, including those with special needs, receive quality education. Collaboration between teachers, therapists, and parents has become crucial in creating an inclusive learning environment. This research is expected to provide insights for other schools to develop better inclusive learning management strategies in the future.

This research confirms that inclusive, technology-based, and Islamic values-supported learning management strategies can be a solution to overcome learning challenges in the post-pandemic era. The integrated Islamic school in Bengkulu can be a relevant model for other educational institutions looking to improve their inclusiveness, flexibility, and learning effectiveness.

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