



## **Inclusive Curriculum Based on Islamic Values in Building Independent Character in Children with Special Needs**

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### **ABSTRACT**

This study aims to analyze the inclusive curriculum in developing independent character in the aspects of *aqidah*, worship (*ibadah*), and noble character (*akhlak mulia*) for individuals with special needs. Children with special needs require a learning approach that is effectively integrated with the community. This integration is crucial not only for their ability to interact with their surroundings but also for acquiring essential life skills and reaching their optimal potential. The study adopts a descriptive qualitative approach. The findings reveal that the inclusive curriculum at SPS Permata Probolinggo emphasizes the development of independent character in students with special needs through the application of Islamic values, including *aqidah*, *ibadah*, and *akhlak mulia*. The curriculum is designed based on national education laws and adapted to meet the needs of students, aiming to enhance their cognitive, socio-emotional abilities, and life skills. Learning is conducted using a "one-to-one" method, which is gradually transitioned into a classroom setting to train students in socialization and collaboration skills.

*Inclusive Curriculum, Islamic Values, Independent Character.*

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## **INTRODUCTION**

Education serves not only to shape character and independence but also to provide a critical foundation for a child's future (Lin & Kaewkhunok, 2021). For children with special needs, the process of character building through education holds immense significance (Sakti et al., 2024). If adequate attention is not given to this and it is not implemented from an early age, the risk of negative developments and the emergence of a marginalized generation will increase significantly (Innocenti et al., 2024).

Children with special needs require a learning approach effectively integrated with the community (Chong et al., 2024). This is essential not only for their ability to interact with their surroundings but also to acquire the skills necessary for daily life and to achieve their optimal potential. Character formation from an early age is crucial as it lays a strong foundation for their

growth and development in the future (Pollard, 2021). Education, as part of the learning process, not only focuses on shaping individual morality but also aims to help them become responsible members of society who contribute positively to collective well-being. It guides them toward goodness while upholding human values that serve as the foundation for harmonious and inclusive social relationships (Elsayed, 2024).

Autistic children tend to live in their own world and perceive their surroundings as inanimate objects that fail to capture their attention (Simon et al., 2021). However, in some cases, autistic children can exhibit higher levels of intelligence compared to their peers (Crespi, 2016). Their thought patterns often transcend conventional boundaries, demonstrating a unique and distinctive way of thinking (Su et al., 2024).

SPS Inklusi Permata Probolinggo is an educational institution that applies a habituation approach within its formal education framework, particularly through therapy for children with special needs. Over time, the institution has provided services to numerous children with special needs, both from the Integrated Islamic School Permata community and from external environments. Some of these children have even successfully transitioned to regular schools. Currently, around 34 students with various special needs are enrolled at the institution. As part of its operational licensing process, the institution, previously known as the Training and Development Center for Children with Special Needs Permata, has been renamed the Satuan Paud Sejenis Inklusi Permata.

Currently, Satuan Paud Sejenis Inklusi Permata accommodates a total of 32 students aged 2 to 5 years, all of whom have various special needs. The majority of these students face concentration and behavioral challenges, such as Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD). ADHD is characterized by difficulty maintaining attention, often referred to as hyperactivity, as well as an inability to focus on tasks or activities, restlessness, and being easily distracted (Haskell et al., 2024). Meanwhile, ASD involves impairments in various aspects, including cognitive, emotional, behavioral, and social domains (Liang et al., 2024).

As part of Sekolah Islam Terpadu Permata, one notable aspect to study is that the curriculum of SPS Inklusi Permata incorporates independent habituation based on Islamic values as a foundation for character building, aiming to prepare students to become resilient and productive members of the Islamic community. The vision of SPS Inklusi Permata is to produce independent, educated, and skilled children, with a focus on life skills and vocational learning programs. The SPS Inklusi Permata curriculum is designed

to address various developmental delays among students, including social, emotional, motor, language, and cognitive aspects. Additionally, Islamic values serve as the foundation for character development (akhlakul karimah) and as a guide for implementing learning processes to enhance students' abilities in multiple domains (Masuwai et al., 2024).

To ensure learning is engaging, creative, and effective, activities are not confined to the classroom. To enrich the learning experience and foster student development across the five aspects of growth, a break time activity is introduced, featuring outdoor group activities. Students attending sessions on the same day participate in teacher-led outdoor activities. These include gross motor skill stimulation through games such as ball play or jumping on mats, as well as the introduction of Islamic values, such as congregational prayer. Through break time, students learn to develop self-control by practicing queuing, increase their awareness of their surroundings, and interact and collaborate in larger groups.

At SPS Inklusi Permata, learning is conducted on an individualized basis for each student, considering the varying developmental challenges and learning difficulties faced by each child. Generally, the learning process consists of three stages: opening activities, core activities, and closing activities.

The habituation of reciting prayers before and after activities is one of the program's achievements in integrating Islamic values. Additionally, after completing their lessons, students are taught to clean up or organize their learning materials and personal belongings, such as communication books, water bottles, jackets, or hats. These activities are typically carried out at the end of each learning session.

The strengths of the SPS Inklusi Permata curriculum, derived from the SPS Inklusi Permata curriculum data, include distinctive programs as hallmarks of Sekolah Islam Terpadu Permata, providing added value to students. The local advantages of the SPS Inklusi Permata curriculum encompass: first, the scope of early childhood developmental milestones established by JSIT; and second, life skills training or Exercise of Practical Life (EPL).

Field observations reveal that inclusive education at SPS Inklusi Permata Probolinggo emphasizes the importance of independent habituation based on Islamic values in shaping the character of children with special needs. Although the curriculum is designed with an inclusive and integrated approach, significant challenges persist regarding students' ability to adapt to new habits, particularly because they often experience behavioral, social, and emotional difficulties. For instance, children with ADHD and ASD struggle with

communication and behavior regulation, making the implementation of independent habituation programs more complex.

In the context of an inclusive curriculum aimed at fostering independent character in children with special needs, students often experience behavioral, communication, social, and emotional challenges. They struggle to adapt to new habits, requiring therapists, teachers, and caregivers to provide more focused attention during therapy and the process of building independent habits. These conditions create unique challenges in implementing an inclusive curriculum to develop independent character in children with special needs.

The novelty of this study lies in the unique approach adopted by SPS Inklusi Permata, which integrates Islamic values with individualized therapy based on independent habituation an area that has not been extensively explored within the context of inclusive education. The identified research gap is the lack of in-depth studies on the effectiveness of this approach in developing independent character in children with special needs within a religion-based inclusive education environment.

This phenomenon highlights research issues that need to be analyzed concerning the learning curriculum at SPS Inklusi Permata Probolinggo. The author believes that the learning curriculum can serve as a strong foundation for children with special needs, fostering habits that support character formation and preparing students to become resilient and productive members of the Islamic community. The program is expected to produce independent, educated, and skilled children equipped with life skills, while also supporting the development of their social, emotional, motor, language, and cognitive aspects. Islamic values play a foundational role in character development.

## **RESEARCH METHODE**

This study adopts a descriptive qualitative approach (Hayu & Sya, 2020). The subjects of the research include special education teachers, the school principal, classroom teachers, and the vice principal overseeing the curriculum. The focus of the study is on the school's role in implementing the learning curriculum at SPS Inklusi Permata Probolinggo, examined from the aspects of curriculum, facilities, infrastructure, and the role of teachers. Additionally, the research analyzes the strategies employed by teachers to support the development of independent character in students with special needs.

To ensure data accuracy, source and method triangulation techniques are utilized. Data analysis follows the procedure developed by Miles and Huberman, involving three stages: data reduction, data presentation, and conclusion drawing (Matthew B. Milles, 1994). Data collection methods include

documentation, observation, and interviews. The research instrument developed by the researcher focuses on the school's readiness to implement inclusive education and strategies for curriculum implementation for children with special needs.

With this approach, the research is expected to provide clear insights into the challenges and opportunities in implementing an inclusive curriculum, as well as enhance understanding of how schools can more effectively support students with special needs.

## **RESULT AND DISCUSSION**

### **Inclusive Curriculum Based on Islamic Values for Building Independent Character**

Based on interviews, documentation, and observations, it was found that the curriculum at SPS Inklusi Permata is developed in accordance with Law Number 20 of 2003 concerning the National Education System and Minister of Education and Culture Regulation Number 157 of 2014, Article 1, Point 3, and Article 6. The curriculum serves as a guide for administrators and educators in implementing the learning process.

The SPS Inklusi Permata curriculum encompasses a series of plans and structures designed to guide the learning process, aiming to improve the abilities of students who face developmental challenges in areas such as social, emotional, motor, language, and cognitive development. The primary objective is to nurture children to become independent, teachable, and trainable while fostering a community of parents and society that is supportive of children with special needs. Furthermore, the curriculum also aims to prepare children with special needs for formal schooling.

The curriculum also instills Islamic values as a foundation for the character development of students, including upright faith (aqidah), correct worship (ibadah), and a mature personality with noble character. Additionally, it incorporates life skills training (Exercise of Practical Life) aimed at preparing children for the next stages of their development by enhancing their skills, knowledge, and learning attitudes in line with their talents, physical growth, social, and emotional development. This approach is intended not only to support academic progress but also to cultivate good character and behavior aligned with religious teachings, enabling students to grow into individuals of quality and integrity.

To ensure that learning is enjoyable, creative, and effective, educational activities are not confined to the classroom. To develop students' abilities across five developmental areas, "break time" activities are introduced as group

activities. Students who have the same meeting schedule on a particular day participate in outdoor activities guided by a teacher responsible for the sessions. These activities include gross motor stimulation, such as playing ball, jumping on mats, and other exercises. Additionally, activities that reinforce Islamic values, such as congregational prayers, also contribute to the students' character development.

Through the "break time" activities, students are able to improve self-control, which is crucial for both learning and daily life. During this session, they learn to wait in line patiently, helping to develop discipline. This activity also trains students to become more aware of their surroundings. Interaction in large groups during "break time" provides an opportunity for them to sharpen social skills, such as communication and cooperation with their classmates. Thus, these activities serve not only as relaxation time but also as a means to develop character and skills that are useful in a child's life.

At SPS Inklusi Permata, the teaching method used is the "One to One" principle, where each student learns with one teacher in a single class. This approach is designed to provide more individualized attention and support, allowing students to receive guidance that matches their specific needs. In some cases, the class may also involve a co-teacher to enhance the effectiveness of learning, particularly for new students or those who require more in-depth development of basic skills. Therefore, SPS Inklusi Permata strives to create an optimal learning environment, allowing each student to develop according to their potential and abilities.

After undergoing learning with the "one to one" method, students can then join the "transition class," where they will learn in small groups of 2 to 3 students with one teacher and one co-teacher. This transition class is intended for students who have shown positive development in various aspects, such as the ability to sit quietly for longer periods and the ability to stay focused and pay attention to one activity without being easily distracted. This method is designed to help students adapt to a more interactive and collaborative learning environment, as well as to develop the social and academic skills necessary for their success in the next stages of learning.

Learning at SPS Inklusi Permata is conducted individually, based on the developmental barriers and learning difficulties of each student. The learning activities are divided into three stages: opening, core, and closing. In the opening stage, students are accustomed to showing good learning attitudes and akhlakul karimah, such as taking off their shoes and jackets, neatly storing their bags, and reading prayers or short verses before starting lessons. Other habits

taught include sitting quietly, paying attention, and responding well to instructions.

In the core learning activities, students participate in various stimulations such as gross and fine motor skills, occupational activities, and social-emotional development. These activities can be conducted individually or in groups. One of the group programs held in every session is "break time," where the teacher prepares a joint activity, such as playing catch, ring toss, or relay races. In addition to stimulating motor skills, this program also trains students to control themselves, wait patiently for their turn, share, behave well when winning or losing, and instill discipline by following rules, such as tidying up the equipment after the activity.

The habit of reading prayers before and after activities is an important part of the program that integrates Islamic values into the daily life of students. Additionally, after finishing lessons, students are taught to be responsible by tidying up the learning materials and their personal belongings, such as books, water bottles, and jackets or hats. This activity is carried out at the end of each learning session to instill discipline, neatness, and a sense of responsibility in students from an early age.

The educational approach at SPS Inclusion Permata for children with special needs (ABK) is strengthened through a triangulation process, which combines sources and techniques involving habituation and therapy implemented by teachers. This habituation requires each student to imitate positive behaviors related to aqidah (faith), ibadah (worship), mature personality, and noble character. One of the methods applied is life skills training, which focuses on practical activities as preparation for children to face future life challenges. These life skills aim not only to develop physical abilities but also to enhance knowledge, skills, and attitudes toward learning in line with the child's talents, interests, as well as physical, social, and emotional development. This is done so that children can become independent, both economically and socially, thereby improving their quality of life in the future.

Teachers provide therapy and habituation in a structured manner, dividing learning time into three face-to-face sessions each day, each lasting 90 minutes. Each student has a schedule tailored to their needs and abilities, ensuring that the learning approach is more effective and individualized. The ultimate goal of this life skills education is to prepare children with the necessary skills to work, become entrepreneurs, or live an independent and meaningful life.

The face-to-face learning sessions at SPS Inclusion Permata are conducted effectively for five days a week, from Monday to Friday. Each day, the learning

activities are divided into three sessions, with each session having a specific duration to provide an optimal learning experience for the students.

This structured time allocation is designed to ensure that each student receives attention and learning experiences tailored to their needs. As a result, students have the opportunity to develop their skills and knowledge to the fullest in a supportive learning environment.

Evaluation in this curriculum is carried out using the Discrete Trial Training (DTT) technique, where every three instructions are summarized into one assessment point. There are three stages of assessment: A (Achievement/Independent), AP (Achievement Prompt), and P (Prompt). In conclusion, the SPS Inclusion Permata curriculum aims to enhance students' abilities in several areas of development that are hindered, incorporates Islamic values as the foundation for character development, and aims to create independent, educated, and trained children.

### **Strategy of Islam-Based Inclusive Curriculum in Building Independent Character**

The success of instilling independent character can be measured by the level of independence achieved by Children with Special Needs (ABK) in inclusive schools, encompassing aspects of aqidah (faith), ibadah (worship), akhlak mulia (noble character), and life skills. The goal is to enhance children's abilities, knowledge, and learning attitudes according to their talents, interests, physical, social, emotional development, and environmental potential. This prepares children to work and strive independently, ultimately contributing to improving their quality of life. In practice, teachers at SPS Inclusion Permata Probolinggo implement various strategies to instill independent character, such as through learning activities, habituation, direct guidance, motivation, and role modeling. Relevant research by Jannah also shows that character education can be carried out through exemplification, habituation, learning activities, and reinforcement (Jannah, 2022).

Based on the results of interviews, documentation, and observations, it can be concluded that in instilling independent character in children with special needs, teachers consistently apply habituation through therapy related to character values in the aspects of aqidah, ibadah, and noble character. The independent character being developed is also always linked to the teaching materials. The teaching methods used are tailored to these materials so that students can be active, participate, and imitate or try new things.

Teachers use active learning methods, in line with the view that to make children with special needs more active, teachers need to involve all students in



the learning process (Chua, 2017). With this approach, children with special needs at SPS Inklusi Permata Probolinggo feel accepted by their peers.

In line with the views of Fitri Indriani (2023), individualized learning, one teacher for one student, has many benefits, including developing independent character and courage (Fitri Indriani, 2023). During the learning process, teachers also habituate students to perform tasks such as greeting, placing items in their proper places, speaking, and interacting with their peers, all aimed at training independence and social skills.

Daily habituation activities at the school play an essential role in instilling independent character in students with special needs, carried out by special education assistants. These habituations focus on the aspects of aqidah, ibadah, and noble character. To make the learning process enjoyable, creative, and effective, learning activities are not limited to the classroom. To support student development in five key areas, the school has established "break time" activities that involve group activities outside the classroom. Students attending the same learning session on a given day participate in activities led by an assistant teacher. These activities vary, ranging from gross motor stimulation, such as playing ball or jumping on mats, to habituating Islamic values, such as performing congregational prayers.

The goal of this activity is to ensure that students with special needs feel recognized and appreciated, which in turn boosts their self-confidence. Additionally, this activity also trains other students to respect and value each other. Through "break time," students learn to develop self-control, such as waiting their turn, becoming more sensitive to their surroundings, and interacting and engaging in activities within a large group. This supports the cultivation of independence during the learning process. This approach aligns with Rabi's (2020) perspective, which emphasizes the importance of developing social skills in inclusive education and the need to foster communication among peers (Rabi et al., 2020).

### **Implementation of an Inclusive Curriculum Based on Islamic Values in Building Independent Character**

The implementation of independent character development for children with special needs can be considered successful if the school is able to effectively carry out character education. The readiness of the school to apply independent character development for children with special needs (ABK) includes the readiness of the curriculum, available facilities, and competent educators.

SPS Inklusi Permata Probolinggo, based on research findings, reveals that this school applies a general or regular curriculum for character education for

ABK. The curriculum development team, consisting of the principal and teachers, has modified the 2013 curriculum to meet the needs of the students.

The curriculum development model used at SPS Inklusi Permata Probolinggo integrates Islamic values as the foundation for character formation, enabling students to grow into resilient and productive Islamic generations. In addition, this curriculum makes it easier for educators to design lesson plans, develop competency achievement indicators, and implement learning steps systematically and purposefully to achieve learning objectives, using various enjoyable methods.

The teachers at SPS Inklusi Permata Probolinggo use a specialized curriculum and Lesson Plan (RPP) specifically designed for children with special needs (ABK), particularly those with concentration and behavioral disorders such as ADHD and ASD. The research findings indicate that the curriculum implemented at this school is structured to meet the learning needs of children with special needs, aligning with the institution's vision, which focuses on fostering independence, educational skills, and training. In this regard, life skills and vocational education programs are also top priorities.

This research aligns with findings presented by Rukhaini, who stated that the 2013 curriculum for Early Childhood Education (PAUD) is modified by lowering the achievement standards to suit the needs and abilities of the students (Rahmawati, 2019). The curriculum used to build independent character in ABK at SPS Inklusi Permata Probolinggo is tailored to each child's condition and the school's vision and mission. The implementation of this curriculum, particularly in supporting self-confidence and independence, is carried out by the accompanying teachers, who have a deep understanding of the students' characteristics in the classroom.

The Lesson Plans (RPP) created by the teachers incorporate the values of independent character that will be developed, including shaping students into resilient and productive Islamic generations. In character development efforts, teachers are required to align the lesson content with these values. The review of the RPP documents created by the teachers shows a commitment to integrating noble character (*akhlakul karimah*) into the curriculum. At SPS Inklusi Permata Probolinggo, character education aims to guide children with special needs (ABK) towards the development of life skills, in line with the theory that asserts that in organizing character education, schools need to consider the core values relevant to the conditions, environment, and needs of the students (Forma Heny Asdaningsih, 2022).

Additionally, SPS Inklusi Permata Probolinggo provides a child-friendly environment and a comfortable learning atmosphere that supports interaction

among students and fosters positive character development in all children. The curriculum plays a key role in shaping the character of children with special needs. Research shows that the curriculum significantly influences child development (Dhomiri, Ahmad, Junedi, 2023). Therefore, the curriculum implemented for ABK is crucial in producing a generation with strong character, ready to face future challenges.

The teaching materials and methods applied by the teachers at SPS Inklusi Permata are specifically designed to meet the needs of each student. The learning activities are carried out individually because each student faces different developmental challenges and learning difficulties. This results in differences in the approaches used for each student. In the effort to instill independent character, the teachers use a habituation therapy method, which focuses on shaping behavior, including fostering a positive attitude toward learning and developing noble character (akhlakul karimah). Through this approach, it is hoped that students will develop independence and behaviors that align with Islamic values.

The research findings show that SPS Inklusi Permata Probolinggo has adequate facilities and infrastructure to support the development of independent character in children with special needs. The school provides various facilities, such as a spacious yard and an environment conducive to learning activities, both inside and outside the classroom. Additionally, there are other facilities available, such as shoe storage, play areas, rest areas, trash bins, handwashing stations, a mosque, toilets, a library, and various other amenities that assist in the learning process and the development of students' character.

In addition, the classrooms at SPS Inklusi Permata are designed to be comfortable and orderly, equipped with various supplies that support the learning process. Classroom facilities include tables, whiteboards, and various play materials such as building blocks, puzzles, picture cards, drawing books, pencils, modeling clay, therapy balls, and bubbles. These materials are not only used for learning activities but also encourage social interaction between the children, teachers, and classmates. Through these games, children can develop social skills while engaging in active play, which simultaneously supports their learning process.

This is in line with research findings that state that facilities in character education for children with special needs include adequate classrooms, a conducive environment, and various resources that can be utilized by students with special needs, all of which significantly support the learning process (Rogahang, 2024). This view also aligns with the perspective that in instilling

character through learning activities in school, teaching aids are necessary to maximize the children's learning process (Mulianti & Sulisworo, 2023).

## CONCLUSION

The conclusion of the research on the implementation of the inclusive curriculum at SPS Inklusi Permata Probolinggo shows that the inclusive curriculum at SPS Inklusi Permata Probolinggo focuses on the development of independent character in children with special needs through the application of Islamic values such as aqidah, ibadah, and akhlak mulia. This curriculum is designed based on national education laws and adapted to the specific needs of the students, aiming to enhance their cognitive, socio-emotional, and life skills. The learning is conducted using a "one to one" method, which is gradually transitioned into small group settings to improve students' socialization and collaboration skills.

SPS Inklusi Permata implements various habituation activities, such as prayers before and after learning, congregational prayers, and break times, to reinforce values of discipline, independence, and empathy. Additionally, the curriculum integrates life skills that are designed to prepare students to be more independent in their daily lives. Strategies such as individualized learning and outdoor activities provide a fun and developmentally appropriate learning experience that caters to the physical, social, and emotional needs of the students.

The successful implementation of this curriculum is supported by complete facilities and a flexible learning approach. This allows each student to receive optimal attention and guidance, tailored to their needs and potential. Thus, this inclusive curriculum builds independent character in children with special needs and prepares them for a more meaningful and integrity-filled life.

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