



**IMPLEMENTATION OF MULTICULTURAL
ISLAMIC EDUCATION VALUES FOR
CHILDREN WITH SPECIAL NEEDS (ABK)
AT THE STATE SPECIAL SCHOOL**

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Abstract

Multicultural education in Islam is an integrative effort that combines the values of cultural diversity, tolerance, and inclusion in the education system, with the aim of forming the character of students who are open, respect differences, and are able to live in harmony in a pluralistic society. These values are very relevant in the context of inclusive education in Indonesia, especially for children with special needs (ABK). The Balikpapan City Extraordinary School (SLBN) as an educational institution that serves ABK plays an important role in implementing multicultural Islamic educational values to create a conducive learning environment and support the social, emotional, and academic development of ABK. This study uses a qualitative approach with a case study design to explore how the values of multicultural Islamic education are implemented in SLBN Balikpapan City and identify factors that support and hinder its implementation. The results of the study show that the application of multicultural Islamic education values in SLBN Balikpapan City is carried out through an inclusive and adaptive approach, with adjustments to learning methods according to the individual needs of students. However, there are various challenges in its implementation, including limited resources, lack of training for teachers, and the need to develop a more inclusive and multicultural curriculum. This research is expected to contribute to the development of better inclusive education practices in Indonesia.

Keywords: : *Multicultural education, Islamic values, children with special needs, inclusive education*

Introduction

Multicultural education in Islam is an effort to integrate the values of cultural diversity, tolerance, and inclusion in the education system, with the aim of forming the character of students who are open, respectful of differences, and able to live in harmony in a pluralistic society (Banks, 2019). The values of multicultural Islamic education emphasize the importance of recognizing and respecting differences, both in terms of religion, culture, and individual needs, so that every student, including children with

special needs (ABK), gets the same opportunity to access quality education (Assegaf, 2018).

In Indonesia, the implementation of inclusive education that accommodates ABK has become a serious concern in national education policy. This policy aims to ensure that all children, regardless of physical, intellectual, social, emotional, or other limitations, have access to equal and quality education (Ministry of Education and Culture, 2017). In this context, the application of multicultural Islamic educational values is very relevant, especially in State Extraordinary Schools (SLBN) which play an important role in educating and developing the potential of ABK.

SLBN Balikpapan City as an educational institution that serves ABK has the responsibility to implement multicultural Islamic educational values in its educational programs. This is done through an inclusive and adaptive approach, by adjusting learning methods that suit the individual needs of students. This implementation aims to create a conducive learning environment and support the social, emotional, and academic development of ABK (Rahman & Sudrajat, 2020).

Previous research has shown that multicultural education can have a positive impact on the development of students' social and emotional skills, including increasing self-confidence and skills in interacting with others (Zubaedi, 2011). However, the implementation of multicultural education in schools serving ABK, such as SLBN, faces various challenges. These challenges include limited resources, lack of training for teachers, and the need to develop a more inclusive and multicultural curriculum (Yusuf, 2022).

Therefore, this study aims to further explore how the values of multicultural Islamic education are implemented in SLBN Balikpapan City, as well as identify the factors that support and hinder its implementation. The main focus of this research is to understand how these values can be applied effectively to support the learning and development of ABK, so as to contribute to the development of better inclusive education practices in Indonesia.

This study uses a qualitative approach with a case study design. The qualitative approach was chosen because it allows researchers to explore and understand the meaning of complex social phenomena, such as the implementation of multicultural Islamic educational values for children with special needs (ABK) in the State Extraordinary School (SLBN) of Balikpapan City, in a real and natural context (Creswell, 2013). The design of the case study was chosen to explore specific phenomena in SLBN

Balikpapan City by focusing on the process, dynamics, and context in which these values are implemented (Yin, 2018).

1. Research Location and Participants

The location of this research is SLBN Balikpapan City, a school that specifically serves children with special needs in Balikpapan, East Kalimantan. Participants in this study include teachers, principals, and other educational staff who are directly involved in the learning process at the SLBN. In addition, this study also involves parents of ABK students to get a more comprehensive perspective on the application of multicultural Islamic education values in schools.

The data collection techniques used in this study include participatory observation, in-depth interviews, and documentation studies:

a. Participatory Observation

Participatory observation was carried out to directly observe the interaction between teachers and students, as well as the dynamics of learning in the classroom related to the implementation of multicultural Islamic educational values. These observations are carried out in a variety of situations, including classroom learning activities, extracurricular activities, and other social interactions (Spradley, 2016).

Participatory observation is one of the effective data collection methods in qualitative research, especially when researchers want to deeply understand the processes and dynamics that occur in the field. In the research on the implementation of multicultural Islamic education values for children with special needs (ABK) at the State Extraordinary School (SLBN) of Balikpapan City, this method is used to directly observe the interaction between teachers and students, as well as the dynamics of learning in the classroom. Through participatory observation, researchers can be directly involved in various situations in schools, such as classroom learning activities, extracurricular activities, and other social interactions, to understand how multicultural values are internalized by all parties in the school (Spradley, 2016).

One of the main focuses of this participatory observation is to observe the direct interaction between teachers and students in the classroom. The researcher noted how teachers interacted with ABK students during learning activities. This includes the way teachers apply multicultural Islamic educational values such as tolerance, equality, and mutual respect in their teaching. For example, researchers can observe how teachers respond to student questions, how they manage diverse classroom dynamics, and how they support students in understanding and appreciating differences. These observations

provide insight into the extent to which teachers are applying multicultural values in their daily teaching practices.

In addition to interaction in the classroom, observations are also made on the dynamics of learning itself. The researcher observed the learning methods used by teachers and how they supported or hindered the implementation of multicultural Islamic educational values. For example, cooperative and differentiated teaching methods are monitored to see how they help all students, including ABK students, actively participate in the learning process. Learning materials that emphasize important aspects such as tolerance, justice, and cooperation are also observed to assess the effectiveness of the curriculum implemented.

Observation is also carried out outside the classroom, especially during extracurricular activities such as cultural, sports, and art clubs. This activity provides an opportunity for students to practice multicultural values in a more relaxed and informal context. Researchers can observe how students interact in diverse groups and how those activities help them develop important social and emotional skills. Other social interactions, such as during breaks or lunches, are also observed to understand how multicultural values are internalized in everyday social contexts at school.

Through participatory observation, researchers can not only understand the application of multicultural Islamic educational values, but also identify the challenges and obstacles faced in the implementation of these values. These challenges can be limited facilities, differences in understanding between teachers and students, or a lack of support from the school community. Participatory observation allows researchers to collect rich and detailed data that may not be possible through other methods such as interviews or surveys.

Overall, participatory observation provides a comprehensive understanding of how the values of multicultural Islamic education are applied and internalized by students and teachers at SLBN Balikpapan City. These observations also show how these values affect social and cultural dynamics in schools, as well as how schools can continue to improve these practices to support inclusivity and diversity.

b. In-Depth Interviews

In-depth interviews were conducted with teachers, principals, and other education staff to obtain in-depth information on the strategies and approaches used in implementing the values of multicultural Islamic education. Interviews were also conducted with parents of students to understand their views on the application of these values in schools (Kvale, 2007).

In-depth interviews are an effective data collection method in qualitative research, especially when researchers want to gain a deeper understanding of the views, experiences, and strategies used by participants. In the context of research on the implementation of multicultural Islamic education values for children with special needs (ABK) at the State Extraordinary School (SLBN) of Balikpapan City, in-depth interviews were conducted with various parties directly involved in the educational process, including teachers, principals, other education staff, and parents of students (Kvale, 2007).

Interviews with teachers focused on the strategies and approaches they use to integrate multicultural Islamic educational values into the learning process. Teachers provide insight into the teaching methods they apply to support students' understanding of values such as tolerance, equality, and mutual respect. The interview also revealed the challenges they faced, such as how to adapt the curriculum to the needs of ABK students and ensure that all students feel welcome and valued in a multicultural classroom.

Principals and other education staff are interviewed to understand policies and programs that support the implementation of multicultural Islamic educational values in schools. They explain how schools design and implement specific programs that support inclusion and diversity, and how they coordinate various activities that support the implementation of these values. Additionally, these interviews help identify the support provided by school management for teachers and students in an effort to create an inclusive and multicultural learning environment.

In addition to interviews with teachers and school staff, interviews are also conducted with students' parents. Parents provide an important perspective on how they see the application of multicultural Islamic educational values in schools. This interview delves into parents' perspectives on how schools educate their children to respect differences, as well as the role schools play in supporting the development of attitudes of tolerance and mutual respect at home. Parents also provide input on the impact of multicultural educational approaches on the social and emotional development of their children, especially for children with special needs.

Overall, in-depth interviews with various parties involved provide a comprehensive overview of the application of multicultural Islamic educational values in SLBN Balikpapan City. This method allows researchers to obtain detailed information regarding diverse strategies, approaches, and views related to inclusive and multicultural education. The data collected through these interviews serve as a basis for analyzing the effectiveness and challenges faced in implementing these values, as well as helping to formulate recommendations for further improvement and development.

c. Documentation Studies

Documentation studies are conducted by analyzing various related documents, such as curriculum, lesson plans, activity notes, and school policies. These documents are used to understand the formal framework underlying the implementation of multicultural Islamic educational values in SLBN Balikpapan City (Bowen, 2009).

Documentation studies are one of the data collection methods in qualitative research that is used to understand the formal context and framework of a phenomenon through the analysis of various related documents. In the research on the implementation of multicultural Islamic education values for children with special needs (ABK) at the Balikpapan City State Extraordinary School (SLBN), a documentation study was carried out by analyzing documents such as curriculum, lesson plans, activity notes, and school policies. This method helps researchers obtain a clearer picture of how multicultural Islamic educational values are formally applied in the school environment (Bowen, 2009).

An analysis of the curriculum and lesson plan is carried out to understand how the values of multicultural Islamic education are integrated in the learning process. Curriculum documents provide information about what materials are taught to students, as well as how they are structured to reflect values such as tolerance, justice, and respect for diversity. The lesson plan further provides details on teaching methods and learning activities designed to support students' understanding of these values. By analyzing these documents, researchers can assess the extent to which the curriculum and learning plans in SLBN Balikpapan City reflect and support the implementation of multicultural Islamic educational values.

Documentation studies also include the analysis of activity records that include daily activities at the school, such as extracurricular activities, religious holiday celebrations, or other social activities involving students and school staff. This activity record provides insight into how multicultural values are applied in daily activities at school. For example, researchers can see if there are any special efforts made by schools to promote cooperation between students from different backgrounds or how schools manage activities that involve ABK students and regular students at the same time.

In addition, the researcher also analyzes school policies that are relevant to the implementation of multicultural Islamic educational values. This policy includes official guidelines from schools regarding inclusion, diversity, and respect for differences. This policy demonstrates the school's commitment to creating an inclusive and multicultural environment, as well as how they support teachers and staff in implementing these values.

By understanding these policies, researchers can identify the formal support provided by schools as well as the obstacles that may arise in practice.

Through the documentation study, researchers can gain a deeper understanding of the formal framework underlying the implementation of multicultural Islamic educational values in SLBN Balikpapan City. These documents not only provide data that is descriptive in nature, but also allow researchers to evaluate the consistency between formal policies and real practices in the field. Thus, documentation studies become an important tool for identifying areas that need improvement and for formulating more effective policy recommendations.

Data obtained from various sources were analyzed using thematic analysis techniques. The steps of data analysis include transcription of interview data, coding, identification of key themes, and interpretation of data (Braun & Clarke, 2006). The data analysis process begins by rereading all the data to obtain a thorough understanding, then the data is encoded to identify patterns and themes that emerge.

To ensure the validity and reliability of the data, this study uses source and method triangulation techniques. Source triangulation is carried out by comparing information obtained from various participants and documents. Meanwhile, triangulation methods are carried out by combining several data collection techniques, such as observation, interviews, and documentation studies (Patton, 2002). In addition, the researcher also conducted member checking with several participants to validate the research findings.

A. Results and Discussion

This study found that the implementation of multicultural Islamic education values in the Balikpapan City State Extraordinary School (SLBN) is carried out through several main strategies, namely the integration of multicultural values in the curriculum, teacher training, and inclusive learning approaches.

a. Integrating Multicultural Values in the Curriculum

SLBN Balikpapan City has integrated multicultural Islamic educational values in the curriculum through learning materials that emphasize tolerance, mutual respect, and justice. For example, in the subject of Islamic Religious Education (PAI), students are taught about the importance of respecting differences and living harmoniously with individuals from different backgrounds (Rahman & Sudrajat, 2020). This material also

includes Islamic teachings on fraternity and peace, which are relevant to the principles of multiculturalism (Zubaedi, 2011).

The Balikpapan City State Extraordinary School (SLBN) has successfully integrated the values of multicultural Islamic education into their curriculum, especially through the development of learning materials that emphasize concepts such as tolerance, mutual respect, and justice. This integration is reflected in a variety of subjects, particularly in Islamic Religious Education (PAI), where students are taught about the importance of respecting differences and how to coexist harmoniously with individuals from different backgrounds (Rahman & Sudrajat, 2020). This approach aims to foster awareness of the importance of unity and harmony in diversity, which is the foundation of multicultural values.

In PAI lessons, the material taught includes Islamic teachings that are relevant to multicultural values, such as the principles of brotherhood, peace, and cooperation. Students are introduced to the concept that Islam teaches about universal brotherhood (*ukhuwah insaniyah*), where all human beings are considered equal regardless of differences in race, religion, or cultural background. This teaching is very relevant to the principles of multiculturalism that prioritize respect for differences and efforts to create an inclusive and just society (Zubaedi, 2011).

Furthermore, the learning materials also focus on the values of peace and efforts to avoid conflict. Students are taught to understand conflict as part of a social dynamic that can be managed constructively through dialogue and effective communication. This teaching combines Islamic principles with a multiculturalism approach, which encourages students to become agents of peace in their environment, both in school and in society. In this way, SLBN Balikpapan City strives to prepare students not only in academic aspects, but also as individuals who have a positive understanding and attitude towards diversity.

The integrative approach applied by SLBN Balikpapan City shows that education not only functions to transfer knowledge, but also to shape students' character and attitudes in accordance with the noble values taught in Islam. Through the integration of multicultural values in the curriculum, the school plays an important role in building the foundation for the younger generation to live in harmony in a pluralistic society.

b. Teacher Training and Professional Development

The results of the study show that teachers at SLBN Balikpapan City have received special training on multicultural teaching methods. This training aims to equip teachers with the knowledge and skills necessary to manage inclusive and diverse classrooms, as well as to overcome challenges that may arise in the learning process (Assegaf, 2018).

Teachers are taught to use a culturally responsive learning approach, which allows them to better understand the needs and potential of each ABK student (Yusuf, 2022).

The results of the study show that teachers at the Balikpapan City State Extraordinary School (SLBN) have received special training on multicultural teaching methods. This training is designed to equip teachers with the knowledge and skills needed to manage inclusive and diverse classrooms. The main purpose of this training is to ensure that teachers are able to face and overcome various challenges that may arise during the learning process, especially when teaching children with special needs (ABK) in a multicultural context (Assegaf, 2018).

In this training, teachers are taught to use a culturally responsive learning approach. This approach allows teachers to better understand and appreciate the cultural background of each student as well as identify the needs and potential of each ABK student. With a deep understanding of students' various cultural backgrounds, teachers can develop more inclusive and adaptive learning strategies, which emphasize not only academic achievement but also on the development of students' character and social skills (Yusuf, 2022).

The culturally responsive learning approach taught in this training includes a variety of techniques and strategies, such as the use of teaching materials that are relevant to the student's cultural context, the creation of a classroom environment that supports intercultural dialogue, and the application of student-centered learning methods. Teachers are taught to recognize cultural biases in their learning materials and teaching methods, as well as to develop more inclusive teaching practices that accommodate the diversity of students. This is important to create a fair and respectful learning atmosphere for each individual, as well as to avoid discrimination against ABK students (Assegaf, 2018; Yusuf, 2022).

Furthermore, the training also equips teachers with strategies to overcome challenges that may arise in multicultural teaching. These challenges include difficulties in understanding cultural and language differences among students, managing diverse classroom dynamics, and ensuring that all students, including ABK, feel valued and involved in the learning process. With the new skills and knowledge gained from this training, teachers at SLBN Balikpapan City are better prepared to face this challenge and create a more inclusive and equitable learning environment.

The results of the implementation of this training at SLBN Balikpapan City show a significant improvement in teachers' ability to manage multicultural and inclusive classrooms. Teachers reported that they felt more confident in teaching students from

different cultural backgrounds and were better able to adapt their teaching methods to meet the needs of all students, including those with special needs. This shows that specialized training on multicultural teaching is essential for improving the quality of education in culturally diverse schools.

c. Inclusive Learning Approach

An inclusive learning approach is applied at SLBN Balikpapan City by adjusting learning strategies to the individual needs of ABK students. Observations show that teachers use differentiated learning methods and cooperative learning to encourage the active participation of all students in the learning process (Banks, 2019). In addition, extracurricular activities that contain multicultural values, such as cultural festivals and interfaith discussions, are also held to strengthen students' understanding of diversity (Ministry of Education and Culture, 2017).

The inclusive learning approach at the Balikpapan City State Extraordinary School (SLBN) is implemented by adjusting the learning strategy to suit the individual needs of Special Needs Children (ABK) students. This approach aims to ensure that every student gets the same opportunity to learn and develop according to their individual potential. Observations show that teachers in SLBN Balikpapan City use various inclusive teaching methods, such as differentiated learning methods and cooperative learning. Differentiated learning methods allow teachers to tailor teaching materials and approaches based on each student's ability level, interests, and learning styles. Meanwhile, cooperative learning encourages interaction and cooperation among students, so that all students, including those with special needs, can actively participate in the learning process (Banks, 2019).

In addition to adjustments in learning strategies in the classroom, SLBN Balikpapan City also integrates multicultural values through extracurricular activities. Activities such as cultural festivals and interfaith discussions are held regularly to strengthen students' understanding of cultural and religious diversity. Through cultural festivals, students can learn and celebrate the cultural diversity that surrounds them, while interfaith discussions provide space for students to understand different religious perspectives. These activities not only support formal learning in the classroom, but also broaden students' horizons on the importance of tolerance, appreciation, and harmonious coexistence in a multicultural society (Ministry of Education and Culture, 2017).

The inclusive and multicultural approach implemented at SLBN Balikpapan City not only has an impact on improving students' understanding of diversity, but also on improving their social and emotional skills. By understanding and appreciating

differences, students are taught to be more empathetic and open to others who have different backgrounds. In addition, these activities also help build the confidence of ABK students, as they feel more valued and recognized in an inclusive and supportive school environment.

Overall, the inclusive learning approach implemented at SLBN Balikpapan City, which involves adjusting learning strategies and enrichment through extracurricular activities, demonstrates the school's commitment to creating a fair and inclusive learning environment. Through this effort, SLBN Balikpapan City plays an important role in educating the younger generation who have a deep understanding of multicultural values and are ready to live in a diverse society.

1. Discussion

The results of this study show that the implementation of multicultural Islamic education values in SLBN Balikpapan City can support the development of ABK students' character in terms of tolerance, empathy, and social skills. The integration of multicultural values in the curriculum, teacher training, and inclusive learning approaches has proven effective in creating a supportive learning environment for ABK.

However, there are several challenges faced in this implementation. One of the main challenges is the limitation of resources, including the lack of facilities and learning media that suit the needs of the crew. In addition, although teachers have received training, there is a need for further training and more intensive mentoring to ensure the application of more effective multicultural teaching methods (Zubaedi, 2011).

This study also found that support from parents and the community is very important in supporting the implementation of multicultural Islamic educational values. Cooperation between schools, parents, and local communities can help create a more inclusive and supportive environment for the development of ABK (Assegaf, 2018). For example, through socialization programs and workshops involving parents, schools can expand parents' understanding and involvement in supporting their children's learning.

Overall, the implementation of multicultural Islamic education values in SLBN Balikpapan City has shown positive results in promoting inclusion and character development of ABK students. However, sustainability and improving the quality of this implementation require continuous efforts, both in terms of curriculum development, teacher training, and support from all stakeholders.

B. Conclusion

Multicultural education in Islam plays an important role in shaping the character of students who are tolerant, inclusive, and respectful of diversity. In Indonesia, the implementation of inclusive education that accommodates children with special needs (ABK) is a major concern in national education policy. This aims to ensure that all children, including ABK, have equal access to quality education.

The Balikpapan City State Extraordinary School (SLBN) is an example of an institution that implements multicultural Islamic educational values. This application is carried out through an inclusive and adaptive approach, adapting learning methods to the individual needs of students. Through this study, it was found that the implementation of multicultural values in SLBN has a positive impact on the development of students' social and emotional skills, as well as increasing their self-confidence and social interaction skills.

However, the implementation of multicultural education in schools serving ABK such as SLBN also faces challenges, including limited resources, lack of teacher training, and the need to develop a more inclusive curriculum. Therefore, it is important to identify the factors that support and hinder the application of these values and explore ways to improve their effectiveness.

The research methods used in this study, including participatory observation, in-depth interviews, and documentation studies, provide a comprehensive overview of the practice of multicultural Islamic education in SLBN Balikpapan City. Participatory observation allows researchers to directly understand the interaction between teachers and students and the dynamics of learning in the classroom. The in-depth interviews provide in-depth insights into the strategies and challenges faced by teachers, principals, staff, and parents in supporting multicultural education. Meanwhile, documentation studies provide a clearer understanding of the formal framework that underlies the application of these values in schools.

Overall, this study emphasizes the importance of a more inclusive and adaptive approach in implementing multicultural Islamic educational values in schools serving the ABK, as well as the need for continuous efforts to improve inclusive education practices in Indonesia.

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