



Implementation of The Role of Teachers in Inclusive Education at MTS Generasi Emas Denpasar

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Abstract. *Inclusive education in the context of Islamic religious education reflects the implementation of Islamic values that promote respect for diversity and the protection of individual rights. Islamic Religious Education teachers play a crucial role in ensuring that all students, including those with special needs in inclusive schools, can access and understand Islamic teachings at the Madrasah Tsanawiyah level. Inclusive education also functions as a catalyst for educational transformation by promoting equality and fairness in the learning process without discrimination among students. In this context, teachers are required to adapt teaching strategies, learning materials, and classroom interactions according to the diverse needs and abilities of each learner. Their role is not only to deliver religious knowledge but also to foster an inclusive learning environment that supports participation and understanding for all students. This study contributes to a deeper understanding of the role of Islamic Religious Education teachers within inclusive education settings and provides insights that may support future research and development of inclusive education practices in Indonesia.*

Keywords: *Inclusive Education; Islamic Religious Education; Madrasah; Special Needs; Teacher Role.*

1. INTRODUCTION

As prospective educators, one thing that must be considered is education for all children, including inclusive education, because with the obligation to provide inclusive education, all children must be treated equally in pursuing all levels of education (David Wijaya, 2019). The goal of inclusive education in MTs is to include all students, including those with special needs, in the learning process (Maryam et al., 2024). The government and education systems in many countries have affirmed the obligation to provide inclusive education for all students (Shofi et al., 2025). In this context, Islamic religious education teachers have an important role in ensuring that students with special needs can also access and understand Islamic religious lessons.

This school has its own unique characteristics that attract researchers to conduct research there. Most of the teachers who teach there have no prior experience teaching children with special needs, but the school provides training for teachers to support the teaching and learning process (Ni'mah & Mustofa, 2024). This poses a challenge for teachers to hone their skills in educating children with special needs, who have various types of special needs, namely deafness, *cerebral palsy* (CP), *pervasive developmental disorder not otherwise specified* (PDD-NOS), and *attention deficit hyperactivity disorder* (ADHD) (Nuryati, 2022).

Islamic religious education has an important value in the lives of Muslim students. It is not only religious learning, but also helps in the development of values, ethics, and morals that are important in everyday life (Komalasari & Yakubu, 2023). Therefore, Islamic religious

education needs to be accessible to all students, including those with special needs (Ni'mah & Mustofa, 2024). The principle of inclusion is in line with Islamic values, which promote equality, justice, and attention to individuals who need assistance. Therefore, inclusive education in the context of Islamic religious education can be seen as an implementation of Islamic values that encourage attention to diversity and protection of individual rights, especially since Bali has strong tolerance among religious communities because the majority of the population there is Hindu (Desky, 2022). Implementing inclusive education in Islamic religious education subjects can face various challenges. These challenges can include a lack of resources, a lack of understanding of the needs of students with disabilities, and the development of learning materials that are accessible to all students.

Therefore, Islamic religious education teachers can become agents of change in overcoming these challenges. They can develop inclusive teaching methods, design adaptable learning materials, and provide extra support to students with special needs (Arifin & Nurhakim, 2025). In order to carry out their roles more effectively, Islamic education teachers also need to support research and development in the context of inclusive education, which can help identify best practices and effective solutions at MTs Generasi Emas Denpasar Bali (Ni'mah & Mustofa, 2024).

MTs Generasi Emas has an advantage in teaching children with *hidden genius*. In the learning process, teachers there are encouraged to focus on the strengths of these children because, according to the teachers there, every child has their own strengths (Ramadhanty, 2024). There are special talent classes for children with *hidden genius*, where teachers play a very active role in handling children with *hidden genius* in their development process. However, the facilities and infrastructure at this school are not yet fully complete and are still being developed. This was revealed in the researcher's interview with the head of the Anak Emas Foundation. The role of teachers is more important in the learning and development process of children as stated by the head of the Madrasah, Mr. Rangganeeds of students. For this reason, there are no primary or secondary roles "*In inclusive education, it is necessary to pay attention to the diverse needs of students. For this reason, there are no primary or secondary roles*", (Ramadhanty, 2024) especially when supported by complete facilities and infrastructure. It is different when the facilities and infrastructure at the school are complete, but the teachers are not diligent enough in educating these *hidden genius* children (Sakti, 2020). Therefore, the researcher provides more facilities for teachers to develop their potential in handling *hidden genius* children by providing facilities to attend seminars and special training for *hidden genius* children.

2. METHOD

This study uses a qualitative approach to analyze the role of Islamic education teachers in implementing inclusive education at MTs Generasi Emas Bali (Miles et al., 2014). This study uses a *descriptive self-report* research design, which is a research design in which information is collected directly by the researcher. This approach was chosen because it allows researchers to gain a deep and comprehensive understanding of the role of PAI teachers in the context of inclusive education (Creswell & Creswell, 2014). Three main techniques were used in this study: in-depth interviews, observation, and document study (Andalib, 2024). The data obtained from these interviews is expected to provide insight into the challenges and successes experienced in implementing the inclusive education management model.

The following table describes the codes and roles of each respondent:

Tabel 1. Interview Respondent.

No.	Respondent Names	Position/Role	Background
1	Rangga	Head of Madrasah	Special Education
2	Devi	Director	Special Education
3	Suprayitno	Inclusion Program coordination	Special Education
4	Indrawati	Teacher	Assistant Teacher Special
5	Aulia	Teacher	Assistant Teacher Special
6	Yahya	Teacher	Assistant Teacher Special
7	Adam	Eighth grade A students	Student
8	Kalila	Eighth grade B students	Student

Tabel 2. Student Data Respondent.

No.	Class	Number of students	Class teacher
1	7A	17	Ustazah Rani and Ustad Yahya
2	7B	18	Ustazah Intan and Ustad Heru
3	8A	11	Ustazah Dina and Ustad Salman.
4	8B	12	Ustazah Rahima and Ustad Rahman
5	9A	19	Ustazah Utari and Ustad Shiddiq
6	9B	22	Ustazah Indrawati and Ustad Suprayito

In-depth interviews were conducted with stakeholders such as the principal, teachers, and students to explore the perspectives and roles of Islamic education teachers in the context of inclusive education. The interviews were semi-structured, allowing the researcher to explore themes in depth and flexibly (Andalib, 2024). Through interviews, the researcher was able to obtain first-hand information about the general conditions at MTs Generasi Emas Denpasar, Bali. Second, information about the opinions of Islamic education teachers regarding inclusive education at MTs Generasi Emas Denpasar, Bali. Third, information about how inclusive education is implemented at MTs Generasi Emas Denpasar, Bali.

In addition to interviews, direct observations were conducted to observe social interactions, teaching practices, and school management, providing insights into the role of PAI teachers in the context of inclusive education in everyday school life. Documentary studies were also conducted through analysis of official school documents, such as policies, curricula, and activity records, to understand the formal structure and policies that support or hinder the role of Islamic education teachers in implementing inclusive education at MTs Generasi Emas Bali.

To ensure the validity and reliability of the data, this study used data triangulation. Triangulation was carried out by combining various data sources, namely interviews, observations, and document studies (Noble & Heale, 2019). By comparing the findings from these different sources, researchers were able to obtain a more comprehensive and accurate picture of the role of Islamic education teachers in implementing inclusive education at MTs Generasi

Emas Bali. Triangulation also helps identify inconsistencies or discrepancies in the data, which can be further analyzed to provide deeper insights (Noble & Heale, 2019). The collected data was then analyzed using thematic analysis. This technique was used to identify themes and patterns that emerged from the data, allowing researchers to interpret the information systematically. Through this method, this study is expected to contribute to the development of theory and practice in the role of Islamic education teachers in implementing inclusive education at MTs Generasi Emas Bali.

3. RESEARCH RESULTS AND DISCUSSION

The Role of Teachers as Facilitators in implementing inclusive education

Based on the results of the researcher's interviews with several teachers and students, it can be concluded that the role of teachers as facilitators is relevant to the theory presented by Eghie Giovanni regarding the role of teachers as facilitators, namely that teachers not only provide information to students but also act as facilitators of learning (Giovani, 2022). They create an environment that supports active, collaborative, and reflective learning. As stated by the principal of Madrasah, Mr. Rangga Ismanto (Rangga, personal communication, n.d.), he said:

"Inclusive education is education that provides opportunities to anyone with different backgrounds and conditions without regard to the child's condition. In inclusive education, what needs to be considered are the diverse needs of the students. For this reason, there is no primary or secondary role."



Image 1. Respondent Head of Madrasah. **Image 2.** Respondent Assistant Teacher Special.

This was also conveyed by Mrs. Siti Utari Widyanti (Widyanti, personal communication, n.d.), As one of the inclusive teachers, she also said:

"Teachers are facilitators of knowledge and parents as well as friends to inclusive children. The knowledge taught is more focused on daily life skills as preparation for their future".

In schools, in managing knowledge. When there is learning in schools, such as discussions or learning using technological tools, teachers become facilitators in identifying students' interests, talents, and goals. This is because, in this way, teachers can assist and guide students to develop their interests and talents to make the learning atmosphere more relevant and meaningful (Panjaitan & Hafizzah, 2025). This is in line with observations in the classroom, where teachers design contextual learning by designing learning experiences that are relevant to real life and contextual for students. This helps students connect what they learn in class with its application in everyday life.

The role of teachers as facilitators aims to create a stimulating and motivating learning environment that supports the development of students' potential (Nurzannah, 2022). It also aims to build a deep understanding and relevant skills for students' future lives. For example, for children with cerebral palsy, when taking a test, one of the children had difficulty holding a pencil, so during the test, the teacher created questions on the Quiziz app so that the child could take the test. This is different from children with *attention deficit hyperactivity disorder* (ADHD), who usually cannot pay attention for long periods of time when studying, so teachers usually teach students by explaining as briefly as possible so that the children can understand what the teacher is explaining.

The Role of Teachers as Motivators

The role of the teacher as a motivator is also important in creating a positive learning environment for student development (Rahmiati & Azis, 2023). Moreover, students with

special needs face different challenges and difficulties in learning compared to regular children. Based on the results of interviews and research observations, the researcher found that the role of teachers as motivators in schools is very evident. All teachers understand the circumstances of their students and teach them according to their abilities by adjusting their teaching methods to the learning styles and needs of the students (Hafizha et al., 2022).

They are also supported by tools that enhance the students' abilities. The role of teachers as motivators, as explained by Eghie Giovani, is limited to teachers being able to inspire students to learn enthusiastically and effectively (Giovani, 2022). Teachers also find out the reasons why students are not motivated to learn and do worse. Students' academic achievement declines due to their laziness. Every teacher must play the role of motivator because, even in the context of inductive interaction, there is a possibility that some students are less motivated to learn and have other problems (Pintrich, 2003). As Hidayat on how they view the role of teachers at school:

"Well, in my opinion, teachers are people who act as intermediaries in the transfer of knowledge. They are not only intermediaries, but also good role models for their students ."

This is also reinforced by one of the students, Adam Satya Wikrama:

"Teachers are unsung heroes who teach us about anything we want to achieve with a patient heart, giving us knowledge without expecting anything in return."

Meanwhile, I found that the scope of motivation for students is broader when observations and interviews revealed that the role of teachers as motivators at MTs Generasi Emas is broader, and the teachers there are quite good at managing emotions when teaching children with *special needs* (ABK). Teachers there also facilitate being good listeners when eating together by providing emotional support and building positive relationships with students to increase their motivation to learn (Ramadhanty, 2024).

The Role of Teachers as Initiators

Teachers need to be initiators in designing learning programs so that they can be tailored to the individual needs of students with special needs. The role of teachers as initiators at MTs Generasi Emas is relevant to the theory put forward by Eghie Giovani, namely that in their role as initiators, teachers must be able to see the principles underlying learning in the teaching and learning process (Giovani, 2022). The current educational interaction process needs to be improved in line with developments in knowledge and technology in the field of education. Teachers' abilities need to be improved, and students' use of learning media needs to be adapted to current communication and information media conditions (Hutasoit, 2025). Teachers must

make education a profession, with an emphasis on interactive learning to achieve better results over time, rather than working tirelessly without considering innovative ideas to improve teaching and learning.

Teachers are responsible for guiding students in supporting their learning and development and must be able to overcome specific challenges that students may face, especially students with special needs. An example of a teacher acting as an initiator at MTs Generasi Emas is when the researcher observed a student with special needs, namely deafness, participating in a talent class (Ramadhanty, 2024). The teacher fully supported the student's desire to pursue their hobby of cooking. and the teacher also explained that as a teacher, they must support students who have strengths in certain areas because as teachers and parents at school, they must teach students for their future so that they can stand on their own two feet (Bela et al., 2023). Meanwhile, a student with *pervasive developmental disorder not otherwise specified* (PDD-NOS) liked to draw, and one of the teachers supported and motivated the student by saying that one day he could become a great artist by teaching him drawing in the talent interest class. There is also a child with cerebral palsy (Class VII B, personal communication, On Monday, October 16). Despite his physical limitations, the teacher helps him develop his talents. The child likes to edit videos, and the teacher even supports him in creating a YouTube channel to develop his talents.

The Role of Teachers as Classroom Managers

Teachers are the primary educators responsible for teaching and delivering material (Nudin et al., 2024). Research related to the role of teachers as classroom managers at MTs Generasi Emas is relevant to the findings of Eghie Giovanni's research, which states that teachers can guide the class effectively because the classroom is a safe place where all students, including teachers, are accepted in the sense of accepting the teacher's teaching material (Giovani, 2022). Effective learning will increase students' educational interaction. Classrooms that are noisy and overcrowded with students exchanging ideas tend to be less focused when optimal educational interaction is taking place.

From the results of the researcher's study at MTs Generasi Emas, observations and interviews showed that teachers at the research location were able to manage their classes well when teaching and could remain calm when their students' encountered problems in class.

The Role of Teachers as Guides/Mentors

The role of teachers as educators/mentors according to Eghie Giovanni's theory is that they are the primary educators responsible for teaching and delivering subject matter to students (Giovani, 2022). They facilitate student learning and help students understand and master the

necessary knowledge and skills because if children do not receive guidance, they will experience difficulties in their development. This is relevant to the results of the researcher's findings. Teachers at MTs Generasi Emas guide their students well both in the classroom and in the learning process outside the classroom, such as the talent interest program held every Friday for children with *special needs* (ABK). Each teacher guides one student so that learning outcomes are achieved properly. As the Father of Indonesian Education, Ki Hajar Dewantara, emphasized the importance of liberating education, namely education that not only focuses on intellectual aspects, but also on the formation of students' character as a whole so that they become independent individuals with noble character and highly resilient (Sihab & Achmad, 2025). The following is one example of documentation of the role of teachers as mentors in talent interest classes:



Image 3. talent interest class.



Image 4. Video Editing class.

One example of the role of teachers as guides/mentors is when, during the learning process in the classroom, teachers' pay attention to children with special needs and guide them until they are able to do it. For example, children with cerebral palsy are taught patiently and the tasks given are also in accordance with their needs, such as teaching them to pray slowly, starting with the movements first, and for the prayer recitation, the teacher usually helps the students by reciting it first, followed by the students (Ramadhanty, 2024). For the subject of fiqh (*Islamic jurisprudence*), the material on prayer is usually taught to children with special needs of the *Attention Deficit Hyperactivity Disorder* (ADHD) type, who can usually read by themselves while the teacher observes whether their reading is correct or incorrect.

The Role of Teachers as Evaluators

The role of the teacher as an evaluator, as explained by Eghie Giovani, is limited to that of an assessor (Giovani, 2022). Teachers are capable of being competent and fair assessors by

providing analyses that take into account intrinsic and extrinsic factors. Assessments related to intrinsic quality show more about the quality of a child's development. Based on this, assessors (teachers) must be able to provide accurate assessments in the appropriate dimensions. Assessments of students' answers when given tests, of course, as well as assessments of students' personalities, are added. That reinforced by the results of the researcher's interview with the Head of Inclusion Coordination, Mr. Suprayito Prasetya, He said that:

“we accommodate here, so here we provide learning materials in accordance with the learning objectives in accordance with their needs”.

Meanwhile, the researcher's findings reveal a broader scope regarding the role of teachers as evaluators, namely that teachers not only assess student progress by giving assignments, tests, and other assessments at MTs Generasi Emas, but there is also a special evaluation for children with special needs and a quarterly report specifically for children with special needs (ABK), and the results of these reports are always given to parents. This evaluation helps teachers and students determine the level of understanding and learning progress.

4. CONCLUSION AND RECOMMENDATIONS

Based on the results of data analysis and discussion, the researcher can conclude that the role of Islamic education teachers at MTs Generasi Emas in implementing inclusive education at MTs Generasi Emas Bali includes the following: 1) The role of teachers as facilitators, namely teachers providing learning facilities according to the abilities of children with special needs; 2) The role of teachers as motivators, namely by providing emotional support to children with special needs as well as support in learning to develop their talents; 3) The role of teachers as initiators in designing learning programs to suit the individual needs of students with special needs; 4) The role of teachers as classroom managers, namely teachers can create a fun and creative learning atmosphere in the classroom and can manage the classroom well; 5) The role of teachers as mentors, namely teachers guiding children with special needs patiently and diligently and always supporting the interests, talents, and hobbies of children with special needs; 6) The role of teachers as evaluators, namely teachers being able to become competent and fair assessors.

The supporting factors for teachers in implementing inclusive education at MTs Generasi Emas Bali are: 1) Parental support, because without parental support, schools will also find it difficult to educate children with special needs; 2) Teacher development through training, so that teachers can hone their skills in teaching children with special needs; 3) An adaptive curriculum, which involves adjusting learning materials to the abilities of children

with special needs in order to create effective and easy-to-understand learning. 4) Consistent and supportive evaluation monitoring; schools must also diligently monitor student progress by conducting regular evaluations.

SUGGESTION

Future researchers are expected to further prepare and find out what is interesting to expect from the role of teachers in inclusive schools. It is hoped that with the implementation of inclusive education, all students can encourage each other to respect differences.

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