
The role of inclusive religious learning environments on religious understanding of children with disabilities at SMAN 1 Pangkalan Bun

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Abstract: Children with disabilities often experience barriers in accessing religious education due to learning environments that are not yet fully inclusive. This study aims to analyze how a religiously inclusive learning environment influences the religious understanding of students with disabilities at SMAN 1 Pangkalan Bun. Grounded in educational psychology and inclusive education theories, integrated with Islamic values, this research employs a qualitative method with a case study approach. Data were collected through in-depth interviews, observations, and document analysis, and analyzed using thematic analysis techniques. The findings reveal that a supportive environment socially, emotionally, physically, and spiritually as a significant impact on the religious understanding and academic growth of students with disabilities. The study concludes that integrating religious values into an inclusive learning environment not only fosters holistic development but also strengthens students' spiritual identity. These results offer practical insights for educators and policymakers to design inclusive Islamic education environments that are empathetic, adaptive, and equitable.

Keywords: religiously inclusive learning environment; religious understanding; students with disabilities; educational psychology; Islamic education

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Introduction

Inclusive education is a fundamental approach that ensures fair and equal access to education for all learners, including those with disabilities. In Indonesia, inclusive education has gained attention as part of efforts to eradicate educational discrimination and to support the rights of students with special needs. According to the Ministry of Education and Culture, there are approximately 2.3 million children with disabilities in Indonesia, but only around 18% are enrolled in formal education, and fewer still in inclusive schools (BPS, 2023). Meanwhile, less than 25% of public secondary schools have adopted inclusive practices (Kemdikbudristek, 2021). These figures reflect the urgency of strengthening inclusive education efforts at the secondary level.

One of the key foundations for effective inclusive education is a learning environment that is supportive physically, emotionally, socially, and spiritually. However, many schools still struggle to implement holistic approaches. Recent studies indicate that students with disabilities who experience social exclusion and lack of emotional support are more likely to face barriers in academic engagement and religious learning (Fauziah, N., Hartati, R., & Nurhasanah, S., 2021). This challenge becomes even more crucial in Islamic education, where religious understanding is not only cognitive but also deeply rooted in emotional and spiritual experiences.

Islamic teachings provide a strong foundation for inclusive education. The Qur'an emphasizes justice (QS. An-Nisa: 135) and mercy (rahmah) as central values. The Prophet Muhammad's inclusive

approach toward marginalized groups offers a theological rationale for inclusive practices in Islamic education. As such, integrating religious values such as compassion, justice, and respect for diversity can strengthen inclusive education both ethically and pedagogically (Yusri, M., & Maimunah, S., 2023).

Despite these conceptual foundations, the implementation of inclusive Islamic education still faces several challenges, including lack of teacher training, inadequate infrastructure, and limited pedagogical models that address both disability and religious learning. Previous research by (Sari, F., 2022) highlights that many inclusive schools focus only on the physical dimension of accessibility, such as ramps or special seating, but overlook emotional and spiritual inclusion. Similarly, (Fauziah, N., Hartati, R., & Nurhasanah, S., 2021) found that in Islamic-based schools, religious instruction often fails to accommodate students with different cognitive or communicative abilities, leading to spiritual alienation. Meanwhile, in their study at an inclusive boarding school emphasized that when religious learning is adapted responsively, students with disabilities show significant growth in confidence and religious understanding.

In this regard, Bronfenbrenner's ecological systems theory, although foundational, must be complemented by more recent interpretations that emphasize interactional and contextual responsiveness in inclusive schooling (Bronfenbrenner, U., 2020). Similarly, Maslow's theory of motivation, particularly the need for belonging and self-actualization, remains relevant when combined with current understandings of emotional learning and inclusive pedagogy. These perspectives affirm that a student's ability to engage in religious learning is profoundly influenced by the quality of their learning environment socially, psychologically, and spiritually (Zhou, M., Brown, D., & Gibson, J., 2020).

At SMAN 1 Pangkalan Bun, inclusive education has been implemented in response to national policies, particularly Permendiknas No. 70 of 2009 on Inclusive Education. The school currently accommodates several students with physical and intellectual disabilities. Preliminary observations suggest that students who are immersed in inclusive religious environments tend to show stronger religious engagement and emotional stability. Nevertheless, empirical research is still limited on how such environments influence the *religious understanding* of students with disabilities, especially in the context of public secondary schools.

Therefore, this study aims to analyze the relationship between a religiously inclusive learning environment and the religious understanding of students with disabilities at SMAN 1 Pangkalan Bun. The novelty of this research lies in its integration of inclusive pedagogy and Islamic religious values to understand how multidimensional environments spiritual, emotional, social, and physical impact students with disabilities in public schools. This study contributes to the growing body of research that seeks to bridge the gap between inclusive education and religious development in the Indonesian context.

Method

This study employed a qualitative research design with a descriptive case study approach to explore in depth the relationship between inclusive religious learning environments and the religious understanding of students with disabilities at SMAN 1 Pangkalan Bun. The qualitative approach was chosen because it allows for a holistic and contextual exploration of the participants' lived experiences, particularly in understanding complex social and spiritual interactions within inclusive settings (Hidayat, R., 2021). A case study was deemed appropriate as it provides the opportunity to examine a contemporary educational phenomenon within a real-life setting, especially when the boundaries between context and phenomenon are not clearly defined. Data were collected over a period of three months (January to March 2024) using triangulated data collection techniques, namely in-depth interviews, participant observation, and document analysis. The study involved 10 participants, consisting of 4 students with disabilities (physical and mild intellectual disabilities), 3 Islamic education

teachers, and 3 parents. The selection of participants was conducted using purposive sampling, with criteria such as: (1) students formally registered in the inclusive education program; (2) teachers who actively teach religious subjects and engage in inclusive practices; and (3) parents who regularly communicate with the school about their children's progress. This selection was intended to ensure that the data captured multiple perspectives relevant to the study objectives.

Data were collected through interviews, observations, and document analysis to explore how inclusive religious learning environments affect students with disabilities. Thematic analysis was used to identify patterns and insights from the data. To ensure credibility, the study applied triangulation and member checking. Ethical approval and informed consent were also obtained. This approach enabled a deep understanding of students' religious experiences within the inclusive setting of a public secondary school.

Results and Discussion

The Role of Religious Values in the Formation of an Inclusive Learning Environment at SMAN 1 Pangkalan Bun

Religious values play a central role in creating an inclusive educational environment that supports the success of students with disabilities. At SMAN 1 Pangkalan Bun, values such as justice, compassion, and respect for diversity are the main foundations in creating an inclusive learning atmosphere. Islam emphasizes the importance of providing fair and equal treatment to all humans regardless of their background or physical condition (QS. An-Nisa: 135). These values are implemented in schools through various approaches, such as implementing policies that ensure that every student has the same right to learn and using learning methods that are responsive to individual needs. The emphasis on the value of justice is in line with the principles of inclusive education which aim to eliminate discrimination in the classroom (Hidayat, 2021). An educational environment based on religious values also creates an emotionally supportive atmosphere for students with disabilities. At SMAN 1 Pangkalan Bun, the value of compassion is reflected in the interactions between teachers and students. Teachers not only act as educators, but also as mentors who understand the emotional needs of students. This approach is relevant to the theory of developmental psychology which emphasizes the importance of a sense of belonging to increase learning motivation (Sari, F., 2022). When students feel accepted and appreciated, they find it easier to overcome psychological barriers that often become obstacles to achieving religious understanding. Recent research also shows that teacher warmth and empathy can increase the self-confidence of students with disabilities, which in turn contributes to their religious understanding (Rahim, A., 2023).

The findings show that religious values such as justice, compassion, and respect for diversity are central to the inclusive culture at SMAN 1 Pangkalan Bun. Teachers consistently emphasized that these values guide their interactions with students with disabilities. One teacher shared:

"We strive to be fair to all students, including those with special needs. In Islam, every child has the right to learn and be respected." (Teacher A, Interview, February 2025)

This indicates that the implementation of religious values is not only rhetorical but manifested in classroom practices. It aligns with Bronfenbrenner's microsystem, where the school environment directly influences students' development. In addition, the school's efforts are in line with Permendiknas No. 70 Tahun 2009, which mandates non-discriminatory learning opportunities for students with special needs.

In addition, religious values provide a strong moral framework in building inclusive social relationships in schools. At SMAN 1 Pangkalan Bun, the value of respect for diversity is implemented through programs such as joint religious activities and cross-group discussions. This program aims to strengthen solidarity between students with and without disabilities. This solidarity creates an inclusive

school culture, where each individual is valued for their contributions, not their shortcomings. Research by Lestari found that a religious value-based approach can help reduce social stigma against students with disabilities, allowing them to participate more actively in school activities (Lestari, D., & Yulianti, S., 2023).

Religious values also play an important role in shaping the character of teachers as role models in inclusive education. At SMAN 1 Pangkalan Bun, teachers are encouraged to integrate Islamic values into their teaching approaches. For example, teachers are taught to apply patience and resignation in facing the challenges of teaching students with disabilities. This approach not only strengthens the emotional relationship between teachers and students but also has a positive impact on the development of students' character. According to Hidayat & Maulana, teachers who understand the importance of religious values in inclusive education are more likely to use adaptive teaching methods, so that they can meet diverse learning needs (Hidayat, M., & Maulana, S., 2022).

The application of religious values in inclusive education also encourages the formation of a spiritually supportive environment. At SMAN 1 Pangkalan Bun, activities such as praying together before starting lessons and daily reflections are part of the routine. These activities provide much-needed spiritual support for students with disabilities in facing daily challenges. This support is in line with research showing that students who have emotional and spiritual balance tend to be better able to cope with academic and social pressures (Nurhayati, N., Rahmatullah, R., & Syafitri, M., 2021). Thus, the integration of religious values not only enriches students' learning experiences but also strengthens their psychological resilience.

However, the implementation of religious values in inclusive education is not without challenges. One of the main challenges is the lack of deep understanding among educators about how to integrate these values into daily practice. Some teachers may still focus on the academic aspect without considering the spiritual and emotional dimensions. Therefore, training and professional development that emphasizes the importance of religious values in inclusive education is very important. Suryadi's research shows that this kind of training can improve teacher competence in creating a holistic and inclusive learning environment (Suryadi, D, 2023).

In addition to internal challenges, there are also structural barriers to implementing inclusive education based on religious values. At SMAN 1 Pangkalan Bun, obstacles such as limited facilities and resources are often obstacles. For example, inadequate accessibility facilities can hinder the mobility of students with disabilities, thereby reducing the effectiveness of the expected learning environment. Therefore, support from external parties, including the government and community organizations, is needed to complement the school's efforts to create an inclusive environment based on religious values (Astuti, R., 2024).

Family support is also a key element in integrating religious values into inclusive education. At SMAN 1 Pangkalan Bun, collaboration between schools and families is a priority in supporting students with disabilities. Parents are encouraged to be actively involved in school activities and build good communication with teachers. Research shows that parental involvement in education can strengthen the influence of religious values taught in schools, thereby creating a more harmonious environment for children's development (Dani, S., 2023). Thus, this collaborative approach is an effective strategy in strengthening the implementation of inclusive education based on religious values.

The integration of religious values into inclusive education also contributes to the achievement of sustainable development goals (SDGs), especially in the field of education. By instilling values such as tolerance and empathy, schools can create a more inclusive and caring generation. This approach not only benefits students with disabilities, but also has a positive impact on the entire school community. In this context, SMAN 1 Pangkalan Bun has shown that religious value-based education can be an effective model to be implemented in other schools in Indonesia. Overall, religious values play a very significant role in shaping the inclusive educational environment at SMAN 1 Pangkalan Bun. By

integrating spiritual, emotional, and social dimensions, these values create a learning atmosphere that supports and empowers students with disabilities. Although there are still various challenges, the efforts made by this school show great potential to develop inclusive education based on religious values as a holistic solution to addressing various educational problems in Indonesia.

The Influence of Learning Environment on the Emotional Spiritual Development of Children with Disabilities at SMAN 1 Pangkalan Bun

The learning environment plays a very crucial role in shaping students' emotional experiences, especially for children with disabilities. At SMAN 1 Pangkalan Bun, the implementation of an inclusive religious learning environment is expected to have a positive impact on the emotional well-being of students with disabilities. A supportive and inclusive environment allows students to feel accepted, valued, and motivated to actively participate in the learning process (Astuti, R., 2024). Inclusive education aims to provide equal and supportive learning opportunities for all students, including those with special needs or disabilities. Effective implementation of inclusive education can help reduce behavioral problems and emotional stress in children with special needs (Dani, S., 2023). Thus, an inclusive learning environment not only contributes to academic development but also to the emotional well-being of students with disabilities. Teachers have a central role in creating an inclusive learning environment. They are not only responsible for teaching subject matter but also shaping students' character and attitudes. Research shows that the role of teachers in creating an inclusive learning environment in elementary schools has a significant impact on the learning experiences of students with special needs (Sari, F., 2022). Thus, training and support for teachers in implementing inclusive practices is very important.

A less conducive learning environment can create children with poor social emotional development. Parental involvement and the school environment have a major influence on children's social emotional development. A good family environment and a conducive school environment are important points to help children's social emotional development optimally (Astuti, R., 2024). Therefore, collaboration between schools and families is essential to create a supportive environment for children with disabilities. Islamic religious education in the context of inclusive education also plays an important role in the spiritual, moral, and social development of children with disabilities. By implementing a holistic approach, Islamic religious education can make a positive contribution to the development of children with disabilities in an inclusive educational environment (Rahim, A., 2023). This shows that the integration of religious values into the learning environment can enrich the emotional experiences of students with disabilities. Social support from the surrounding environment, including teachers, peers, and family, greatly influences the development of children with special needs. This support can help children feel more confident and able to interact socially better (Dani, S., 2023). Thus, building a strong support network around students with disabilities is a key factor in improving their emotional experiences.

The research also highlights how inclusive religious practices contribute to emotional and spiritual growth among students with disabilities. Daily routines such as praying together, Qur'anic recitations, and reflective sessions build a sense of belonging and inner peace. One student shared:

"I enjoy joining the communal prayer before class. It makes me feel calm and not alone." (Student B, mild intellectual disability, February 2024)

This finding aligns with Maslow's hierarchy of needs, especially the importance of emotional safety and spiritual fulfillment as prerequisites for self-actualization and meaningful learning. The implications are clear: when students with disabilities are emotionally and spiritually supported, they engage more actively in religious education.

Implementation of inclusive education in schools requires collaboration with community organizations that care about disabilities. This collaboration can provide additional support and

resources for schools, thus creating a more inclusive and supportive learning environment for students with disabilities (Sari, F., 2022). With external support, schools can be more effective in meeting the emotional and academic needs of students with disabilities. Inclusive education also contributes to the achievement of sustainable development goals by ensuring inclusive and quality education for all. By instilling inclusive values from an early age, communities can foster attitudes of tolerance and empathy, and reduce stereotypes and discrimination (Rahim, A., 2023). This will create a friendlier and more supportive environment for the emotional development of children with disabilities. The emotional development of children with disabilities is influenced by the social environment and how others respond to them. Children with disabilities often experience emotional and emotional disorders, so they need a responsive and supportive environment to help them manage their emotions well (Astuti, R., 2024). Therefore, it is important for schools to provide programs and services that can meet the emotional needs of students with disabilities.

Overall, the inclusive religious learning environment at SMAN 1 Pangkalan Bun has great potential to positively influence the emotional experiences of children with disabilities. With support from teachers, families, and communities, and the integration of religious values in education, students with disabilities can experience a safe, supportive, and empowering environment, which will ultimately improve their emotional well-being and religious understanding.

Implementation of Inclusive Religious Learning Environment at SMAN 1 Pangkalan Bun

The implementation of a religiously inclusive learning environment at SMAN 1 Pangkalan Bun is not only conceptual but rooted in daily practices that reflect Islamic values and inclusive pedagogy. Unlike many previous studies that primarily emphasize accessibility and curriculum adaptation (Almunawaroh, N., Ichsanti, D. F., Abdullah, M. Z., Mahira, W. Z., & Husna, D., 2022), this study identifies how spiritual engagement and emotional inclusion shape students' religious understanding particularly among students with disabilities. This addresses a key gap in existing literature, which often overlooks the interpersonal and spiritual dimensions of inclusion.

During classroom observations, it was noted that students with disabilities were not merely passive recipients of religious instruction, but were actively engaged in reflective discussions, ritual participation, and group prayer. A teacher reported:

“We always involve all students in religious activities Qur'an recitation, prayer sessions, discussions even if it requires adjusting the pace or method. No one is left behind.” (Teacher C, Interview, February 2025)

This commitment to participation reflects Bronfenbrenner's microsystem, wherein daily, meaningful interactions in the school setting significantly shape development outcomes. At the same time, students reported increased confidence and connection to religious content:

“Before, I was afraid to read aloud in Islamic class. Now, my teacher lets me read just a few short verses, and my friends listen. It makes me feel brave.” (Student A, visual impairment, February 2025)

Such narratives reveal how an inclusive religious setting fosters emotional growth and reduces internalized stigma. It supports Maslow's theory that belonging and esteem must be fulfilled before cognitive or spiritual development can occur. This finding goes beyond what has been explored in previous studies by highlighting the empowerment role of spiritual participation in inclusive contexts.

In addition, the spiritual dimension in an inclusive religious learning environment contributes greatly to improving students' religious understanding. At SMAN 1 Pangkalan Bun, activities such as praying together before lessons start, regular religious studies, and other religious activities provide the emotional support students need to stay focused on learning. This support is very important for students with disabilities who often face emotional barriers in their education. According to Rahim's research, students who receive spiritual support tend to have lower stress levels and higher adaptability, so they can be more optimal in achieving academic goals (Rahim, A., 2023).

Social support from peers and teachers is also an important element in an inclusive religious learning environment. At SMAN 1 Pangkalan Bun, the Islamic values that are applied help create an inclusive school culture, where students support each other. Teachers play an active role as facilitators who pay special attention to the individual needs of students, including their emotional needs. Lestari and Yulianti's research shows that strong social support from the surrounding environment can increase students' learning motivation, especially for those with special needs (Lestari, D., & Yulianti, S., 2023). In this context, SMAN 1 Pangkalan Bun has shown that the application of religious values can strengthen social support in the school environment.

Inclusive religious learning environments also encourage the development of non-academic skills that support students' academic success. Skills such as discipline, responsibility, and self-confidence are honed through various programs integrated with Islamic values. For example, students are taught to value time through well-scheduled religious activities, which ultimately helps them manage their study time more effectively. Research by Nurhayati et al. shows that good time management skills have a positive correlation with students' religious understanding (Nurhayati, N., Rahmatullah, R., & Syafitri, M., 2021). Thus, the religious learning environment at SMAN 1 Pangkalan Bun not only focuses on academic achievement but also on the development of students' character as a whole.

Although the implementation of an inclusive religious learning environment at SMAN 1 Pangkalan Bun has shown positive results, several significant challenges persist. One of the main issues is the lack of adequate infrastructure (Prasetyo, T., & Lathifah, U, 2023). Limited accessibility to prayer rooms and steep ramps hinder students with physical disabilities from participating fully in religious activities. As one student shared, "I can't go to the school mosque without help because the ramp is too steep." This inadequate physical access reduces students' engagement in collective spiritual practices. In response, teachers often bring religious rituals into classrooms, although this remains a temporary solution. Addressing this requires long-term investment in inclusive facilities through stronger government support.

Another challenge lies in the limited pedagogical competence of teachers in delivering religious lessons inclusively. Many teachers admitted they had never received specific training on how to adjust religious content for students with diverse needs. "We're not trained to adjust religious material for students with different needs," said one Islamic education teacher. Consequently, instructional practices vary widely and depend heavily on personal initiative. To resolve this, the school has encouraged informal collaboration among teachers, but the lack of formal guidance underscores the urgent need for national training programs in inclusive religious pedagogy.

Social stigma among peers also remains a subtle but serious barrier. Despite general acceptance, some students with disabilities still experience indirect exclusion. For example, one teacher observed, "Some students avoid sitting near him during group prayer." This reflects lingering misconceptions about disability that affect students' emotional inclusion. To counter this, the school has integrated themes of compassion and equality into religious lessons and promoted peer awareness activities.

Policy gaps further complicate implementation. While national regulations such as Permendiknas No. 70/2009 support inclusive education in general, they do not explicitly address the spiritual dimension of inclusion. A vice principal noted, "We have no official model to follow." As a result, much of the effort depends on local innovation rather than systemic support. Strengthening policy frameworks to include religious inclusion would provide schools with clearer direction and legitimacy.

Lastly, limited parental involvement has also been identified. Some parents underestimate their children's ability to engage with religious content. One parent admitted, "I didn't think my daughter could join religious class." To address this, teachers have increased communication and invited parents to participate in school religious events, gradually building more consistent support from home.

In sum, the success of inclusive religious education depends not only on school efforts, but also on policy reform, teacher capacity building, community awareness, and family engagement. Tackling these interconnected challenges is essential for sustaining meaningful inclusion.

However, the success of an inclusive religious learning environment is not without challenges. One of the challenges faced at SMAN 1 Pangkalan Bun is the lack of adequate resources to support the needs of students with disabilities. For example, limited accessibility facilities can be a barrier for students to reach their full potential. In addition, some teachers may not fully understand how to integrate religious values into their teaching strategies. Research by Suryadi suggests that ongoing training for teachers can help overcome these challenges and improve the effectiveness of inclusive learning environments (Suryadi, D, 2023).

Another factor that needs to be considered is family support (Sintiya, S., & Rokan, M. K., 2020). An inclusive religious learning environment implemented in schools will be more effective if supported by a congruent home environment. At SMAN 1 Pangkalan Bun, collaboration between schools and families is one of the main strategies to improve students' religious understanding. Parents are invited to actively participate in school activities, such as attending parent-teacher meetings and participating in religious education programs. Dani found that parental involvement in children's education contributes greatly to their academic achievement, especially in the context of inclusive education based on religious values (Dani, S., 2023).

In addition to internal support from schools and families, the role of policy is also an important supporting factor. Inclusive education policies that support religious values can create a stronger framework for implementing programs in schools. For example, at SMAN 1 Pangkalan Bun, school policy supports the provision of religious activities that involve all students without discrimination. This reflects the school's commitment to creating a fair and equal environment for all students. Astuti's research shows that policies that support inclusive education can encourage the effectiveness of religious-based programs in schools (Astuti, R., 2024).

Overall, the influence of an inclusive religious learning environment on students' religious understanding at SMAN 1 Pangkalan Bun is very significant. By integrating religious values into various aspects of learning, the school has succeeded in creating an environment that supports the academic and emotional development of students, especially students with disabilities. Despite the challenges, the efforts made by SMAN 1 Pangkalan Bun can be a model for other schools in developing inclusive education based on religious values.

Challenges and Solutions in Implementing Religious Learning Environments

The implementation of an inclusive religious learning environment at SMAN 1 Pangkalan Bun faces various challenges that affect the effectiveness of the program being run. One of the main challenges is the limited facilities that support the needs of students with disabilities. For example, physical accessibility such as special wheelchair lanes, disability-friendly toilets, or adaptive classrooms are still inadequate. These facilities are very important to create an inclusive and comfortable physical environment for students with disabilities. As a solution, schools can collaborate with local governments or non-governmental organizations that focus on providing facilities for people with disabilities (Sunandar, D., & Baidowi, A., 2023). This collaborative effort can help overcome infrastructure constraints that have been the main obstacles. In addition to facility constraints, another challenge faced is the lack of understanding of teachers on how to integrate religious values into inclusive learning. Some teachers tend to focus on academic aspects without considering the emotional and spiritual dimensions of students. This can reduce the effectiveness of an inclusive religious approach in supporting students with disabilities. Research shows that teachers who have a deep understanding of inclusive education based on religious values are better able to create a supportive learning atmosphere (Hidayat, M., & Maulana, S., 2022). The solution that can be implemented is through continuous training

for teachers, which not only focuses on teaching techniques, but also on developing skills in building emotional and spiritual relationships with students.

Another challenge is cultural resistance and negative stereotypes towards students with disabilities in the school environment. In some cases, students with disabilities still face stigma that affects their self-confidence. This stigma does not only come from fellow students, but sometimes also from the community around the school. This socially unsupportive environment can be a significant barrier to the success of inclusive education. As a solution, SMAN 1 Pangkalan Bun can initiate an inclusiveness awareness program through a campaign or seminar involving the entire school community. This program can help change negative views of students with disabilities and build a more inclusive school culture (Rahim, A., 2023).

Family support is also an important challenge in implementing an inclusive religious learning environment. Not all families of students with disabilities have a sufficient understanding of the importance of inclusive education based on religious values. Some parents may feel that inclusive education is not relevant to their children's needs, so their involvement in school activities is minimal. In fact, research shows that family involvement in education greatly influences student success (Dani, S., 2023). To overcome this, SMAN 1 Pangkalan Bun can improve communication with parents through a parenting program that provides education about the importance of collaboration between schools and families.

Another obstacle is the lack of policies that specifically support inclusive education based on religious values (Zahara, P., Putri, A. D., Nurkarimah, F., Wismanto, W., & Fadhly, M., 2024). Existing policies may only focus on inclusivity in general without considering religious aspects as a key component. As a result, the implementation of religious values in inclusive education often depends on the initiative of individual teachers or principals. As a solution, the government can develop more targeted policies to support inclusive education based on religion. For example, policies that encourage the integration of Islamic values in the inclusive education curriculum at the secondary school level (Suryadi, D, 2023).

Limited human resources are also a significant challenge. At SMAN 1 Pangkalan Bun, the number of teachers who have competence in inclusive education is still limited. This has an impact on the lack of variety of teaching methods that can meet the needs of diverse students with disabilities. To overcome this, schools can collaborate with universities or training institutions to hold capacity building programs for teachers. This training can include learning strategies that are responsive to student needs, such as the use of adaptive educational technology (Lestari, D., & Yulianti, S., 2023).

Another factor that influences the implementation of an inclusive religious learning environment is the lack of support from the surrounding community (Iffah, U., Hasanah, H., & Rahman, B., 2021). In some cases, the community tends not to understand or even reject the concept of inclusivity based on religious values. This rejection often stems from a lack of education about the importance of inclusive education to support the rights of students with disabilities. As a solution, SMAN 1 Pangkalan Bun can hold social activities that involve the community, such as charity bazaars or public discussions that raise the theme of inclusivity and Islamic values. Such activities can help increase community understanding of the importance of supporting students with disabilities (Nurhayati, N., Rahmatullah, R., & Syafitri, M., 2021).

Funding is also a challenge that is often overlooked. The implementation of inclusive education programs based on religious values requires a lot of money, both for the procurement of facilities and teacher training. Without adequate budget support, schools will have difficulty running this program sustainably. As a solution, schools can submit funding proposals to the local government or seek support from the private sector. This approach can help reduce the financial burden on schools while ensuring the sustainability of inclusive education programs (Sari, F., 2022).

Overall, the challenges in implementing an inclusive religious learning environment at SMAN 1 Pangkalan Bun are very complex, but can be overcome with an integrated approach. Collaboration between schools, families, communities, and government is the key to creating a truly inclusive learning environment. By identifying key challenges and implementing appropriate solutions, SMAN 1 Pangkalan Bun can be a model for other schools in Indonesia in developing inclusive education based on religious values.

Conclusion

An inclusive religious learning environment plays a significant role in improving religious understanding and character development of students with disabilities at SMAN 1 Pangkalan Bun. The integration of Islamic values, such as justice, compassion, and respect for diversity, can create a learning atmosphere that supports physically, socially, emotionally, and spiritually. An environment that is responsive to the needs of students with disabilities not only strengthens their motivation and self confidence, but also opens up opportunities to develop their potential holistically. The results of this study emphasize the importance of collaboration between teachers, students, parents, and the community in creating an inclusive and religious school culture. Several challenges in the implementation of inclusive education based on religious values, such as limited facilities, less than optimal teacher understanding, and policy support still need to be strengthened. Developing teacher training, improving accessibility facilities, and collaborating with external parties are important to support the sustainability of inclusive education programs.

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