Inclusive Approach in Islamic Education Guidance and Counseling in Senior High Schools (SMA)

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Abstract

Inclusive Education is an approach that aims to provide equal educational opportunities for all students, including those with special needs. At the high school level, this approach is important for developing leadership skills and preparing students for a diverse workforce. In the context of Islamic education, an inclusive approach not only emphasizes religious learning, but also instills character and moral values, creates an environment that respects differences and strengthens students' Islamic identity. This study aims to explore the application of an inclusive approach in guidance and counseling in Islamic education-based high schools, in order to help students adapt in a pluralistic society. The research method used is a qualitative case study design approach, with data collection through interviews, observations, and literature analysis. The Data Analysis Technique used refers to the data analysis model developed by Miles and Huberman. It is hoped that this approach can form a young generation that is religious, has noble character, and has high social sensitivity to diversity. The results of the study show that the implementation of inclusive BK still faces obstacles, such as the diverse understanding of BK teachers, limited training, and minimal supporting policies. However, some teachers have applied Islamic values informally in BK. Strengthening group approaches and religious mentoring programs has the potential to increase the effectiveness of inclusive BK services.

Keywords: Inclusive Approach, Guidance and Counseling, Islamic Education, Senior High School (SMA)

Introduction

Inclusive education is an approach that aims to provide equal educational opportunities for all students, including those with special needs. In senior high schools (SMA), inclusive education aims to provide all students with equal access to develop their potential, including in terms of leadership skills. These leadership skills are important in preparing students to face future career challenges, especially in an increasingly diverse and inclusive environment (Molefe & Gavaza, 2022).

An inclusive approach in education, including Islamic education, has become an important need in schools in Indonesia and the world. This approach aims to ensure that all students, including those with special needs, have equal access to the education process. In the context of Islamic education in high schools, the implementation of an inclusive approach not only focuses on religious learning, but also aims to instill character and moral values that can be accepted by all students, regardless of their background (Rahmat & Yahya, 2022).

Inclusive education emphasizes the values of equality, tolerance, and respect for differences, which are the essence of Islamic teachings. Through an inclusive approach,

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Islamic education can provide opportunities for every student to be actively involved in religious learning without discrimination, thus creating a harmonious and respectful learning atmosphere (Purba et al., 2024). This concept is in line with the mission of guidance and counseling, which supports the holistic development of students' personalities through understanding and empathy for diversity.

The implementation of inclusive Islamic education is also expected to overcome the challenges of intolerance and negative stereotypes that often arise in multicultural environments. Through inclusive guidance and counseling, teachers can facilitate dialogue that encourages intercultural understanding and strengthens students' Islamic identity without neglecting the value of inclusivity (Rosadi, Anwar, & Ruhendi, 2021). This is important considering that Indonesia is a country with a very diverse society, so inclusive Islamic education plays a role as a forum for building solidarity.

In high schools, an inclusive approach to guidance and counseling can serve as an instrument to introduce universal Islamic values that are relevant to students' current needs. This approach also allows students to feel that they are accepted as they are in the school community, thus fostering self-confidence and improving their psychological well-being (Mustofa & Syarifah, 2021).

In addition, the application of an inclusive approach in counseling guidance is also related to efforts to prepare students to live in a pluralistic society. With learning that respects differences, Islamic education can help high school students build important social skills to build harmonious relationships with others outside the school environment (Prayitno et al., 2022).

Therefore, an inclusive approach in Islamic education guidance and counseling in high school is an important strategy in shaping the character of students who not only understand Islamic teachings, but are also able to apply them in everyday life with full respect for diversity. Effective implementation of this approach is expected to create a young generation that is religious, has noble character, and has social sensitivity.

Based on the background that has been described, the formulation of the problems in this study is as follows:

1. How is the implementation of an inclusive approach in Islamic educational guidance and counseling in high schools?

2. What factors influence the success of an inclusive approach in Islamic educational guidance and counseling in high schools?

The problem-solving approach in this study focuses on the application of the concept of an inclusive approach in Islamic educational guidance and counseling at the high school level. The aim is to identify how this inclusive approach can be integrated into guidance and counseling services, in order to meet students' needs holistically. The steps of the problem-solving approach in this study are shown in Figure 1.

Figure 1. Research Problem Solving Approach

Advantages of Problem Solving Offered

The approach proposed in this study offers a comprehensive solution to the practice of inclusivity in faith-based schools, which has not been widely explored. Many previous studies have focused on general inclusivity in public schools or on educational aspects without typical faith-based counseling guidance (Ainscow & Sandill, 2010). Unlike previous studies, this study deepens Islamic values-based counseling guidance that is able to embrace differences and encourage tolerance. Thus, this approach not only targets students' cognitive engagement but also touches on their emotional and spiritual aspects, an approach that is often overlooked in other studies (Mustofa & Syarifah, 2021).

Another proposed advantage is the integration of a special guidance and counseling module based on Islamic values. This module is designed to not only promote tolerance, but also teach the values of goodness contained in Islamic teachings, which are expected to create a more peaceful school environment and support the development of students from various backgrounds. This module places more emphasis on the counselor's ability to understand and manage student diversity (Rahmat & Yahya, 2022).

Novelty of Approach and Method Aspects

This research has several novelties in terms of approach and methods:

1. Qualitative Approach with Special Case Study in Islamic Schools
   Many previous studies have used quantitative or experimental approaches to measure the impact of inclusive approaches on students, but this study chose a qualitative approach with a case study method to obtain more in-depth data. This approach allows for a more comprehensive understanding of the dynamics that occur between students and counselors in the specific context of Islamic schools, as well as how religious values influence the inclusive approach (Creswell, 2014; Miles & Huberman, 1994).
2. Development of a Mentoring Program Involving Direct Interaction
   Another novelty lies in the activity-based guidance strategy, such as group discussions, simulations, and role-playing. This program allows students to interact directly with friends from various backgrounds, practicing tolerance and empathy in accordance with Islamic principles. This strategy distinguishes this study from others because it does not only rely on learning materials, but also social experiences as part of the inclusiveness process (Prayitno et al., 2022).

3. Periodic Evaluation of Module Implementation
   In addition to offering new strategies, this study also involves ongoing evaluation of the implementation of the inclusive approach. Evaluation is carried out through direct observation and in-depth interviews to obtain feedback on the experiences of students and counselors. This periodic evaluation is very important in measuring the success and effectiveness of the approach implemented, and is an innovative step that is often not found in previous studies (Purba et al., 2024).

This study ultimately provides a significant contribution to the literature on religious-based guidance and counseling by prioritizing a holistic and contextual approach. The existence of this special module and direct interaction program not only answers the need for inclusivity in Islamic schools, but can also be a reference for implementation in similar schools in the future. **The research roadmap** "Inclusive Approach in Islamic Education Guidance and Counseling in Senior High Schools". Shown in Figure 2.
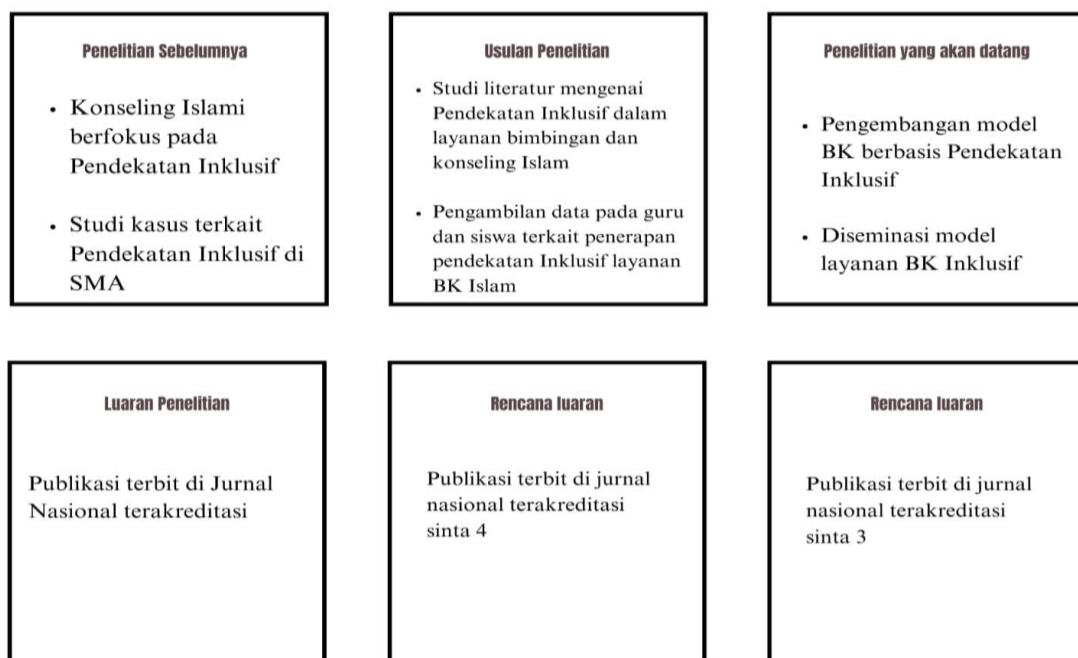

Figure 2. Research Roadmap

Method
A. Research methods
   1. Research Design
      This study uses a qualitative method with a case study design that aims to understand and explore in depth the application of an inclusive approach in Islamic education-based guidance and counseling in high schools. This case study approach was chosen because it allows researchers to study in detail a complex and contextual phenomenon, namely how the inclusive approach is applied in an educational environment, especially in the field of guidance and counseling.

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In this study, the research steps follow the stages outlined by John W. Creswell. Each stage includes specific activities designed to achieve the research objectives and produce appropriate outputs. The following diagram explains the stages of research based on Creswell's qualitative case study model, from formulating assumptions to compiling qualitative narratives.

Figure 3. Qualitative Research Steps according to John W. Creswell

2. Population and Sample

The population in this study were BK (Guidance and Counseling) teachers and students at high schools in Bekasi Regency, West Java , who have guidance and counseling programs with an inclusive approach based on Islamic education. The sample of this study will be selected using a purposive sampling technique, taking into account schools that have implemented the principle of inclusion in guidance and counseling services, especially those that focus on the Islamic education approach. Determination of this sample is expected to provide a deep understanding of inclusive practices in high schools with an Islamic education background.

3. Research Instruments

The instruments used in this study are as follows:

a. Interview Sheet: To collect data on the understanding and implementation of inclusive approaches in guidance and counseling services from the perspective of BK teachers. This interview aims to explore teachers' views on challenges, successes, and the support needed in implementing Islamic education-based inclusion.

b. Observation Guide: Used to directly observe the practice of inclusive guidance and counseling services in schools. This observation is conducted to see how BK teachers implement an inclusive approach in interactions with students, including students with diverse backgrounds or needs.

c. Documentation: Collecting related documents such as school policies, guidance and counseling modules, and guidelines or procedures applied in the inclusive approach based on Islamic education in high schools.

4. Data Analysis Techniques

The data analysis technique used in this study uses the qualitative data analysis model from Miles and Huberman. This model was chosen because it is able to provide an in-depth picture of the implementation process of an inclusive approach in Islamic education-based guidance and counseling in high schools.
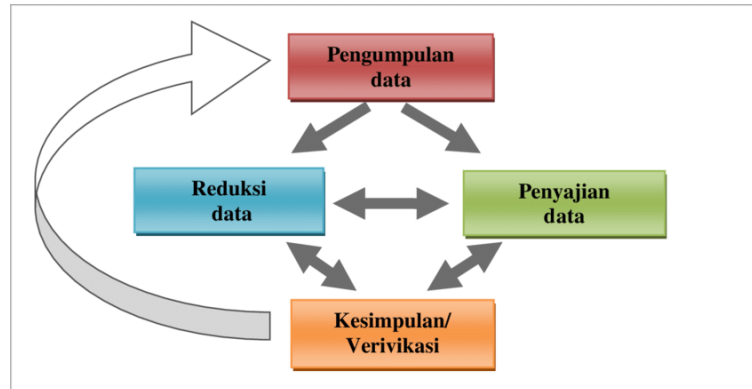
Figure 4. Data Analysis Techniques according to Miles and Huberman

The details of the steps in data analysis techniques according to Miles and Huberman are as follows:

a. Data Collection: Data were collected through interviews with BK teachers, observations of the guidance and counseling process at school, and relevant documentation. This was done to understand how an inclusive approach is applied in Islamic education-based guidance and counseling services.

b. Data Reduction: This process involves simplifying and organizing the collected data, so that it focuses more on the key aspects of implementing an inclusive approach. Irrelevant data will be separated, and only data that supports the research objectives will be analyzed further.

c. Data Presentation: Data is presented in a systematic narrative form, equipped with diagrams or tables to facilitate interpretation and understanding. This presentation aims to make the findings on the inclusive approach in Islamic education-based counseling guidance clearly visible.

d. Conclusion Drawing (Verification): Based on the data presented, the researcher draws conclusions regarding the effectiveness and challenges in implementing an inclusive approach in Islamic education-based counseling guidance in high schools. Verification is carried out by re-examining the temporary conclusions, and comparing them with existing data to ensure their validity and consistency.

Results and Discussion

This study aims to analyze the implementation of an inclusive approach in Islamic education-based guidance and counseling in high schools. Based on data collection through interviews, observations, and document analysis, several main findings were obtained:

1. Interview Results with BK Teacher
   Diverse Understanding of Inclusivity: Understanding of inclusivity is still diverse among BK teachers. Most understand inclusivity as an open service for all students without discrimination, but there are also those who understand inclusivity only relating to students with special needs (ABK).

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- Training Limitations: BK teachers have not received specific training regarding inclusivity in Islamic-based BK, and rely more on personal experience.
- Lack of Formal Policy: There is no written policy or specific guidelines regarding the implementation of an inclusive approach in BK services.
- Lack of Parental Involvement: Parental involvement in inclusive BK services is still low, only occurring when students face major problems.

2. BK Service Observation Results

- Individual Guidance Sessions: The majority of BK services are conducted individually, even though a group approach is more effective in creating inclusive social interactions.
- Lack of Specific Systems for Diverse Student Backgrounds: There is no explicit mechanism to accommodate the diversity of student backgrounds in BK services.
- Limited Focus of Religious Programs: Existing religious mentoring programs have not focused on inclusivity, so their impact is limited.
- Dominant Lecture Approach: Lecture method dominates in guidance sessions, which is less interactive in building an understanding of inclusivity.

3. School Document Analysis Results

- General Policy Without Focus on Inclusivity: The school's BK service policy focuses more on academic and character aspects, without specific regulations on inclusivity.
- BK Module Does Not Integrate Inclusive Values: The guidance module used has not explicitly integrated Islamic values in the context of inclusivity.
- Extracurricular Programs Not Yet Utilized: Extracurricular programs that support diversity such as religious mentoring and discussion groups have not been maximized to support inclusivity.

4. Key Achievements and Findings
   Some of the main achievements and findings of this research are as follows:

- The inclusive approach in BK has not been applied systematically.
- The main obstacle in implementing inclusive BK is the lack of school policies and training for BK teachers.
- Guidance sessions that are still individual in nature need to be improved with a more interactive group approach.
- Religious mentoring programs need to be adapted to support diversity among students.
- The development of Islamic-based BK modules that integrate inclusivity needs to be carried out immediately.
- Guidance methods need to be updated with more participatory approaches such as group discussions and case simulations.

Discussion

The results of this study indicate that the implementation of an inclusive approach in Islamic education-based guidance and counseling services in high schools still faces various challenges. Guidance and counseling teachers understand inclusivity in diverse contexts, with most assuming that inclusive guidance and counseling services only relate to students with special needs (ABK). In fact, an inclusive approach in guidance and counseling should include all students without discrimination, including students with different social, economic, and academic backgrounds (Ainscow & Sandill, 2010). This indicates a need for a more comprehensive understanding of the concept of inclusivity in Islamic guidance and counseling, which is in line with the findings of Mustofa & Syarifah (2021) regarding the importance of training for counselors in order to implement a more holistic approach.

One of the main obstacles in implementing inclusive BK is the lack of training for BK teachers and limited resources. BK teachers at SMA Bekasi Regency admitted that they had never received special training on inclusivity in Islamic-based BK, so most of the approaches applied were still spontaneous and based on personal experience. This is in line with research by Rahmat & Yahya (2022), which found that the lack of training for counselors is often a major obstacle to implementing inclusive BK services in religious-based schools.

In addition, the observation results show that BK services are mostly carried out individually, while an inclusive approach requires group interaction to build empathy and tolerance between students. A service model that focuses too much on individuals can hinder the formation of an inclusive environment, because students do not have the opportunity to interact with friends from different backgrounds. As suggested by Prayitno et al. (2022), group-based approaches such as discussions, role-playing, and case simulations can be more effective strategies in building inclusive awareness among students.

Analysis of school policy documents also shows that there are no regulations that explicitly regulate the implementation of inclusive Islamic-based BK. The BK service guidelines at SMA Bekasi Regency focus more on academic aspects and general character building, without specifically mentioning inclusivity. This indicates the need to develop school policies that better support inclusive BK services. Schools can develop BK modules that not only teach Islamic values in general, but also integrate the principles of inclusivity so that students can understand the importance of diversity in their social lives (Tajudin, 2019).

One of the interesting findings in this study is that although religious mentoring programs have been implemented in schools, these programs have not been directly linked to inclusivity. In fact, Islamic values such as justice, compassion, and empathy can be the basis for developing a more inclusive BK approach. If this mentoring program is developed with a more open approach to diversity, it can be an effective tool in forming inclusive attitudes among students.

Based on the results of this study, concrete steps are needed to improve the effectiveness of inclusive BK services in Islamic-based high schools. The development of an inclusive BK module based on Islam, training for BK teachers, and the use of more participatory guidance methods are strategies that can be applied to improve the BK service system in schools. With a more systematic approach, it is hoped that BK services can truly reflect the principle of inclusivity that not only includes students with special needs, but also all students with various backgrounds and different needs.

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Conclusion

The implementation of an inclusive approach in guidance and counseling in Islamic education-based high schools has great potential to help students adapt in a pluralistic society. Although the implementation still faces several obstacles, such as differences in understanding of BK teachers, limited training, and minimal supporting policies, some teachers have begun to integrate Islamic values into their BK services. This approach not only helps in academic aspects, but also in developing students' character, increasing tolerance, and strengthening their Islamic identity. The results of the study showed that by strengthening the group approach and religious mentoring programs, the effectiveness of inclusive BK services can be increased, creating a young generation that is religious, has noble character, and is sensitive to diversity.

Suggestion

1. Improving Guidance and Counseling Teacher Training: Schools need to provide intensive training on the implementation of an inclusive approach in Islamic-based Guidance and Counseling to improve the competence of Guidance and Counseling teachers in handling the diverse needs of students.
2. School Policy Development: Schools need to develop clearer and more structured policies regarding the implementation of inclusive BK, including guidelines and programs that support diversity.
3. Group Approach: Strengthening group approaches such as discussions and role-playing can increase the effectiveness of inclusive BK services and enrich social interactions between students.
4. Islamic-Based BK Module: Schools are advised to develop BK modules that integrate Islamic values to support the development of character, tolerance, and students' understanding of diversity.
5. Parent Engagement: Increasing parental engagement in supporting inclusive approaches in schools to ensure ongoing support for student development.

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