



Skill Reinforcement Management of Inclusive Education towards Shadow Teachers in Islamic Institutions

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ABSTRACT

Inclusive education in Indonesia still faces significant challenges, primarily due to the insufficient availability of special education teachers in every educational unit. This shortage hinders the optimization of services for children with special needs, who should receive full support in an inclusive learning environment. To tackle this issue, a descriptive qualitative research study was conducted using an ethnographic approach. The subjects of this research were shadow teachers undergoing intensive training on facilitating children with disabilities. Data was collected through interviews, observations, and documentation, providing a comprehensive overview of the process these teachers undertake. The research findings highlight several crucial stages a prospective shadow teacher must go through. These stages begin with providing in-depth initial insights into the concept of inclusive schools and the various types of disabilities children might face. Subsequently, the training covers assistance in the screening process to identify students' specific needs, followed by a careful analysis of the screening results. Another vital component is the implementation of tailored learning adjusted to the disabilities found in each child, as well as the method of assessment that focuses on the abilities not yet achieved by the students. The conclusion of this research indicates that structured and comprehensive training for shadow teacher is essential to support the success of inclusive education. With well-trained and competent shadow teachers, it is hoped that every child with special needs can receive an appropriate education that aligns with their potential.

INTRODUCTION

In addressing the urgency of strengthening skills for shadow teachers, it is crucial to recognize the multifaceted nature of their roles, which go beyond just providing instruction, including fostering inclusive learning environments. This not only involves enhancing pedagogical techniques but also integrating innovative approaches that meet diverse learning needs (Galanis & Gena, 2025). As the needs of teachers have become a primary focus over the past few decades where teachers are demanded to design problem-based tasks that stimulate critical thinking among students. Furthermore, equipping educators with tools to implement effective reinforcement strategies can significantly enhance student motivation and engagement, which ultimately leads to better learning outcomes (Aksoy, 2024). As we move forward, collaboration between educational institutions and professional development

programs will be crucial in ensuring that these educators are not only aware of best practices but also skilled in applying them in real-world contexts to improve their effectiveness in the classroom. Ongoing training and support will empower shadow teachers to adapt their methods and meet the unique challenges presented by their diverse student needs.

Inclusive Early Childhood Education (PAUD) YBPK in Kediri City is considered the best inclusive school institution at the PAUD level in Kediri. This is reinforced by several relevant supporting data and statistics, including (1). In terms of legality and accreditation status, PAUD Inclusive YBPK has a National School Number (NPSN) of 69911103, is a private institution under the YBPK Foundation Kediri branch, and has obtained the latest Establishment Decree and Operational Permit Decree as of July 2023, with school accreditation rated as “B”, indicating good quality educational services at the national level; (2). PAUD Inclusive YBPK serves various categories of special needs, including categories B, C1, H, K, and Q (according to the classification of special needs in the Dapodik system), which demonstrates the capacity and readiness to accept and assist children with special needs from diverse backgrounds; (3). Kediri City overall has 41 kindergartens (including PAUD) that implement inclusive education, yet PAUD Inclusive YBPK stands out as one of the most recognized, thoroughly documented, and receives particular attention from the local government and the Education Office, thus the Kediri City Government actively enhances the strategy for supporting inclusive schools, and PAUD Inclusive YBPK becomes a reference for implementing best practices in inclusive education at the PAUD level; (4). The infrastructure and facilities available at PAUD Inclusive YBPK greatly support modern and inclusive learning, evidenced by its strategic location in the city center at Jl. Mayor Bismo No. 52, Semampir, Kediri City, and internet access of 100 Mb along with electricity sourced from PLN; (5). The YBPK Foundation is known to have a strong track record in the provision of inclusive education, not only at the PAUD level but also at the integrated elementary level, namely YBPK Semampir Elementary School, which has met all indicators in the Index for Inclusion both culturally, in terms of policy and in practice; (6). The main advantages recognized in the research are that all school members feel accepted, staff collaborate with each other, there are high expectations for all students, and there is no discrimination, indicators that are also adopted in the Inclusive Early Childhood Education (PAUD) of YBPK as part of one foundation; and (7). Nationally, in 2023, it was recorded that 26,657 special needs early childhood children were registered in regular PAUD, and the Inclusive Early Childhood Education of YBPK became one of the actively recorded organizers in the Dapodik system and received attention in the PAUD-ABK government BOP program.

A study conducted by Hanur and Avif in 2017 on inclusive education at YBPK Kota Kediri showed that the existing inclusive education system in that institution has successfully eliminated the separation between regular children and children with disabilities who attend there. The interaction patterns established in cultivating attitudes and fulfilling responsibilities according to the stages of early childhood age include interactions between regular children and children with disabilities, as well as interactions between children with disabilities and their facilitators. Inclusive education should be implemented at all levels of education because through this education, segregation and discrimination among them can be eliminated (Hanur, 2019) (Aksoy, 2024) (Ellis, 2021). However, the shortage shadow

teachers who graduated from Special Education (PLB) in every educational institution is a common problem. This shortage is caused by PLB graduates usually choosing teaching paths in Special Schools due to clearer career paths (Wall, 2022). In reality, there are still many in the community who have a low regard for SLB schools, so they prefer to enroll their children who need special handling in regular schools rather than SLB. Given this situation, there needs to be an understanding from both theoretical and practical perspectives in terms of care and school management.

The opening of the 1945 Constitution mandates the fulfillment of children's rights both in the fields of health and education. Children's rights in education can be implemented through inclusive education (Rahmawati et al., 2021). Moreover, if children with disabilities receive earlier intervention, they may be able to be equal to their typically developing peers in the future (Çetin, 2024). Skill Reinforcement for shadow teachers is an activity that emphasizes mastery of assessment theory and identification of children's problems in general through several face-to-face meetings and practices, as well as addressing several children with disabilities until they are declared graduated. In their duties, a shadow teacher is present in the classroom and can come from regular teachers who have passed training (Li, 2022). A shadow teacher assists children who do not understand instructions and are not yet independent. However, this assistance is tailored to the needs of the child until they can be independent. Her duties are completed when children with disabilities can be independent. This is done after the child is able to interact with peers and be independent like other children. Children are already independent when they show some progress measuring from their academic ability, how they socialize, and how they communicate. A shadow teacher plays an important role in the institution because she is expected to understand psychological, social, and The values of Islam in accompanying Children with Special Needs, so continuous training and competency improvement for shadow teachers are essential for them to adapt to various inclusion models, provide appropriate interventions, and create an inclusive, safe, and non-discriminatory learning environment in accordance with the principles of Islamic education.

Previous research by Umi Afifah et al (Asari & Tyas, 2023) entitled “Learning Agility for Shadow Teachers” states that special accompaniment teachers must possess competency standards as a manifestation of the quality of inclusive education. In addition, research by Siti Liani et al. titled “The Role of Special Accompaniment Teachers in the Inclusive Educational Service Program at TK Idaman Banjarbaru” describes that a shadow teacher has several inclusive educational service programs carried out in various ways, one of which is by creating Individual Learning Programs (PPI) (Liani et al., 2021). Similar research was also conducted by Ornedo Gega entitled “The Role and Responsibilities of the Shadow Teacher in Albanian Pre-University Education: A Case Study in the County of Durres” mentioned that 87% of special education teachers stated that they adhere to the principles of inclusive and special education. This shows a commitment to professional development and the application of best practices in their teaching (Gega & Petro, 2023). Research conducted by Indra Hasan titled “The influence of organizational culture, principal leadership, and teacher work motivation on teacher performance” also concludes that there is a positive and significant influence between organizational culture, principal leadership, and teacher work motivation

on teacher performance at SMA Negeri 1 Air Sugihan. This indicates that schools must focus on developing a supportive culture, effective leadership, and motivating teachers to improve educational outcomes (Hasan et al., 2021). The fifth research by Gerry Olvina Faz and Istiqamah Hafid titled “Shadow Teachers (GPK) in Inclusive Schools” explains that the interaction patterns between shadow teachers, parents, and schools affect the success of implementing inclusive education in schools (Faz & Hafid, 2023). From the results of these five studies, it can be concluded that shadow teachers cannot stand alone and cannot be formed instantly. Good institutional management and adequate curriculum support will help the success of shadow teachers in managing their students.

Ketikidou & Saiti (Ketikidou & Saiti, 2025) stated that inclusive education is a collective process and not an individual process. This highlights the need for educational policies that meet the diverse needs of students, fostering a more inclusive environment in schools. Schools should be human-centered organizations, focusing on the learning process that connects all parts of the organization. This perspective is crucial for cultivating an inclusive atmosphere where every student has an equal opportunity to learn and grow. Child handling training this autism and tantrum refers to the guideline book of the Lovaas method curriculum materials. According to Minutoli et al. (Minutoli et al., 2024) the Lovaas method, which is rooted in Applied Behavior Analysis (ABA), is a therapeutic approach designed to improve the lives of children with autism. This method was developed by O. Ivar Lovaas, emphasizing early intervention, intensive behavioral therapy, and active parental involvement (Lovaas et al., 1989) (Hajar, 2024). Research shows that children who receive Lovaas-style interventions often demonstrate significant developmental improvements, particularly when therapy is provided intensively at home. Additionally, the Individual Development Program (PPI), as formulated by Heintzelman et al. (De Alcântara Mendes et al., 2024) encompasses various frameworks aimed at enhancing personal growth and well-being through structured interventions. The personalization of PPI activities, which allows individuals to choose based on their strengths, has been shown to more effectively enhance subjective well-being than random assignments.

This research was conducted at an Islamic-based early childhood education unit, namely at RA Muslimat Kusuma Mulia XXII Pandan Canggung Badas. Early childhood education in the village of Canggung, Badas, Kediri is still limited in handling children with disabilities. Educators still rely on their own knowledge to handle children with disabilities, and some even choose to recommend the parents of children with disabilities to enroll them in special education institutions, as they do not feel competent enough to accept children with disabilities. This research emphasizes providing both theoretical and practical insights to early childhood educators to give initial handling to children with disabilities. Thus, this research aims to demonstrate how shadow teachers who do not have the capability to assist children with disabilities can carry out skill enhancement activities after structured guidance by experts from SLB Badas. This research is crucial as it is expected to provide a new theoretical framework on the integration of Islamic values in rural inclusive early childhood education, the availability of literature regarding strategies for handling children with disabilities in Islamic institutions. The learning methods in regular classes and the assessment system related to behavioral changes before and after entering regular classes are expected to

serve as a policy reference for the Education Office in Kediri Regency in formulating inclusive early childhood education teacher training programs based on local wisdom and can be developed in RA/PAUD areas under the Ministry of Religion spread across 26 districts in Kediri Regency, as well as minimize exclusion practices (referral to special education institutions) through institutional capacity building. This research also has the potential to address the gap between the theory of inclusion and practice in the field, especially in rural Islamic early childhood education, through the development of contextual training models that synergize Islamic principles and local needs, which is intended so that policies can be formulated in the future to create inclusive classes with a minimum of one inclusive class in each district.

METHODS

The three parts consist of data processing used in descriptive qualitative research, namely data reduction, grouping, and drawing conclusions (Creswell, 2014). Data collection and observation at the research site were used to process the data. Data collection also involved identifying the number and types of special needs of children attending SLB around the research location. Meanwhile, data analysis used an ethnographic study approach by conducting in-depth and thorough studies of the activities reinforcing the skills of shadow teachers. Media ethnography was conducted through documentation and observation during the meetings. To reduce errors in the data collection process, the validity of this research data was checked using several steps, namely in depth involvement from the researcher, in depth-observation, and data triangulation and methods (Meydan & Akkaş, 2024).

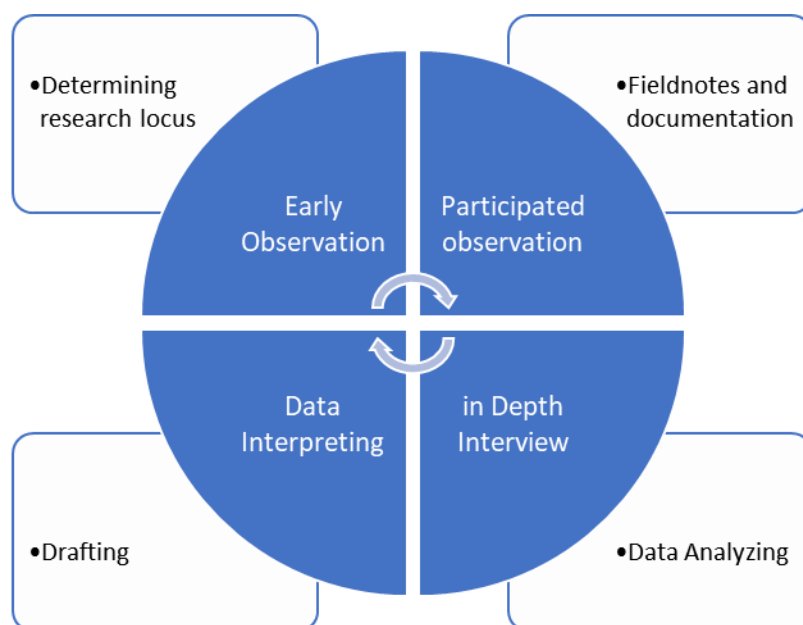


Figure 1. Descriptive Stages Diagram according to Creswell

This case study approach can provide deep insights into the reinforcement skills applied by shadow teachers, which are essential in the context of inclusive education

(Hizbullah et al., 2023). It also allows researchers to explore the challenges and successes faced in implementing reinforcement in inclusive classrooms. This approach aligns with the principles of inclusive education that emphasize the importance of equitable and quality access to education for all students, including those with disabilities (Madyaning Ratri & Nenden Ineu Herawati, 2024). By understanding the role of shadow teachers, we can identify effective strategies for supporting the overall success of inclusive education (Saskia et al., 2024). In this context, a case study approach is also relevant to explore the real experiences of shadow teachers in implementing adaptive learning for students with disabilities. This approach also allows researchers to understand how shadow teachers adjust teaching methods and materials according to students' needs, thus supporting the success of inclusive education (Mahya et al., 2024).

The subject of this research is all students and teachers of the RA Muslimat Kusuma Mulia XXII Pandan Cangu Badas class, with the characteristics of the research subjects as follows (1). In terms of teaching staff, this school has 5 educators, consisting of 1 principal and 4 teachers, all of whom have graduated with a bachelor's degree. The teachers are aged between 30 - 49 years, with the shortest teaching experience being 14 years and the longest being 24 years. Meanwhile, the principal has over 24 years of service; (2) at the time this research was conducted, the total number of active students at this institution was 64 students. Observations and interviews yielded several pieces of information as follows: (1) This school is accredited A under the category of TK/RA/BA Ordinary schools, and it is managed independently even though its legal entity is under Muslimat NU Kediri; (2). This school has teaching aids and playing equipment with 5 corners and its devices, although not yet complete; and (3). This school uses the K13 curriculum in its teaching; and (4). This school has admitted children with disabilities almost every new school year. Meanwhile, activity documentation is done in the form of photos of activities before and after screening, portfolio of screening instruments, and screening results.

Data reduction is focused according to the research purpose, which is to understand the competencies and challenges of shadow teachers in Islamic institutions. Data reduction also involves searching for themes, patterns, and categories that emerge from the data so that the analysis is more directed and in-depth. The data is presented systematically in the form of descriptive narratives, tables, or diagrams that depict findings related to the roles and abilities of shadow teachers. This presentation makes it easier for researchers and readers to see the relationships between data and the patterns that emerge, for example in the form of descriptions of teacher activities, challenges, and strategies for handling children with special needs in the institution. The final stage is to interpret the data that has been presented to draw temporary conclusions that answer the research questions. These conclusions are dynamic and may change if the novelty is found in the next stages of data collection. Verification is carried out to ensure the validity of the findings by confirming with informants so that new conclusions and descriptions regarding the condition of shadow teachers in Islamic institutions and recommendations for improving competencies and inclusive services sustainably can be obtained. This research also emphasizes the importance of research ethics as a foundation in every aspect of scientific activity. Research ethics not only involves compliance with existing guidelines and regulations but also encompasses the moral responsibilities of researchers

towards research subjects, society, and the environment (Benson, 2023). By applying strong ethical principles, Researchers can ensure that research results are not only valid and trustworthy, but also beneficial. Therefore, the development of ethical awareness among researchers, as well as ongoing education and training, is critical to maintaining the integrity and reputation of science. Through an ethical approach, research can contribute positively to the advancement of science and the welfare of society.

RESULT

RA Muslimat Kusuma Mulia XXII Pandan Cangu Badas has initiated an inclusive education management system with training for prospective shadow teachers. This is because all educators at this institution have formal education in pure education and are not graduates from special education programs. The ongoing training is intended for the human resources in the institution to optimally perform their duties as special assistant teachers. Regulation of the Ministry of National Education of the Republic of Indonesia Number 70 of 2009 Article 5 paragraph 1 related to providing supportive resources for inclusive schools (*Permendikbud_Tahun2009_Nomor070.Pdf*, n.d.). The resources referred to are the availability of educators willing to be trained to become special assistant teachers and the availability of natural resources in the form of facilities and infrastructure owned (Asari & Tyas, 2023). Skill reinforcement was begun by giving academic knowledge relate to children with disabilities, types of disabilities, screening techniques, how to provide help, and how to give assessment. They were also given insights into the management system of inclusive classes, including various types of administration and infrastructure that must be available, as well as how to create an individual development program (PPI). On the last day, a Focus Group Discussion (FGD) was held discussing the systematic preparation of assessment instruments for children with special needs, which includes instruments for developing Religion and Moral Values, instruments for children struggling with reading, instruments for children struggling with writing, instruments for children struggling with arithmetic, instruments for children with ADHD, and instruments for autistic children.

The development instruments for religious and moral values consist of 13 (thirteen) basic competencies, reading difficulty instruments consist of 14 (fourteen) basic competencies, writing difficulty instruments consist of 12 (twelve) basic competencies, counting difficulty instruments consist of 6 (six) basic competencies, ADHD instruments consist of 21 (twenty-one) basic competencies, and autism instruments consist of 35 (thirty-five) basic competencies, where specifically for the autism instruments, these are grouped into 5 (five) types of basic competencies, namely competencies in social interaction consisting of 7 (seven) basic competencies, competencies in communication consisting of 6 (six) competencies, competencies in behavior consisting of 12 (twelve) competencies, competencies in emotions consisting of 6 (six) competencies, and competencies in sensory perception consisting of 4 (four) basic competencies. The standard content level of child development achievement (STPPA), established by the Ministry of Education and Culture of the Republic of Indonesia in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early

Childhood Education, is the basis for this assessment instrument (Wardah, 2019). In addition, Article 5, paragraph 2 states that educational organizations as mentioned in Article 4, paragraph (1) provide seats for students with disabilities as mentioned in Article 3, paragraph (1), at least 1 (one) student in one group of learning (*Permendikbud No. 137 Tahun 2014 - SN-PAUD.Pdf*, n.d.).

The first stage of training is a pre-screening activity, which is a strengthening activity for shadow teachers. In this activity, participants receive material about children with special needs, including the types of children with special needs, how to conduct screening, how to facilitate, and how to provide general assessments. Participants are also given insights into the management system of inclusive classrooms, including various administrative aspects and infrastructure that must be owned, as well as how to create individual development programs (PPI). The pre-screening activity concludes with a Focus Group Discussion (FGD) discussing the systematic preparation of assessment instruments for children with special needs, including instruments for developing religious and moral values, instruments for children struggling with reading, instruments for children struggling with writing, instruments for children struggling with counting, ADHD instruments, and instruments for autistic children. These instruments contain data of the screened students, parents' data, moral and religious value instruments consisting of 13 indicators, reading difficulty instruments with 14 indicators, writing difficulty instruments with 12 indicators, counting difficulty instruments with 6 indicators, ADHD instruments with 21 indicators, and instruments for autistic children with 35 indicators divided into 5 abilities, namely social interaction ability, communication ability, behavioral ability, emotional ability, and motor perception ability.



(Foto dok RA Muslimat KM XXII Pandan Canggung Badas.)

Figure 2. Pre-Screening Training

As long as the instruments were assessed and validated by the expert teams. It turns into the next step, it was to conduct screening to detect whether there were students at RA Muslimat Kusuma Mulia XXII Pandan Canggung Badas who had disabilities. This screening was carried out for 7 working days, and after the screening was conducted, it was indeed found that there were children with special needs. The types of disabilities found based on the analysis of the screening results were symptoms of autism and tantrums. From the results of this screening, 4 (four) students were found who have disabilities. Based on these findings, the parents of those 4 children were invited to discuss further handling. This discussion was conducted one by one in a limited meeting or interview. Moreover, based on data obtained





from SLB PGRI Badas, it is known that the number of children with special needs who are active is 39 students. This also proves that the level of parental awareness to provide equal education in the Badas district is very high. This is an opportunity that can be reached by RA Muslimat Kusuma Mulia XXII Pandan as an early childhood education institution to play a role in leveling education between regular children and children with disabilities in inclusive classes. This is a major consideration because SLB PGRI Badas is a provider of basic education, so it can be said that parents of children with disabilities have never enrolled their children in early childhood education. After getting the result of screening and working on parenting hand on hand in a week, the next is the implementation of screening to measure how far they are able to conduct initial assessments before compiling PPI.



(Foto dok RA Muslimat KM XXII Pandan Cangu Badas.)

Figure 3. Screening Activity

Screening was the next step for shadow teachers to measure how far they are able to conduct an initial assessment before compiling the PPI. This screening was carried out over 7 (seven) working days from November 1 to November 14, 2021, for 64 students in group A and group B. From the screening results conducted by the RA teachers at the school on the 64 students, 4 were indicated disabilities. They were 3 (three) children indicated by autism and 1 (one) child was indicated by meltdown. The indicators which were found during screening step are as follows:

 <p>Foto dok RA Muslimat KM XXII Pandan Cangu Badas.</p>	 <p>Foto dok RA Muslimat KM XXII Pandan Cangu Badas.</p>	 <p>Foto dok RA Muslimat KM XXII Pandan Cangu Badas.</p>	 <p>Foto dok RA Muslimat KM XXII Pandan Cangu Badas.</p>
<p>Indicated: Autism Symptoms found during screening step: 1. Eyes are slightly</p>	<p>Indicated: Autism Symptoms found during screening step: 1. His hands are always moving,</p>	<p>Indicated: Autism Symptoms found during screening step: 1. A thousand faces</p>	<p>Indicated: Meltdown Symptoms found during screening step:</p>

cross-eyed 2. Uncontrolled movement 3. Often falls without reason 4. Blurred vision 5. Often bothers and pushes friends 6. Likes to imitate people talking 7. Likes to throw things around	squeezing anything he comes across. 2. Difficult to learn 3. Cannot stay still for a long time 4. Biting and licking the objects being held	2. Difficult to remember lessons 3. Learning and communication difficulties 4. Doesn't like hanging out with friends 5. Likes to imitate people talking	1. Crying loudly over trivial reasons while throwing things 2. Easily angered and emotionally triggered 3. Hitting oneself while jumping around when angry
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Figure 4. Screening Result Report

The success of the early childhood educators in detecting students with disabilities is evidence that the institution has accepted children with disabilities; however, there is still no specificity in handling them, so when these children with disabilities cannot reach the targets set for regular children, they develop in ways that do not meet expectations. After screening and with the consent of the parents of the students, a follow-up Focus Group Discussion (FGD) is held. The purpose of this follow-up FGD is to determine what follow-up actions will be taken to assist children facing the above difficulties. This is done to ensure that assistance is comprehensive up to classroom handling and does not stop after screening. In the last training, discussions were held on how children could assist with the findings of the screening and assessments. After the training, the results are used to create a teaching module on how to help children with autism and tantrums participate in religious-based inclusive classes.



Figure 5. Post Screening Training

DISCUSSION

The success of RA educators in detecting disabilities students is evidence that the institution has accepted those kinds of children for many years. However, in terms of handling, there is still no specialization, so when these children cannot achieve the targeted abilities like regular children, it causes them to develop under expectations. The implementation of inclusive education management, which begins with shadow teachers' skill reinforcement activities, provides an increase in scientific capacity for teachers at Islamic institutions regarding the handling of children with specific disabilities who attend regular schools. (Chappell, 2019). Discrimination in the student admission process is prohibited according to Article 64 Paragraph 2 of the Government Regulation of the Republic of Indonesia Number 66 of 2010 concerning the Management and Implementation of Education, Paragraph 3 Student Admission. Educational institutions must not give preference to students from certain gender or religious groups. Therefore, at the level of early childhood education units, strengthening the expertise of special assistant teachers is very important because in the same regulation, paragraph 3, article 69, which relates to student admission at the elementary education level, clauses 5 and 6 state that in regular classes, both in elementary schools (SD) and Islamic elementary schools (MI), there must be seats for children with special needs. Tests such as reading, writing, arithmetic, and so on are no longer the criteria for admitting students. Kim (Kim, 2021) stated that if children with certain disabilities can be detected early and receive early intervention, there is a high chance that these children can enter formal schools (elementary schools) just like regular children in general, and if they show improvement after receiving early intervention for developmental deviations. Bray (Bray, 2024) added that the achievements of children with disabilities cannot be targeted in terms of time but can be measured by their ability achievements. The adult who has the right to determine where a child goes to school is the parent, even if the child falls into the category of having a disability. Therefore, the role of shadow teachers is very important in assisting parents and children with disabilities (Hajar, 2024) (Jayaraman, 2019).

Furthermore, according to Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning the Management and Implementation of Education, Paragraph 3 on Student Admission, in line with the Minister of Health Regulation Number 66 of 2014 concerning the monitoring of child growth and development and developmental disorders (*PMK No. 66 Ttg Pemantauan Tumbuh Kembang Anak.Pdf*, n.d.). In the guideline book, it is clearly stated that there are 4 (four) aspects of development that are monitored, namely: (a). Gross motor skills involve development that engages large muscles in every movement; (b). Fine motor skills involve development that engages small muscles but requires coordinated precision; (c). Speech and language skills include the development of responding to sounds, communicating according to commands, and similar activities; and (d). Socialization and independence include community activities carried out independently and similar activities.

Therefore, shadow teachers taken from non-PLS of RA teachers are actually not unfamiliar with that knowledge. Because the Lovaas method, which is used as a reference in handling children with special needs, also refers to the mastery of abilities in the four

aforementioned areas. One example is the self-help ability, which involves the ability to move large and fine muscles, and the short instructions given serve as a means to improve speech and language skills, as well as socialization and independence, which are also part of the Lovaas method (Liani et al., 2021). In general, there are two conditions for children with special needs in inclusive classes: those who are ready to receive lessons and those who are not yet ready to receive lessons. Those who are ready to receive lessons are marked by their ability to sit well for the specified duration and follow the learning material in a classical manner with guidance to complete their tasks. Meanwhile, those who are not yet ready to receive lessons are marked by their inability to sit for the specified duration, still wandering aimlessly. In their handling, a shadow teacher is needed to accompany them so that they can sit calmly and follow the lesson material with the help of the shadow teacher (Wardah, 2019)(Berlinda & Naryoso, 2018). If a disabilities student gets difficulties in one aspect of development, the child must undergo 9 training sessions in one day for 9 consecutive days. If the child still requires assistance, the therapy that has been successfully completed is considered void, and the child must start over until they can complete it for 9 consecutive days without assistance. Children with special needs who are not yet ready to receive lessons are first given compliance training.

Compliance training is provided to children with special needs (CSN) who are not yet ready to follow classical learning in the classroom, with the aim of training them to follow basic instructions through five main concepts: sitting, standing, eye contact, greeting, and hands folded. This is done in a special room with repeated instructions nine times; each success is rewarded with praise or positive touch, while failure is responded to with prompts and the reinforcement of the word "NO." The assessment of passing is based on consecutive successes without assistance, making this material an important foundation for forming compliant behavior and further learning readiness in CSN. The inclusive education model theory proposed by Jannah (Jannah et al., 2021) emphasizes the importance of varied approaches in accommodating the needs of children with special needs in educational institutions, including Islamic institutions, ranging from regular class models to special classes. In this context, strengthening the expertise of shadow teachers becomes crucial because she directly plays a role in assessment, the preparation of individual learning programs (PPI), mentoring, evaluation, and collaboration with classroom teachers and parents to ensure that every child with disabilities receives educational services that meet their needs (Längler, 2018).

Furthermore, the pull-out system inclusive class will provide all students with the opportunity to socialize with all their peers regardless of physical differences. Shadow teachers only play a role in accompanying the child and the parents. The child's parents, living environment, and peers who are experiencing difficulties play the biggest role. Inclusive education programs instill gratitude in individuals from different backgrounds, and automatically instill this value if teachers appreciate them rather than punish them. Because good appreciation will reduce children's anxiety and stress, which can lead to uncontrollable behavior. Inclusive education programs also teach manners, tolerance, and respect for children who are physically and mentally different because it is a form of respect that can

make children appreciate values in their social environment and play community. According to Qian & Rong (Qian & Rong, 2023) inclusion program at least has several advantages, they are:

1. Equality of access to education, inclusive education ensures that every student, including students with disabilities, has the same opportunity to learn.
2. Development of infrastructure and resources, schools must invest in facilities that support inclusive education, such as accessible classrooms and specialized equipment.
3. Teacher training and professional development, professional development focused on inclusive teaching strategies and managing diverse classrooms. Equipping teachers with the necessary skills and knowledge is very important.
4. Addressing bullying and enhancing cooperation among stakeholders, implementing anti-bullying programs, and building supportive communities that value diversity and inclusion.
5. Psychological growth and tolerance among peers help reduce student stress and anxiety by creating a positive learning environment and enhancing the relationship between students and educators.
6. Development of Individual Learning Programs (ILP), creating plans to meet the unique needs of each student.

The Individual Learning Program (PPI) that must be developed by the special assistant teacher cannot be based on a time target because achieving one skill may require 2 (two) to 4 (four) weeks of training. In addition, if one aspect of ability has not been achieved, one cannot jump to the next aspect of ability and so on until all aspects found in the special needs children's assessment instrument are fully met. Therefore, special assistant teachers who are not from non-formal education must continuously undergo training so that they can optimally and maximally facilitate children with special needs who come to their institutions.

CONCLUSION

RA Muslimat Kusuma Mulia XXII Pandan Cangu Badas, Kediri Regency, has proven capable of organizing quality education, as evidenced by the stability of the number of students accepted over a period of 5 years without ever changing teachers, since the average length of service possessed by each teacher is 10-24 years of working time. Additionally, the accreditation ranking obtained also falls into the excellent category, which serves as evidence that RA Muslimat Kusuma Mulia XXII Pandan Cangu Badas, in terms of human resources and natural resources, is worthy of consideration as a pioneer in establishing inclusive classes at the early childhood education level based on Islamic teachings in Kediri Regency.

Along with regular children, children with disabilities join their classes without additional assistance or support. In regular classes, all children are expected to cooperate, take responsibility, master interpersonal skills, and develop positive dependencies. Regular children and children with disabilities are grouped together to participate in cooperative learning in regular classes. The positive behavioral changes exhibited by children in this

group are crucial to prevent radicalization and reduce radical behavior. Additionally, children with disabilities attending inclusive schools will have a greater opportunity to obtain a decent and equal formal education in the future. The recommendation given is that schools must have trained human resources to become shadow teachers for children with disabilities if the school is to qualify to accept such children. This also applies to other facilities and infrastructure needed to support the learning of children with disabilities. Therefore, the role of stakeholders in providing access for learners with disabilities to attend formal institutions is very much needed as a manifestation of the fifth principle of Pancasila, in this case, justice for children with disabilities in obtaining the same right to education as other regular children in the same school.

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