

Inclusive Islamic and Nature-Based Primary School Model

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Abstract

This study aims to formulate a model of an inclusive Islamic and nature-based elementary school. Many children with special needs have not received formal basic education due to the limited number of Special Schools (SLB) in Indonesia. The capacity of SLB and inclusive schools is only 3%, leaving 97% of children with special needs without access to formal education. A qualitative research method was employed, involving observation and in-depth interviews. The results show that an inclusive Islamic and nature-based elementary school is a public school that accepts children with special needs, accompanied by special assistant teachers. Activities include spiritual aspects (reading the Quran, congregational prayers, memorizing hadiths) and cognitive aspects (learning in the classroom and utilizing nature). Children with special needs can participate in activities without being required to master academic aspects, but develop life skills. The findings suggest that the government's limitations can be overcome by public schools accepting children with special needs, enabling them to actualize themselves. As Muslims, it is obligatory to teach all children to worship without discrimination. It is hoped that educational institutions will participate in the jihad of teaching Islam to all people, including those with special needs.

Keywords: Children with Special Needs; Compulsory Education; Inclusive School; Islamic Perspective; Nature-Based.

Abstrak

Penelitian ini bertujuan merumuskan model sekolah dasar inklusi berbasis Islam dan Alam. Banyak anak berkebutuhan khusus belum mendapatkan pendidikan dasar formal karena terbatasnya jumlah SLB di Indonesia. Daya tampung SLB dan sekolah inklusi hanya 3%, sehingga 97% anak berkebutuhan khusus belum mendapatkan pendidikan formal. Metode penelitian kualitatif digunakan dengan observasi dan wawancara mendalam. Hasil penelitian menunjukkan bahwa sekolah dasar inklusi berbasis Islam dan Alam adalah sekolah umum yang menerima anak berkebutuhan khusus dengan guru pendamping khusus. Kegiatan meliputi aspek spiritual (membaca AlQuran, sholat berjamaah, menghafal hadis) dan kognitif (belajar di kelas dan memanfaatkan alam). Siswa berkebutuhan khusus dapat mengikuti kegiatan tanpa dituntut menguasai aspek akademik, tetapi memiliki kecakapan hidup. Temuan ini menunjukkan bahwa keterbatasan pemerintah dapat diatasi dengan sekolah umum menerima anak berkebutuhan khusus, agar mereka bisa mengaktualisasi diri. Sebagai muslim, wajib mengajarkan semua anak beribadah tanpa diskriminasi. Harapannya, pengelola lembaga pendidikan dapat ikut berjihad mengajarkan Islam pada semua orang, termasuk mereka yang berkebutuhan khusus.

Kata Kunci: Anak Berkebutuhan Khusus; Wajib Belajar; Sekolah Inklusi; berwawasan Islam; berbasis Alam.

INTRODUCTION

The population of Indonesia aged 5-19 years is approximately 66.6 million people, of which 3.3% are children with special needs, totaling around 2,197,833 individuals (Syarifah, 2023). This data is predicted to increase, considering that the causes of children being born with special needs include poor environmental quality, high levels of environmental pollution (both water and air), maternal malnutrition during pregnancy, food poisoning during pregnancy, and experiencing trauma during pregnancy. Of the more than 2 million children with special needs, only 269,398 children receive formal education (Maulipaks, 2017). Nearly 2 million children with special needs have not received formal education, whereas according to the Preamble of the 1945 Constitution, the founders of this nation were committed to educating the nation's life without discrimination. In addition to educating the nation's life, the founders of the Republic also mandated to prosper the entire Indonesian people, meaning that all Indonesian society should enjoy the results of development (Bashori & Aprim, 2019), including those with special needs.

One of the efforts to prosper the entire Indonesian people is education for all, because only with adequate education will the standard of living of individuals increase, including those with special needs (Putra et al., 2018). Given the still limited number of children with special needs who receive formal education, the government and education stakeholders must think and prepare a place to accommodate children with special needs to receive formal education. The limited number of Special Schools (SLB) and the still few Inclusive Schools, and to build a new SLB requires a long time and funds, so the fastest solution is to open inclusive schools, namely public schools that accept students with special needs (Maghfiroh et al., 2022). To initiate public schools to become inclusive schools, a design model of inclusive schools is needed.

Inclusive education based on Islamic teachings is one of the efforts to improve the quality of education in Indonesia. As a country with a majority Muslim population, inclusive schools developed should be based on Islamic teachings. This is in accordance with the mandate contained in the 1945 Constitution, which emphasizes the importance of education with an Islamic perspective (Hayadin, 2017) Proper Islamic religious education can lead students to become a generation with noble character and have an awareness to contribute positively to development (Lickona, 1991) .

In addition, education should also have a nature-based perspective, which aims to train individuals to become caliphs who are able to manage nature well (FAO, 2025). Nature-based education can help improve food security capabilities in Indonesia, as well as train students to become entrepreneurs, particularly in the fields of agriculture, plantation, and fisheries (Lagaida et al., 2024) . Nature-based learning activities, such as plant and animal cultivation, can help improve students' skills in agriculture and entrepreneurship (QUINN, HELEN

R.(Chair), Stanford Linear Accelerator Center, 2012).

The ideal inclusive school model is an inclusive school with a social entrepreneurship perspective, which aims to improve the quality of life of the community and enhance food security capabilities in Indonesia (Kurniadi & Ihsan, 2025). Thus, inclusive schools can help improve the quality of education in Indonesia and enhance students' abilities to become successful entrepreneurs.

One of the efforts to increase the number of entrepreneurs in Indonesia, the most strategic step is to incorporate entrepreneurship curriculum at all levels of education (Muhyani et al., 2020), from Elementary School (SD) to Higher Education. Almost all developed countries incorporate entrepreneurship curriculum starting from basic education level. To become an entrepreneur, according to experts, can be nurtured through 2 ways, namely the influence of family habits and education in schools. Given the still small number of entrepreneurs in Indonesia, entrepreneurship education in formal education (schools) must be promoted from elementary school to higher education, including children with special needs so that they are able to contribute to development, at least can be involved in entrepreneurship, according to their talents and abilities. Inclusive education based on nature, Islam, and entrepreneurship enables children with special needs to be independent and reduce dependence on others.

Currently, there may already be many (public) schools that have provided entrepreneurship education, while children with special needs are only around 3% who receive formal education, and there are still 97% who have not received formal education. Children with special needs who have received formal education have not necessarily received entrepreneurship education. If this situation is left unchecked, it means they are only waiting for the pity of others, even though many children with special needs are capable of being trained to play a role in the business world. However, the type of entrepreneurship that is suitable and in accordance with the mandate of the constitution is social entrepreneurship. Social entrepreneurship is a joint effort in accordance with business principles, but in the management of natural resources, the results are for the common welfare, and the management of nature is carried out responsibly so that the environment remains sustainable (Wibowo & Nurhaqim, 2015) The concept of social entrepreneurship is very much in line with the concept of sustainable development, so that future generations will still be able to enjoy a sustainable environment (Rijal et al., 2023). While the entrepreneurship currently taught in schools is capitalist-based entrepreneurship that favors capital owners and business activities that are oriented only to the profit of capital owners without regard to environmental sustainability. That is why it is necessary to develop a model of inclusive primary schools with a social entrepreneurship perspective, based on nature and Islam to produce a quality generation.

Based on the background above, a model of Inclusive Islamic and Nature-Based Primary School will be formulated. This model is expected to be applied in schools throughout the country, and it is hoped that with many Inclusive Islamic and Nature-Based Primary Schools,

they will be able to provide a place for children with special needs to receive formal education and develop their potential to be independent and become good and independent citizens.

METHODS

The research method employed in this study, focusing on case studies at two nature-based elementary schools in Depok City, utilizes a qualitative research design with a case study approach. The case study method was chosen to gain an in-depth and contextual understanding of the implementation of nature-based and Islamic inclusive elementary schools at these institutions.

A literature review was conducted to comprehend the concepts and practices of nature-based and Islamic inclusive education. Relevant literature was examined to understand the theories and concepts related to inclusive education, nature, and Islam.

Data collection was carried out through:

1. In-depth Interviews: Interviews were conducted with teachers, students, and parents to understand their experiences and perceptions of nature-based and Islamic inclusive elementary schools.
2. Direct Observation: Observations were made at the schools to understand how nature-based and Islamic inclusive education is implemented.
3. Document Analysis: Relevant documents, such as curricula, school policies, and activity reports, were analyzed to understand the implementation of nature-based and Islamic inclusive elementary schools.

Data analysis was performed using thematic analysis to identify emerging themes from the collected data. Content analysis was also employed to examine relevant literature and understand the concepts and practices of nature-based and Islamic inclusive education.

To ensure the validity and reliability of the research, triangulation techniques were used, comparing data from different sources (interviews, observations, and documents). Additionally, member checking was conducted to ensure that the collected data was accurate and aligned with the participants' experiences.

The research adhered to ethical standards, including informed consent, confidentiality, and cultural respect. Participants were informed about the research objectives and their rights as participants.

By employing this research method, it is expected that a comprehensive and contextual understanding of the implementation of nature-based and Islamic inclusive elementary schools at the two schools in Depok City will be obtained.

RESULT AND DISCUSSION

Based on observations and discussions with stakeholders at the nature-based and Islamic inclusive school, the following research results were obtained:

1. Project-Based Learning

Learning activities at the nature-based and Islamic inclusive school are carried out using the Project-Based Learning (PBL) model. Project-based learning activities enable students to be actively involved and collaborate with other students to complete a project or activity planned by the teacher at school. This learning activity is able to integrate several fields of study into one project or activity, and is also able to introduce students directly to agriculture and entrepreneurship. Project-Based Learning activities such as gardening and fish cultivation can be integrated with activities that are environmentally oriented and meet community needs. Gardening activities can be carried out in gardens or hydroponic systems. Forms of gardening activities such as planting water spinach can be seen in Figure 1.



Figure 1. Students of Inclusive School harvesting water spinach.

For schools that do not have sufficient land, activities can be in the form of planting with a hydroponic system which can be seen in Figure 2.



Figure 2. Gardening with a hydroponic system.

Other project-based learning activities at the nature-based and Islamic inclusive school are fish cultivation. Fish cultivation activities are learning activities that train students to collaborate with each other and are also able to integrate various fields of study and train students for food security and entrepreneurship. Fish cultivation activities can be seen in Figure 3 and Figure 4.



Figure 3. Catfish cultivation in a tarpaulin pond.



Figure 4. Tilapia cultivation in a tarpaulin pond.

In addition to gardening and fish cultivation, other project-based learning activities at the nature-based and Islamic inclusive school are composting. Composting can be seen in Figure 5.



Figure 5. Composting process.

Project-based learning is an inclusive approach that can be followed by all students from diverse backgrounds and accommodates students with special needs. As Ki Hajar Dewantoro emphasized, education should be accessible to everyone, including those with special needs (Eka Fadhilah, Ega Trisna, Rolly Afrinaldi, 2023). Project-based learning encourages students to develop collaboration and critical thinking skills, which are essential competencies for success in the 21st century (Rusydiyah et al., 2021). Additionally, PBL trains students to solve real-world problems, fostering life skills and adaptability (Hariyanto et al., 2025).

2. Islamic Character Development

Islamic character development in students can be fostered through Islamic-based education programs integrated into school activities. Regular worship activities at school, such as congregational prayers, charity, sacrifice, Mabit, Quranic studies, fasting, and Hajj simulations. Islamic character development activities are illustrated in Figure 6.



Figure 6. Congregational Prayer Activity

These activities embody the implementation of Islamic teachings. The Prophet Muhammad (peace be upon him) instructed parents to teach prayer to children from the age of 7, as narrated in a hadith. By habituating children to worship correctly, good habits will become ingrained in their lives. As it is said, learning in childhood is like carving on stone it is remembered until adulthood (Lubis et al., 2023).

3. Field Trip

A field trip is an out-of-school learning activity that involves visiting places related to the curriculum, such as educational recreation sites, waste management facilities, markets, and other relevant locations. Field trips aim to provide students with hands-on experiences about the subject matter being studied. By observing and experiencing objects or phenomena firsthand, field trips can enhance students' understanding of abstract concepts. Field trip activities may include:

- Visiting gardens or farms to learn about plants and agricultural processes
- Visiting animal farms to learn about livestock and animal husbandry
- Visiting waste treatment facilities to learn about environmental management
- Visiting museums or science centers to learn about science and technology

Field trip activities are illustrated in Figure 7.



Figure 7. Field Trip Activity

Field trips are a window to the real world, opening students' eyes to learn in a more engaging and interactive way! By visiting places relevant to the curriculum, students don't just read books, but directly experience unforgettable moments (Khotimah et al., 2024). Imagine them learning about ecosystems in the forest, witnessing natural beauty, or visiting museums to grasp history. This isn't just a break it's living learning. Islam encourages us to continuously learn and explore the world, so field trips are a perfect way to ignite the spirit

of learning while connecting with Allah's creation.

4. Super Camp

A super camp is an out-of-school activity, typically held in a mountainous area, that integrates various learning activities with a focus on psychomotor skills and leadership development. Super Camp aims to enhance students' skills in multiple aspects, including:

- Leadership skills
- Teamwork skills
- Challenge-solving skills
- Critical and creative thinking skills

Super Camp activities are illustrated in Figure 8.



Figure 8. Super Camp Activity

Super camp is an exciting and challenging outdoor adventure! This scouting activity is designed to train students to live independently in a demanding environment. They are divided into small, solid groups of 10 and taught to support, share, and care for each other. Super camp is not just an ordinary activity it's a leadership laboratory. Students are given the opportunity to practice leadership, make decisions, and face challenges together. With this experience, they don't just learn theory, but directly feel the meaning of teamwork and responsibility (Syarifah et al., 2025).

5. Cookery (Fun Cooking)

Fun cooking is an enjoyable cooking activity that can be done collaboratively with classmates. This activity helps enhance cooking skills, creativity, and teamwork. As a life skill, fun cooking enables students to develop food processing skills, experiment with local ingredients, and create nutritious meals.

Fun Cooking activities are illustrated in Figure 9.



Figure 9 Fun Cooking Activity

Fun cooking can be done with various themes, such as:

- Traditional cuisine
- International cuisine
- Healthy cooking
- Creative cooking

The objectives of this activity are to develop students' skills in various aspects, including:

- Cooking and food processing skills
- Measurement and recipe-following skills
- Time management and prioritization skills
- Teamwork and communication skills

Fun cooking isn't just a fun activity for kids it's a long-term investment in their health and independence! In an era where processed foods are increasingly prevalent, fun cooking serves as a vital bridge to introduce children to healthy eating and proper cooking techniques. They don't just learn recipes; they also develop life skills like managing ingredients, being creative, and tackling challenges when resources are limited. Through fun cooking, kids gain a better understanding of nutrition, boost their confidence, and become more prepared to face food-related challenges in the future (Laely et al., 2025). Plus, it makes family bonding moments even more memorable.

6. Market Day

Market Day is an activity that can be held in schools or communities to promote and sell products made by students, such as food, crafts, or other products. Market Day can be a

way to develop students' skills in various aspects, including:

- Entrepreneurship and business management
- Marketing and product promotion
- Communication and customer interaction skills
- Money and financial management skills

Market Day activities are illustrated in Figure 10.



Figure 10. Market Day Activity

7. Handling Children with Special Needs

Inclusive schools are educational institutions that provide opportunities for all students, including children with special needs, to learn together in the same classroom environment without discrimination (Pambayun & Rosyidi, 2023). Children with Special Needs (CSN) are those who have differences or special needs in physical, mental, intellectual, social, or emotional aspects, requiring a special approach and support in the learning process. Inclusive schools are educational institutions that do not separate children with special needs from regular students in their learning activities. The curriculum used is highly flexible and tailored to the individual needs of each student. Teachers in inclusive schools are trained and accustomed to working with a positive, creative, innovative, flexible, and accommodating approach to all students with their differences (Pambayun & Rosyidi, 2023). The concept of education in inclusive schools encompasses all aspects of education, including academic (cognitive), social, emotional, and psychomotor domains (Mujiafiat & Yoenanto, 2023).

Assistance for children with special needs is illustrated in Figure 11.



Figure 11. Assistance for Children with Special Needs

Discussion

Gardening activities can be an effective example of project-based learning to enhance students' skills in agriculture and develop scientific concepts. In planning and preparing the land, students can be introduced to mathematical concepts, such as measuring length, perimeter, and land area (Leinwand et al., 2014). Additionally, students can calculate the number of seeds needed and the capital required for purchasing seeds, thereby developing financial calculation concepts (Leinwand et al., 2014).

In planning the plant irrigation system, students can study the properties of water and how these properties affect project planning (CICERONE et al., 2013). During the seed planting stage, students can learn about biological concepts, such as plant growth processes and how environmental factors affect plant growth (Brewer & Smith, 2020). Seed planting activities can also be done in two ways, namely direct planting and pre-sowing (seedling preparation), allowing students to compare the results of both planting methods (Sarfika Agustiany et al., 2017).

The stage of plant care until harvest provides an opportunity for students to learn about biological concepts, such as fertilization, watering, and pest control (QUINN, HELEN R.(Chair), Stanford Linear Accelerator Center, 2012). Additionally, this activity can enhance students' skills in agriculture, such as planting and plant maintenance. Plant maintenance not only involves scientific aspects but also fosters character development, discipline, and empathy in students, particularly towards fellow group members and plants (Kate Zhou, 2023). In plant maintenance, students can also learn about automation technology, such as automated watering systems, which can be applied on school holidays to ensure plants continue to receive the necessary resources (Gayathri et al., 2021).

The harvesting and post-harvest management stage also provides an opportunity for students to learn about agricultural technology, such as harvesting techniques to ensure high-quality crops (Food and Agriculture Organization of the United & (FAO), 2014). Students can learn how to increase the value-added of agricultural products through proper processing, thereby enhancing their economic value. (Lagaida et al., 2024). In the stage of marketing the harvest, students can learn about marketing economics, ranging from traditional marketing to digital marketing In the stage of marketing the harvest, students can learn about marketing economics, ranging from traditional marketing to digital marketing (Food and Agriculture Organization of the United & (FAO), 2014). In the process of fish cultivation, students can learn about scientific concepts, such as water properties, pH levels, and oxygen content (Chemistry), as well as fish psychology and fish biology (Biology)) (QUINN, HELEN R.(Chair), Stanford Linear Accelerator Center, 2012).

Religious activities such as congregational prayer, infaq (charitable giving), fasting, and reading the Quran can shape students' character to be better, such as being honest, disciplined, responsible, empathetic, willing to help, and becoming a more civilized student.(Murti & Heriyanto, 2021) (Lickona, 1991). Teachers can deliver lectures or reflections on Islamic teachings based on the Quran and Hadith, enabling students to understand the importance of practicing religious teachings in an orderly manner (Somantri & Arifin, 2023).

In the implementation of congregational prayer, teachers can instruct students on various important aspects, such as the conditions for valid prayer, prohibitions during prayer, the wisdom behind prayer, as well as the associated rewards and sins. (Abdullah et al., 2023). Teachers can also emphasize the importance of maintaining straight and tight rows in congregational prayer. By understanding and practicing these Islamic values, students can enhance their awareness and application of their faith in daily life (Murti & Heriyanto, 2021). According to a hadith, "Straighten and tighten your rows, for the straightness and closeness of the rows are part of the perfection of prayer" (Narrated by Bukhari and Muslim). Additionally, congregational prayer has numerous virtues, such as multiplied rewards, protection from sinful acts, physical and mental well-being, elevated status, development of a positive personality, ease in obtaining good sustenance, and avoidance of hypocrisy (Salsabila et al., 2024) (Lubis et al., 2023).

The integration of Islamic values in environmental education can be achieved by reciting Quranic verses and Hadiths related to the preservation of nature and productive culture. One example is planting economically valuable trees, such as vegetables, fruits, medicinal plants, flowers, or shade trees, as well as raising animals like fish or chickens.(Food and Agriculture Organization of the United & (FAO), 2014). Gardening and livestock activities are prophetic teachings, as many prophets had experience as herders and farmers. This statement is mentioned twice for emphasis (Reksiana et al., 2022).

The Prophet Muhammad SAW also emphasized the importance of productivity and environmental conservation (Oria et al., 2024). In a hadith, the Prophet Muhammad SAW said, "If the Hour (the end of the world) is about to be established and one of you has a palm shoot in his hand, then let him plant it" (Narrated by Bukhari). This hadith highlights the importance of planting and preserving the environment, even in uncertain situations. Additionally, the Prophet Muhammad SAW disliked individuals who were unproductive and did not contribute to society (Reksiana et al., 2022). The Prophet Muhammad also taught the importance of maintaining cleanliness and environmental sustainability. He instructed people to clean their surroundings, including roads, to ensure smooth traffic flow, and prohibited the disposal of waste in stagnant water (Agustina, 2021).

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CONCLUSION

This study shows that nature-based and Islamic-based inclusive schools through Project-Based Learning (PBL) can enhance students' skills in agriculture and entrepreneurship, as well as foster better character development. PBL can also be an effective learning model in inclusive education. The results of this study indicate that PBL can improve students' skills in agriculture and entrepreneurship, while shaping better character through the inculcation of Islamic values.

The results of this study have important implications for inclusive education and the development of students' skills in agriculture and entrepreneurship. PBL can be used as an alternative learning model in schools, including inclusive schools.

This study has several limitations, such as a limited research sample and a short research duration. Therefore, further research is needed to validate the results of this study.

Based on the results of this study, it is recommended that PBL be implemented in inclusive education and student skill development in agriculture and entrepreneurship. Additionally, further research is needed to validate the results of this study and improve the quality of inclusive education.

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