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ORIGINAL RESEARCH ARTICLE

Islamic Education Teachers' Inclusive Pedagogy for Tolerance and Social Emotional Support

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ABSTRACT

This qualitative study describes how Islamic Religious Education teachers at SMP Negeri 2 Blora adapted classroom participation for an eighth-grade student with a mobility disability and encouraged peer tolerance. The manuscript identifies a principal, three Islamic education teachers, and three peers without disabilities as purposively selected informants and reports observation, interviews, documentation, and iterative qualitative analysis in September 2026. Teachers described preparing classmates to offer assistance, assigning a peer companion, inviting the student to participate without compulsory physical tasks, and allowing seated prayer. The school moved the class to a ground-floor room and offered mobility aids, while staff reported listening to the student's initial embarrassment and observing more relaxed peer interaction over time. These are accounts of one student's experience; the manuscript contains no direct interview with the student, validated social-emotional measure, or comparison period. The findings therefore describe practical accommodations and perceived adjustment without establishing a clinical recovery or a measured effect of the teachers' practice.

Keywords: Inclusive Islamic Education; Pedagogical Competence; Tolerance; Mobility Disability; Social-Emotional Support



ABSTRAK

Penelitian kualitatif ini mendeskripsikan penyesuaian partisipasi kelas oleh guru Pendidikan Agama Islam di SMP Negeri 2 Blora bagi seorang siswa kelas VIII dengan hambatan mobilitas serta penguatan toleransi teman sebaya. Naskah menyebut kepala sekolah, tiga guru PAI, dan tiga siswa tanpa disabilitas sebagai informan purposif, dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi pada September 2026 serta analisis kualitatif berkelanjutan. Guru menjelaskan persiapan teman kelas untuk membantu, penugasan teman pendamping, kesempatan berpartisipasi tanpa paksaan pada kegiatan fisik, dan penyesuaian salat dengan posisi duduk. Sekolah memindahkan ruang kelas ke lantai dasar dan menawarkan alat bantu mobilitas; staf melaporkan komunikasi mengenai rasa malu siswa pada awalnya serta interaksi sosial yang lebih santai kemudian. Temuan ini menggambarkan pengalaman seorang siswa menurut informan. Naskah tidak memuat wawancara langsung dengan siswa tersebut, instrumen sosial-emosional tervalidasi, atau periode pembandingan; karena itu, temuan tidak membuktikan pemulihan klinis ataupun dampak terukur dari praktik guru.

Kata kunci: Pendidikan Agama Islam Inklusif; Kompetensi Pedagogik; Toleransi; Disabilitas Mobilitas; Dukungan Sosial Emosional

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1. INTRODUCTION

An inclusive classroom must make learning and participation possible for students with differing abilities. In Islamic Religious Education (PAI), this includes access to explanations, discussion, and religious practice, alongside respectful relationships among classmates. Physical presence in the same room is only one aspect of inclusion; teaching decisions and accessible space shape whether a learner can participate with dignity (Ainscow, 2020; UNESCO, 2020).

Pedagogical competence includes understanding learners, planning appropriate activities, responding during lessons, and evaluating participation fairly. Teachers in an inclusive setting need to consider barriers created by the environment as well as an individual's mobility. Inclusive pedagogy offers participation options for everyone rather than defining one student by a deficit (Florian & Black-Hawkins, 2011; Shulman, 1986).

Tolerance and social-emotional support are related but distinct aims. Classmates can learn to respect difference and offer help without making a peer dependent on them. A student's expressed discomfort or preferences about assistance should guide the response. Research on social-emotional learning and peer-supported participation provides context, but outcomes from other populations cannot be assumed for a single PAI classroom (Durlak et al., 2011; Travers & Carter, 2022).

This article examines how teachers and the school at SMP Negeri 2 Blora describe support for a student with a mobility disability in Grade 8, how peers are encouraged to interact, and what barriers remain. The supplied manuscript focuses on one case. The discussion distinguishes

observed or reported accommodations from unmeasured claims about emotional change or the general effectiveness of the school's inclusive provision.

2. RESEARCH METHODS

The source describes a qualitative, phenomenologically oriented study at SMP Negeri 2 Blora during September 2026. It reports purposive selection of the school principal, three PAI teachers, and three students without disabilities as primary informants. It does not identify an interview with the student whose participation is the focus, although staff recount that student's views. The findings below therefore attribute such views to the reporting adults rather than presenting them as a direct participant interview (Creswell & Poth, 2018).

Observation, interviews, and school documents are stated as collection methods. Described topics include peer assistance, classroom participation, access to prayer activities, a change of room to the ground floor, and offered mobility equipment. The manuscript does not provide the interview guide, number of observations, complete document list, or a record of assent and privacy arrangements for the student.

The source states that data were condensed, displayed, and interpreted iteratively and that source and method triangulation was used (Miles et al., 2019). This article organizes the available material around tolerance, emotional support, instructional accommodation, and enabling conditions. The small, purposeful informant set is appropriate for contextual description but cannot indicate the prevalence of inclusive practice across classes (Yin, 2018).

The accounts include the student's reported embarrassment and later more relaxed interaction, but there is no standardized emotional assessment, baseline observation series, or direct student interview to validate a change. Nor can the specific contribution of the PAI teacher be separated from the school's room change, peer support, and family involvement. These limits guide the interpretation of the findings (Lincoln & Guba, 1985).

3. RESULTS AND FINDINGS

A teacher described explaining to classmates that a newly enrolled student might need help and encouraging empathy before lessons began. A peer companion was available when assistance was requested. Staff reported that the student later joked and interacted with classmates more comfortably. The manuscript does not provide direct peer quotations or systematically observed interaction counts; these statements document staff perceptions of social adjustment.

Teachers described taking care with physically demanding activities: the student was not required to come to the front in the same way as other students and could be assisted by a peer if wishing to participate. For congregational noon prayer and practical PAI activities, staff permitted a seated position or other adaptation. These adjustments preserved an opportunity to participate, although the source does not report an individualized learning plan or detailed assessment rubric.

The school moved Grade 8C from an upper-floor room to a ground-floor classroom to improve access. Staff mentioned the availability of a cane, wheelchair, and prosthetic device; the student

reportedly preferred a familiar cane and had difficulty using the prosthesis at that point. Offering equipment is distinct from establishing that it fits the student's preference or needs. The source also mentions cooperation with outside agencies but gives no records of the precise support delivered.

A homeroom teacher reported a private conversation in which the student expressed embarrassment about a missing leg. Staff said the student subsequently participated in more informal peer interaction. Teachers also identified limited specialized training and initial shortages of support as barriers. These findings show attention to the student's expressed feelings and the school environment, while providing no clinical basis to say distress was treated or resolved.

4. DISCUSSION

The move to a ground-floor classroom is a concrete environmental adjustment. It removes a routine access barrier without relying on the student to repeatedly request help with stairs. Inclusive education frameworks emphasize participation and removal of systemic barriers, so physical accessibility belongs to pedagogy as well as school organization (Ainscow, 2020; UNESCO, 2020). The source does not describe an accessibility audit of the route to all relevant school facilities.

Offering several ways to participate in prayer and practical activities respects the learning goal while accounting for mobility. Teachers can explain the intended Fiqh practice, allow a suitable position, and assess understanding or performance using criteria appropriate to the task. The case reports seated prayer and peer support, but gives no assessment examples from which to judge the consistency of these accommodations (Florian & Black-Hawkins, 2011; Brookhart, 2013).

Peer support may make a classroom more welcoming when help is offered with consent and classmates have clear roles. The reported peer companion and preparatory discussion are consistent with work on supported social participation, though studies of other disability groups cannot establish effects here (Travers & Carter, 2022). A teacher should also keep space for independent participation so that assistance does not become a condition of belonging.

The homeroom teacher's account of the student's initial embarrassment highlights the value of listening privately. More joking with classmates later is a meaningful observation but not a clinical measure of self-esteem or emotional recovery. Universal social-emotional programs can support interpersonal skills in other settings; this study does not test such a program (Durlak et al., 2011). Documenting the student's own preferences, with consent, would strengthen interpretation.

A choice of equipment matters as much as equipment availability. Staff reported that the student preferred an existing cane and found a prosthesis difficult to use. An inclusive response should avoid assuming that a supplied aid is automatically useful; consultation with the student, family, and qualified support professionals can guide a practical decision. The manuscript reports offers and preferences but does not establish a clinical mobility assessment.

Teacher knowledge and collaboration are described as constraints. Three PAI teachers were listed among informants, yet the source does not allocate statements to individual teachers or document their training history. Professional development can focus on lesson adaptation, respectful peer

support, accessible assessment, and consultation with families and specialists (Sharma et al., 2012; UNESCO, 2020). The study does not evaluate any particular training course.

Tolerance should appear in everyday classroom decisions, including how the teacher speaks about difference, intervenes if help is unwanted, and offers the same learning aims through accessible routes. Reports that classmates were encouraged to empathize suggest an intentional practice, but do not establish changes in their attitudes. Evidence for such a claim would require student perspectives and observations across more than one occasion (Halstead, 2007; Florian & Black-Hawkins, 2011).

The study describes one student in one school and relies mainly on adult accounts. Absence of the focal student's direct voice, defined observation periods, and comparable assessment records limits conclusions about social-emotional outcomes. Subsequent work could document consented student preferences, access to the mosque and classroom, participation in PAI tasks, and peer interactions over time. For now, the case illustrates adaptations and perceived adjustment rather than measured success (Creswell & Poth, 2018; Yin, 2018).

5. CONCLUSION AND SUGGESTIONS

At SMP Negeri 2 Blora, PAI teachers and school staff reported preparing classmates to assist a Grade 8 student with a mobility disability, offering a peer companion and alternatives for physical participation, and allowing seated prayer. Moving the class downstairs addressed a clear access barrier. Staff also reported an initial expression of embarrassment and later more relaxed interaction with peers.

These accounts support a description of responsive teaching and school accommodation. They do not establish a measured improvement in tolerance or social-emotional well-being. The next practical steps are to document the student's preferences, set accessible participation and assessment criteria, and strengthen collaboration and teacher preparation.

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