

# Preparation of Learning Implementation Plan Islamic Education for Early Childhood Based on Inclusive Education

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**Abstract.** Learning Implementation Plan (LIP) is a very important first step to give the right direction in implementing the learning process, including in Early Childhood Education (ECE). This study aims to analyze the preparation of the LIP of Islamic education for early childhood based Inclusive Education. This type of research is qualitative research, carried out at Raudhatul Athfal (RA) An-Nahl, Jakarta. The data collection techniques used were observation, interviews, focus group discussions and documentation which were then analyzed descriptively with an interactive analysis model. The results of this study describe: a) Fill in the learning of Islamic education based inclusive education at RA An-Nahl, Jakarta; b) Preparation of LIP Islamic education consisting of Annual Programs, Semester Programs, Weekly Learning Implementation Plan (WLIP), and Daily Learning Implementation Plan (DLIP) in RA. An-Nahl, Jakarta.

**Keywords:** *LIP, islamic education, ECE, inclusive education*

## INTRODUCTION

The plan for implementing learning in ECE is a design for teachers to carry out play activities that facilitate children in the learning process, which is made before learning activities are carried out. The learning plan must refer to the characteristics (age, social culture, and individual needs) of the child [1]. Developing Islamic education learning plans for early childhood based on inclusive education must be based on differences in the characteristics of students with special needs. Preparation of LIP in Inclusive ECE institutions is not too different from general ECE institutions, the difference is the existence of additional records needed for children with special needs [2], [3].

The learning process of Islamic education for early childhood can be carried out effectively because of habituation in the opening, core and closing activities, so the teacher must have the ability to plan to learn and provide exemplary [4]. Learning Islamic education is a basic thing that needs to be given since early childhood [5], including children with special needs [2], [6]. The government has launched inclusive education that provides opportunities for all children to obtain education which is their right.

Many problems have been faced in the implementation of inclusive education for early childhood [7], as well as barriers to Islamic education learning for children with special needs, such as the lack of Islamic education teacher competence [2]. To realize inclusive education in ECE institutions is not a simple matter, need careful planning and preparation, including covering, preparing teachers to teach interactively, and involving parents significantly in the planning process [3].

This research was carried out in an Islamic ECE institution, commonly known as Raudhatul Athfal (RA) [1]. The researcher was interested in analyzing the preparation of plans for implementing Islamic education learning for early childhood-based inclusive education in RA. An-Nahl, because of the superiority and uniqueness of RA. An-Nahl, which is with all the limitations it has, such as by only utilizing a *meunasah* or a building with borrowed status, as well as makeshift facilities and infrastructure, but with a strong determination to help people get proper education services, then RA. An-Nahl became an exemplary Islamic school that was able to apply Islamic learning to all students who were early in age, both normal children, and children with special needs.

## METHOD

The location of this study is RA. An-Nahl, which is located at Jl. Jeruk Manis IV / 9 Kebon Jeruk, West Jakarta. The time set in conducting this research is in the 2018/2019 school year.

This type of research is qualitative research [8]. The researcher collects data and information directly to the location or object to be studied, namely RA. An-Nahl, Jakarta. The basic data in this study is the activity of preparing LIP-Islamic education for early childhood conducted by RA. An-Nahl teachers based on inclusive education. The main informants of this study were Principals, inclusive education coordinators, and educators. Data collection techniques used were interviews, observation, Focus Group Discussion (FGD), and documentation.

The data analysis technique in this study uses the Miles and Huberman Interactive Analysis model. This interactive analysis model consists of four main things, namely: (1) data collection; (2) data condensation; (3) display data, and; (4) conclusion: drawing / verifying [9]. Testing the validity of data can be achieved by triangulating data and informants [10].

## RESULT

The results of this study describe the contents of Islamic education learning and the preparation of inclusive education-based LIP- Islamic education in RA. An-Nahl. Fill in the Islamic Education Learning Program in RA. An-Nahl includes: 1) Aqeedah: Teaching *aqidah* means the process of teaching and learning about aspects of trust in students, the core of this teaching is about Pillars of Faith and Pillars of Islam; 2) Akhlak: Moral teaching is a form of teaching that leads to habituation to the noble character; honest, polite, tolerant, independent, responsible, humble in the lives of students; 3) Worship (Fiqh): Teaching worship is teaching about all forms of daily worship and procedures for implementing it for students such as following ablution movements, prayer movements, and getting to know prayer readings with adult guidance; 4) The Al-Qur'an Hadith: the teaching of the Al-Qur'an is teaching that aims so that students can recognize and pronounce the letters *hijaiyah*, mention the related arguments and hadith in the stories of the Prophet and apostle. which is adjusted to the level of student training, and 5) Date of Islam: the purpose of teaching from Islamic history is so that students can know the stories of prophets and apostles so that participants can know and love the religion of Islam.

Preparation of LIP-Islamic Education Based on Inclusive Education in RA. An-Nahl. RA. An-Nahl formed the LIP Compilation Team tasked with designing learning planning, which included: Annual Program. RA. An-Nahl uses a central learning model, which consists of four learning centers namely: 1) linguistic centers, 2) math and science centers, 3) art, music, and movement centers, and 4) religion and character building centers. In this study which focused on Islamic education learning material, the learning objectives that will be described are only in the centers of religion and character building, although in the application of Islamic nuances it still dominates activities in all centers. The Islamic education annual program in RA-An-Nahl is divided into two namely Spiritual Quotient (SQ) and Emotional Quotient (EQ).

Spiritual Quotient (SQ): 1) Children know Allah SWT through His names and attributes; 2) Children are able to be grateful for Allah's blessings SWT; 3) Children are accustomed to saying greetings when entering and leaving home; 4) Children are proud to be Muslim children; 5) Children always pray to Allah SWT; 6) Children always do good because they feel always watched by Allah SWT; 7) Children know 25 Prophets and Apostles; 8) Children love the Messenger of Allah SAW; 9) Children are accustomed to pronouncing the sentence *Thayyibah*; 10) Children know 10 Angels and their duties; 11) Children live and practice the pillars of Islam in simple; 12) Children know and appreciate the pillars of faith, and 13) Children love to read and memorize Al -Qur'an, Hadith, and prayer

Emotional Quotient (EQ): 1) Children know themselves; 2) Children understand the various emotions they have, such as happy, sad, love, hate, etc; 3) Children can adapt and socialize well; 4) Children can love friends,

help each other and share; 5) Children understand and apply the love of cleanliness; 6) Children brave and confident; 7) Children could foster an independent attitude; 8) Children love animals and plants; 9) Children understand and apply the concepts of honest, fair, caring, discipline, responsibility, cooperation and visionary, and 10) Children are able to be polite and polite to older people.

Preparation of the annual program RA An-Nahl for Islamic education material in accordance with the competencies in the Raudhatul Athfal Curriculum. Competence is the ability that is expected to be achieved by the child after following the learning process designed through the curriculum, including: a) Core-1 Competence (KI-1), Spiritual Attitude: Accepting the teachings of the religion adopted; b) Core-2 Competence (KI-2), Social Attitude: having healthy behavior, curiosity, creative and aesthetic, confident, disciplined, independent, caring, able to appreciate and tolerate others, able to adjust, be honest, humble, and polite in interacting with family, educators, and friends; c) Core-3 Competence (KI-3), Knowledge: recognize yourself, family, friends, education, the surrounding environment, religion, technology, art, and culture at home, playground and RA by observing with the senses (seeing, hearing, avoiding, feeling); ask; gather information; reasoning, and; communicate, through play activities, and d) Core-4 Competence (KI-4), Skills: shows what is known, felt, needed, and thought through language, music, movement, and work productively and creatively, and reflects the behavior of children of noble character.

Semester Program. Islamic education semester learning plan in RA. An-Nahl is the distribution of Islamic education learning material in the first semester and second semester, which is contained in the religious program. Semester I : a) Aqeedah: Creed, pillars of Islam, pillars of faith, *ikhshan*, *asmaul husnah*; b) Akhlak: pronounce the sentence *thayyibah*, planting an attitude of independence, self-confidence, discipline, living clean and healthy, patient, and adaptable; c) Fiqh: Daily Prayer Memorization, namely: the prayer of study, prayer before and after eating, prayer before and waking up, prayer for both parents, praying in the mirror, praying for a vehicle, prayer enter and exit the bathroom. Prayer readings: students routinely perform *dhuha* prayers every day, they are taught the movement of prayer and recitation of prayers namely *takbiratul ihram*, prayer *iftitah*, ruku', *l'tidal*, prostration, sitting between two prostrations, the beginning of *tahiyatul*, and final *tahiyatul*. Also the practice of ablution; d) Al-Qur'an: memorize QS. Al-Fatihah, An-Naas, Al-Falaq, Al-Ikhlash, Al-Lahab, An-Nashr, Al-Kafirun, Al-Kautsar, Al-Ma'un, Al-Quraish, Al-Ashr; e) Hadith: say hadith smile, hadith affection, hadith hygiene, hadith do not be angry, hadith give each other gifts, hadith prayer pole religion, hadith Islam highest religion, hadith Allah is beautiful, hadith patient and forgiving, hadith heaven, hadith heaven, hadith shame, and f) Date of Islam: tell the story of the prophet and the Apostle according to the theme of the first semester.

Semester II : a) Aqeedah: Creed, pillars of Islam, pillars of faith, *ikhshan, asmaul husnah*; b) Akhlak: pronounce the sentence *thayyibah*, creative, caring and willing to help, appreciate and tolerant, responsibility, honest, aesthetic, humble and well-mannered; c) Fiqh: Daily Prayer Memorization, namely: the prayer of study, prayer before and after eating, prayer before and waking up, prayer for both parents, praying in the mirror, do ' a ride a vehicle, pray in and out of the bathroom. Students regularly perform *dhuha* prayers every day, they are taught ablation, prayer movements and prayer recitations; d) Al-Qur'an: memorize QS. Al-Fill, Al-Humazah, At-Takasur, Al-A'diyat, Al-Zalzalah, Al-Bayyinah, Al-Qadr, Al-'Alaq, At-Tiin, Al-Insyirah, Ad-Dhuha, Al-Baqarah: 255; e) Hadith: say hadith advice, hadith Muslim brothers, good hadith sayings, hadith virtue reading Al-Qur'an, hadith fasting, hadith the noblest, hadith prohibition to drink while standing, hadith spread greetings, hadith love brothers, hadith human best, the hadith the obligation to study, the hadith of virtue is honest and the hadith gives better than asking, and f) Date of Islam: telling the story of the Prophet and the Apostle according to the theme of the second semester

Weekly Learning Implementation Plan (WLIP). WLIP is a one-week plan of learning implementation. In the weekly plan, the teacher designs the scope of learning activities and the achievement of Islamic education learning abilities of students who develop both aspects, attitudes, knowledge, and skills. Examples of WLIP format can be seen in the following figure:

**WEEKLY LEARNING IMPLEMENTATION PLANS (WLIP)  
RAUDHATUL ATHFAL AN-NAHL JAKARTA**

Theme / Sub Theme : The Tree / Hydroponic  
Time : 22 – 26 November 2018  
Activities : Sprinkling spinach leaves  
Age : 4 – 5 years  
Semester : 1 (one)

Learning Scope Learning	
Activities	Developing Abilities
Sprinkling spinach leaves	Spiritual Attitudes
<ul style="list-style-type: none"> <li>Child observe spinach leaves</li> <li>Children ask how to sprinkle spinach leaves</li> <li>Children gather information through discussions about sprinkling spinach leaves by recognizing color</li> <li>Kids reasoning by successfully sprinkling spinach leaves by recognizing the color of</li> <li>Children showing the results of his work</li> </ul>	<ul style="list-style-type: none"> <li>Call the name of God as creator (1.1.1)</li> <li>Social attitudes are</li> <li>Accustomed to maintaining environmental hygiene (2.1.2)</li> <li>Knowledge &amp; Skills</li> <li>Showing the activities of children capable of ding sprinkling activities skillfully and directed (3.3.4 4.3.4)</li> <li>Choosing an activity with play color when splashing spinach leaves (3.14.1 4.14.1)</li> </ul>

Figure 1: Format of the WLIP

RA. An-Nahl formed an inclusive education-based LIP Preparation Team consisting of five people, namely the principal, inclusive education coordinator, psychologist, Specialist Education Specialist, and a competent teacher. LIP is prepared based on the RA curriculum in general.

Daily Learning Implementation Plan (DLIP). DLIP is a reference for managing play and learning activities in

one day. DLIP consists of program identity components, materials, methods, media tools and materials, distribution of opening, core and closing activities. For more details, can be seen in the following figure:

**DAILY LEARNING IMPLEMENTATION PLANS (DLIP)  
RAUDHATUL ATHFAL AN-NAHL JAKARTA**

Theme / Sub Theme : Save the Animal / Cat  
Day / Date : Tuesday, November 18, 2019  
Age : 4 – 5 years  
Semester : 1 (one)

KI / KD	Indicator	Activity	Media	Method	Assessment
1.2	Accustomed to maintaining personal hygiene and always telling the truth	Activities early 07.15 – 09.00 WIB <ul style="list-style-type: none"> <li>Friday morning : Reading, Free play</li> <li>Greetings, reading prayers for both parents, kindness of the world and the here after</li> <li>Read short letter</li> <li>Read Muhammad say smiles, affection, cleanliness of anger ban etc.</li> <li>Children listen to the teacher explain about themes, sub themes, and today activities</li> <li>Making agreement and rules for playing</li> </ul>	Al-Quran	Direct practice	
2.1	Having a healthy life behavior	Education eats 09.00 – 09.15 WIB <ul style="list-style-type: none"> <li>Wash hands before eating</li> <li>Pray before and after eating</li> </ul>	Water, place to eat and drink	Direct practice	
3.15 – 4.15 (1)	Get to know various works and artistic activities, and appreciate the work of others	Core activities 09.15 – 10.00 WIB <ul style="list-style-type: none"> <li>Children observe pictures of faces of children</li> <li>Child asks how to create the creativity of a cats face</li> <li>Children gather information by singing a cat song and make the creativity of a cat's face</li> <li>Children reason by successfully singing a cat song and making creativity the cat's</li> <li>Children display results from the cat face</li> </ul>	Origami, give, picture books	Direct practice	
3.14 – 4.14 (2)	Choose activities and sing cat songs	Closing activities 10.00 – 11.15 WIB <ul style="list-style-type: none"> <li>Strengthening positive behaviors</li> <li>Making simple conclusions from activities carried out</li> <li>Providing advice that supports good habits and being grateful</li> <li>Conducting fun activities by singing</li> <li>Informing activities to be done tomorrow</li> </ul>		Direct practice	

Figure 2: Format of the DLIP

The implementation of learning planning is carried out regularly in accordance with the inclusive education system, but for children with special needs, individual learning is carried out after the class hours are over, namely the Individual Learning Program. The individual learning objectives are carried out to achieve the expected learning outcomes, which are not able to be achieved by children with special needs in learning in regular classes. This individual learning continues to be controlled by psychologist and specialist education experts and accompanied by the shadow who has been given the training to handle children with special needs. So that in the preparation of the LIP that distinguishes the inclusive education system, there is an additional record needed for children with special needs, then individual learning is carried out. With the same planning, teachers make learning innovations with learning methods that make it easier for all students to understand Islamic education learning material.

CONCLUSION

Fill in the Islamic education learning in RA. An-Nahl is an Islamic education material that contains the values

of attitudes, knowledge, and skills. The contents of the Islamic education program include *aqeedah*, *akhlak*, worship (fiqh), Al-Qur'an-Hadith, and date of Islam. The preparation of LIP-Islamic education begins with an annual program, which is to determine Islamic education material in accordance with the competencies in the RA Curriculum. Then arrange a religious program per semester. Followed by the preparation of WLIP and DLIP which is a reference for managing learning activities. What distinguishes LIP from RA, in general, is that there are additional records for children with special needs that will be followed up with individual learning.

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