Inclusive Education Based on Humanistic Learning: Teachers' Innovation Ability in Learning at SMAN 4 Palangka Raya

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Article Information	ABSTRACT
	Background: Teacher innovation and the implementation of humanistic learning in inclusive schools are important to ensure the creation of learning that respects diversity and meets the individual needs of all learners. *Aim:* This study aims to analyze PAI teachers' innovations in implementing inclusive education based on humanistic learning to improve the quality of inclusive and learner-centered learning. *Method:* This study used descriptive qualitative research with data collection techniques in the form of interviews. *Results and Discussion:* The results of this study indicated that PAI teachers' innovation is running well (89.78%) in inclusive education because PAI teachers are able to design and implement innovative learning strategies, including curriculum adaptation, use of relevant learning media, and approaches that pay attention to the special needs of inclusive learners, while humanistic-based learning is running very well (91.36%) in inclusive education because PAI teachers have successfully implemented humanistic learning principles, such as humanizing learners. This is illustrated in the learning process when conducting direct observation in the classroom and in the school environment that every teacher pays attention to every learner's needs. This successful implementation reflects the commitment of PAI teachers in encouraging the creation of a learning atmosphere that is full of empathy, respect for diversity, and supports the holistic development of learners, both in academic and non-academic aspects. These results are evidence that innovation and humanistic approaches are very relevant to support quality inclusive education.

Keywords: Innovation, Inclusive, Humanistic |

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INTRODUCTION

Humanistic-based learning is a learning process where the relationship between a teacher and learners must respect and understand each other (Anwar, 2020, p. 2). If a good relationship exists, the learning process will run smoothly; the teacher helps students achieve their learning goals. Because learning activities run smoothly, it is clear that the teacher's role in learning interactions is to help students learn well and efficiently; teaching is very important (Zaifullah, Cikka, & Kahar, 2021, p. 2). In education, humanistic learning is necessary because everyone's learning ability is different, so teachers cannot use the same learning approach for all students. Humanistic learning theory is one of many theories that can be used to adapt to students' characteristics and abilities (Paling et al., 2024, p. 14). This approach focuses on students in the learning process, highlighting not only academic success but also the development of personal potential, self-awareness, and character. By fostering an environment that supports emotional and social growth, humanistic learning encourages a more compassionate, meaningful, and empowering educational experience.

It Is not easy for a teacher to consider the great responsibility of educating the nation's children (Alkhasanah, Wahyuni, & Fauziati, 2022, p. 2). The teaching process also requires good preparation to ensure the material or knowledge is delivered well. Hence, there is a need for innovation in learning; innovative teaching is necessary for current and future education to help students reach their full potential (Kalyani & Rajasekaran, 2018). One of the teacher's roles is to be innovators, which means they must be able to generate new ideas for learning. With innovation, teachers can create a pleasant atmosphere during the learning process (R. Hidayat, Baharuddin, Sampaleng, & Patras, 2022, p. 2). Innovation refers to new ideas, practices, methods, approaches, or products. Innovation is a process carried out and directed to achieve certain system goals (Rosdiani, 2023, p. 6). Finding new ways to learn is important for tackling the issues in education today. It makes learning more engaging, interactive, and suited to what students need. Moreover, it motivates teachers to keep improving, try out new techniques, and build a more imaginative and effective learning space.

There is a need for innovation in education because innovation does not mean replacing the existing education system or considering it useless; instead, it aims to change and improve

aspects considered less effective over time (Rosdiani, 2023, p. 4). Education will be left behind and outdated without changes in the education system. The selection of the right learning strategy is one factor that affects the teacher's success in delivering the subject matter. Appropriate techniques, including methods, resource utilization, and other elements, will ensure that the learning process runs well and efficiently (Haryanto, 2020, p. 35). Innovation in education is essential for improving the quality of learning and meeting current needs. Through innovation, the education system can become more flexible, inclusive, and better at supporting the overall growth of students. Moreover, innovation brings about beneficial changes in teaching approaches, learning materials, and educational policies.

This humanistic learning theory has clear goals, according to Assegaf in Qodir (2017, p. 4) trying to become more humane, more sensitive to the surrounding environment, learning more about oneself, and achieving self-actualization. The purpose of humanistic theory is to humanize humans, namely achieving self-actualization, self-understanding, and individual self-realization in learning optimally (Yuberti, 2014). Using this humanistic learning approach, learners can develop their thinking skills and understand what is good and bad in their learning process. Therefore, inclusive schools must use humanistic-based learning to produce and achieve the learning objectives of inclusive education (Ahmad, 2020, pp. 6–7).

Inclusive education is an education service system that accommodates children with special needs so that they continue to have the right to learn in schools with other children. It also provides an appropriate educational program tailored to the needs and abilities of each student, with support and assistance provided by teachers and staff so that they can successfully achieve their goals. Inclusive education is in line with the spirit and soul of the 1945 Constitution Article 31 regarding the right of every citizen to obtain education and Article 32 of the National Education System Law Number 20 of 2003, which regulates special education and special service education (Septy, 2021, pp. 10–11). Based on the above laws, educational institutions must be able to provide appropriate educational programs according to the needs of their students, and teachers must be able to innovate in learning, especially in learning PAI (Islamic Religious Education) itself.

Education development in Indonesia should be rooted in the ideology (values) and culture most of the society holds. Many Qur'anic verses explain the religious basis for inclusive education. This explanation is based on the Qur'an, particularly verse 13 of surah Al-Hujurat (Lutfi, 2020), where Allah says.

يَٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنَٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓا۟ ۚ إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَىٰكُمْ ۚ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ

It means :

"O mankind, We created you from a male and a female and made you into nations and tribes that you may know one another. Verily, the noblest among you in the sight of Allah is the most pious among you. Verily, Allah knows best." QS. Al-Hujurat (49): 13

The verse orders ta'aruf each other, that is, to get to know each other with anyone, regardless of social, economic, racial, ethnic, national, and even religious backgrounds. Facts show that communication is very important in human life. Therefore, social harmonization can be achieved if everyone communicates well (Lutfi, 2020).

One of the inclusive educational institutions in Palangka Raya city is SMAN 4 Palangka Raya. The school still accepts students with special needs to study together. Based on the results of interviews conducted by researchers with one of the Islamic teachers, Mr. RA, on Thursday, September 21, 2024, at 13.00 WIB. he said the number of students with special needs at SMAN 4 Palangka Raya as a whole amounted to 12 people consisting of XII, XI, and X classes, for the types and groups that are accepted at SMAN 4 Palangka Raya such as slow learners (slow learners), children with physical disabilities (disabled), mental disabilities (tunagrahita) and other low disorders. To find out the disorders experienced by students, the school requires parents to attach a certificate from a doctor about the disorders experienced by their children so that the school can record and adjust learning according to the child's needs. The problem is that if parents register their children in the regular route so that the school does not know the special disorders of the child, it can cause unevenness in receiving learning. In previous cases, some parents did not notify the school of their child's condition when one of their children had a tantrum and caused a stir in the classroom, which could interfere with the learning process of students at the school. For this reason, health information data for each child is needed when admitting new students.

In the learning process, the planning carried out before teaching is that the teacher prepares the teaching module because it enters the independent curriculum for classes X, XI, and XII. While in its implementation, Islamic teachers, especially Mr. RA, will carry out memorization before entering the material, and the implementation of learning focuses on students where they look for problems, solve problems, and find their solutions; the last new teacher concludes it. As the implementation of learning for students with special needs is not so differentiated from general students, as long as they follow the learning well, are orderly, listen, and do not interfere with the learning process, it is enough to appreciate their intention to learn.

Teachers often face challenges in implementing innovations for inclusive education. As teachers have an important role in the learning process so, the application of innovation for inclusive education is a problem that is quite complicated among teachers (Syamsi, 2010). In this case, many still think that teacher innovation in inclusive education is still lacking (Hanifah, Haer, Widuri, & Santoso, 2021). In fact, many

teachers are still not ready to teach; if they do not know how to teach students with special needs because they do not have a special education background, they can hinder inclusion in the learning process (Amalia, Ramadhani, Novitasari, & Rostika, 2023, p. 4). Due to limited school facilities, teachers find it difficult to develop learning media and use makeshift media (Istiqomah, Anggraeni, Lestari, & Puji, 2023, pp. 4–5). Lack of teacher creativity in developing electronic media due to age (Oktaviani, 2023, p. 3). The low absorption of students in the learning process and the fact that there are still many teachers who are less able to carry out learning properly are necessary to improve the quality of teachers to educate the nation's children and maintain their moral ethics (Yusrina, Bain, & Suryadi, 2019, pp. 51–57).

For this reason, more emphasis must be placed on teaching students with special needs because teachers do not have the necessary knowledge. For this reason, it is essential to find out how innovative teachers are in the learning process because of their very important role in implementing innovative, inclusive learning strategies; teachers must have the understanding and skills to create a learning environment that accepts and supports every student, including students with special needs (Siswatini, 2020). In addition, teachers must have the necessary knowledge and skills to manage an inclusive classroom and provide the right support and guidance for each student. Innovative learning strategies are essential to creating an inclusive and supportive learning environment for students with special needs. In an inclusive learning environment, the participation and achievement of students with special needs can be enhanced by creative methods such as inclusive learning models and the role of teachers in implementing inclusion strategies. Future educators are responsible for helping students achieve mainstream school goals (Komariah, Hamdanah, & Surawan, 2021).

The uniqueness and attractiveness of SMAN 4 Palangka Raya is that it is known as a successful inclusive school in providing quality education for students with special needs. This success attracts many parents to send their children to SMAN 4 Palangka Raya. From the data obtained during the observation, many teachers do not have a special education background. Still, the ability of teachers in the school can teach inclusive classes without a special education background. In this school, there is one child with disabilities manager with two members whose job besides teaching in class is to teach and conduct training for teachers who teach in inclusive classes so that they can understand the inclusive courses they teach. This encourages researchers to learn more about teacher innovation and implementing humanistic-based learning in these schools. This study also aims to analyze Islamic teacher innovation, examine the implementation of humanistic-based learning in inclusive education at SMAN 4 Palangka Raya, and provide benchmarks for Islamic teachers and other educational institutions in implementing inclusive education.

The relevance and actuality of the topic in inclusive education is an important issue in inclusive education today, and humanistic-based learning is considered an effective approach to inclusive education, so this research is expected to make a valuable contribution to the development of inclusive education in Indonesia. Based on this background, this is what encourages researchers to conduct research. Therefore, the researcher is interested in making the title of Inclusive Education Based on Humanistic Learning: The Ability of Islamic Education Teachers Innovate in Teaching at SMAN 4 Palangka Raya.

Literature Review

Before conducting research, researchers first conducted a relevant study, namely identifying sources in the form of existing research results and their relevance to the research to be carried out to avoid similarities in research in terms of research material, subjects, or findings. Among the studies that are considered to have relevance to the research that researchers do, among others:

The research entitled "Learning PAI through a Humanistic Approach for Children with Special Needs in Inclusive Schools" was researched by Iswati & Rohaningsih from Muhammadiyah Metro University in 2021. The research method used is qualitative descriptive with a phenomenological approach. The results of this study indicate that PAI learning through a humanistic approach in children with special needs is in a fairly effective category; this can be seen from the special attention given by PAI teachers to students with special needs so that they can follow and understand learning well. The success of PAI in children with disabilities with a humanistic approach has been considered quite successful; this can be seen when in learning students feel happy not to be distinguished from regular students, they can read iqro', understand hijaiyah letters, can do questions, student progress after learning is better than before (Iswati & Rohaningsih, 2021a).

The research entitled "The Role of Teachers in Implementing Inclusive Education at PAUD Alam Mahira Bengkulu City" was researched by Eghie Giovani from UIN Fatmawati Sukarno Bengkulu in 2022. The method used in this research is qualitative research. The results of this study indicate that the role of teachers in Implementing Inclusive Education at PAUD Alam Mahira Bengkulu City is to provide special learning and learning through special assistant teachers, with a home visit learning system that is tailored to the child's parents and is specific to the child, for example with a week of 2 meetings, and so on (Giovani, 2022).

The research entitled "Inclusive Education at SMAN 4 Palangka Raya" was researched by Makiyah from IAIN Palangka Raya in 2019. The method used in this research is the descriptive qualitative method. The results of this study are as follows: 1) The implementation of inclusive education at SMAN 4 Palangka Raya is by the existing theory. Even though it is not optimal, it

has been running smoothly. a) Planning for inclusive education at SMAN 4 Palangka Raya has a written work program or activity plan for implementing inclusive education. It has been implemented in the school in only a small part. b) The stages of implementing inclusive education at SMAN 4 Palangka Raya have provided friendly classes and implemented a modified curriculum. However, the theory does not implement all stages. c) The inclusive education model used at SMAN 4 Palangka Raya is a regular class model with a pull-out class system (Makiyah, 2019).

Overall, the similarities between some of the relevant research above and the researchers conducted lie in the subject under study, namely inclusive education, which also lies in the object under study, namely humanistic-based learning, and in the research methods used. The differences also lie in the object of research regarding teacher innovation, research locations, and school levels, which are also different, as well as in previous studies using a pedagogical approach based on case studies. In contrast, those used in this study used a narrative approach.

METHOD

This research used descriptive qualitative research, according to Sugiyono in Fadli (2021, p. 3). The data comes from interview script observations, including field notes, surveys, historical analysis, and other documentation (Hidayat, 2021). This study also used a narrative research approach, a narrative report that tells the sequence of events (Yusri, 2020). The subjects in this study focused on Islamic teachers at SMAN 4 Palangka Raya. This study used data collection techniques through interviews, observation, and documentation. Data validation techniques are carried out using source triangulation to test the reliability of the data obtained. In this study, data analysis techniques with content analysis techniques include data collection, data reduction, data presentation, and conclusion drawing or verification.

Rating Scale and Categories theory based on expert views such as Abraham Maslow and Carl Rogers (Schultz & Schultz, 2005, p. 305).

Table 1. Rating Scale Based on Abraham Maslow and Carl Rogers Theory

Number Score	Category	Description
91-100	Very Good	Individuals have reached self-actualization or close to optimal potential. Has strong self-understanding and integration.
76-90	Good	Individuals show positive self-understanding and goal attainment development, although not yet optimal.
61-75	Good Enough	Individuals are early in fulfilling their potential but still face significant barriers.
60 <	Not Good	Individuals show limitations in recognizing potential or meeting basic needs, often hampered by internal conflicts.

RESULTS AND DISCUSSION
Results

In this section, researchers present the research results in the form of percentages obtained from data analysis. Percentages are used to provide an overview of the phenomenon under study to provide a clearer and more measurable understanding of the data distribution. This numerical processing can classify the research results into several categories, such as very good, good, good enough, and less good, according to the specified criteria. This presentation aims to facilitate the systematic interpretation of the research results and assist in drawing objective conclusions based on the data that has been collected and processed.

Table II. Percentage of Islamic Teacher Innovation

No	Indicator	Percentage
1.	Planning	96,7%
2.	Introduction	95,83%
3.	Implementation	91,6%
4.	Assessment	75%
Average		**89,78%**

Description :

The percentage of Islamic Teacher Innovations is categorized
as "Good" in learning in inclusive education.

Table III. Percentage of Humanistic Based Learning

No	Indicator	Percentage
1.	Planning	88,57%
2.	Introduction	96%
3.	Implementation	89,3%
4.	Assessment	91,6%
Average		**91,36%**

Description:

The percentage of humanistic learning implementation falls
into the "Very Good" category in the learning process in
inclusive education.

Discussion

1. Innovation of Islamic Teacher

The results showed that the innovation of Islamic Religious
Education (PAI) teachers at SMAN 4 Palangka Raya in learning
in inclusive education was "good." This indicates that Islamic
teachers can design and implement innovative learning
strategies, including curriculum adaptation, relevant learning
media, and approaches that consider the special needs of
inclusive students. These innovations play an important role in
creating an inclusive learning environment so that all regular
and special needs learners can actively participate in the
learning process with confidence and comfort.

Previous research shows that innovations made by Islamic
teachers in the context of inclusive education positively impact
the quality of learning. According to Mellymayanti et al (2024),
in their research Innovative Learning Strategies in Inclusive
Education in Elementary Schools, this study evaluates the
effectiveness of innovative learning strategies in the context of
inclusive education. The results show that applying methods
such as scaffolding significantly increases the engagement and
self-esteem of students with special needs. These findings
support the results of the study, which show that teacher
innovation is in the good category. In line with the concept of
the purpose of innovation, according to Mazrur (2023, p. 13),
it aims to produce constructive educational concepts, which
can then be transformed into materials that can be used by
educators with the hope of solving educational and learning
problems.

In addition, research by Kencana et al (2020) Review of
Expressive Visual Learning in Inclusive Education Programs:
this article describes innovation in inclusive education by
creating textured visual media as a new insight into learning
activities, which helps students with special needs understand
the material. Their innovation can significantly influence
student learning by making the learning environment inclusive,
interactive, and responsive Wulansari et al (2023, p. 3).
Furthermore, the Inclusive Online Learning Education during

Pandemic research describes the phenomenon of online
learning during the pandemic and how an inclusive approach
can be applied to ensure all students, including those with
special needs, get equal access to education (Rofiuddin, 2023).
This is because the purpose of education is essentially to
humanize people as a form of resistance to discriminatory
attitudes toward school institutions that refuse to
accommodate children with special needs (Khairuddin, 2020).
Thus, innovations made by Islamic teachers in inclusive
education not only improve the quality of learning but also
ensure that all students get equal access to education.

2. Humanistic Based Learning

In addition, the implementation of humanistic-based learning at
SMAN 4 Palangka Raya is categorized as "Very Good" in the
learning process in inclusive schools. Islamic teachers have
successfully implemented humanistic learning principles, such
as humanizing learners, paying attention to learners' emotional
and social needs, and building positive interpersonal
relationships in the classroom. This is illustrated in the learning
process when directly observing in the classroom and the
school environment, where each teacher pays attention to
each learner's needs. The success of this implementation
reflects the commitment of Islamic teachers to encouraging the
creation of a learning atmosphere full of empathy and respect
for diversity and supporting the holistic development of
students, both in academic and non-academic aspects. These
results prove that a humanistic-based approach is highly
relevant to support quality inclusive education.

Previous research shows that applying the humanistic approach
by Islamic Religious Education (PAI) teachers in inclusive
education positively impacts student development, especially
children with special needs. According to Imran (2023), Islamic
Religious Education (PAI) learning strategies for Children with
Special Needs (ABK) class VIII at MTs Muhammadiyah 1 Malang
Humanist Inclusive Education as a Solution to the Education
Model for Children with Special Needs this study emphasizes
that the humanistic education model is successfully applied in
inclusive schools when students feel happy, active, and not
depressed during learning. This approach builds creative,
motivational, and spiritual strength in students. In line with
humanistic learning theory, according to Rogers, cited by
Sabaruddin (2020, p. 9) in his research that focuses on student-

centered methods, using "inter-personal communication," which means centering on students and building their potential to help them overcome life problems. The humanistic approach in classroom management also plays an important role in increasing students' motivation to learn and participate. Aisyah et al (2023) discussed the Humanistic Approach Model in Classroom Management and the importance of the humanistic approach in classroom management, which emphasizes students' psychological, emotional, and social needs. This approach focuses on students' personal development, empowerment, and respect for the uniqueness of each individual.

Furthermore, the humanistic approach in PAI learning encourages the development of students' social-emotional skills, such as empathy, cooperation, and tolerance. According to Iswati & Rohaningsih (2021) Learning Islamic Religious Education through a humanistic approach for children with special needs in inclusive schools highlights that humanistic theory is very relevant and can be applied in learning Islamic religious education through a humanistic approach for students with special needs, which is quite effective. Teachers pay special attention so that students can follow and understand learning well. Rogers' theory, cited by Surawan (2020, p. 65) In his book Freedom to Learn, Rogers states about teaching and learning that all people have a natural aptitude to learn and want to learn. Meaningful learning is experienced about one's integrity, personally involved (involving the learner's cognition and feelings), self-initiated (having the drive to discover that comes from within), pervasive (having an impact on the learner's behavior, attitude, and personality), and evaluated by the learner. This aligns with the goal of inclusive education, which focuses on developing individual potential, empowering students, and respecting the uniqueness of each learner. Research by Makiyah (2019) Inclusive Education at SMAN 4 Palangka Raya highlights that implementing inclusive education at SMAN-4 Palangka Raya is by the existing theory. Even though it is not optimal, it has been running smoothly so far. a) Inclusive education planning at SMAN-4 Palangka Raya has a written work program or activity plan for implementing inclusive education. The inclusive education model used at SMAN-4 Palangka Raya is a regular class model with a pull-out class system.

The studies showed that teacher innovation in inclusive education and the application of humanistic approaches positively impact the engagement, motivation, and learning outcomes of students with special needs. Teachers who implement innovative and humanistic learning strategies can create an inclusive learning environment where students feel valued and supported according to their needs. This suggests that the combination of innovation and humanistic approaches in inclusive education can significantly improve the quality of learning.

Thus, the research results showing teacher innovation in the "good" category and humanistic learning implementation in the "excellent" category in inclusive schools align with previous findings. This confirms the importance of encouraging innovation and humanistic approaches in inclusive education practices to achieve optimal outcomes for all learners.

CONCLUSION

Based on the results of the study, it can be concluded that the innovation of Islamic Religious Education (PAI) teachers at SMAN 4 Palangka Raya in inclusive education based on humanistic learning has achieved significant success. The innovation of Islamic teachers is categorized as "Good" with a percentage of 89.78%, showing the ability of teachers to develop and implement learning strategies that are responsive to the needs of inclusive students. The innovation includes curriculum adaptation, varied teaching methods, and the use of learning media that support the active involvement of all regular and special students. Furthermore, the implementation of humanistic-based learning at SMAN 4 Palangka Raya was successfully categorized as "Very Good," with a percentage result of 91.36%, reflecting the effectiveness of an approach emphasizing respect for diversity, meeting individual needs and forming an empathic learning environment. This proves that the combination of teacher innovation and a humanistic approach not only supports the success of inclusive student learning but also encourages the creation of education that is more inclusive, meaningful, and oriented toward holistic character development. This research confirms that humanistic-based innovation is important in realizing quality inclusive education.

As a suggestion, Islamic teachers are advised to continue to increase innovation in learning by utilizing educational technology, deepen training related to inclusive education, and strengthen collaboration with other teachers, parents, and support personnel at school. In addition, schools need to provide more adequate facilities and resources to support the implementation of humanistic-based inclusive learning. Implicatively, the results of this study show that innovative and humanistic approaches are effective in supporting the success of inclusive students and can also be adapted as a sustainable, inclusive learning model in other schools. This can be a reference for education stakeholders to continue strengthening student-centered inclusive education policies and practices.

support and endless encouragement. May the contributions and assistance of all parties be a useful charity and get a reward.

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