

# Evaluation of Al-Quran Hadith Learning in Inclusive Schools: Strategies to Improve Learning Outcomes of Students with Disabilities

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## ABSTRACT

This study aims to analyze the effectiveness of the Al-Qur'an Hadith learning evaluation method for students with disabilities in inclusive schools, focusing on MI Al-Ikhlas Bagorejo Srono Banyuwangi. Learning evaluation is an activity teachers must carry out to determine the extent to which learning successfully achieves the desired goals, especially for students with disabilities. This study uses a qualitative approach with a case study type, combining observation, interview, and test techniques. The validity of the data is tested by triangulation of sources, methods, and time. The study's results indicate that the Al-Qur'an Hadith learning evaluation design to improve the learning outcomes of students with disabilities is carried out the same as regular students, using the same test instruments. However, there are differences in teacher assistance, such as assistance in mentioning letters and additional time for work. Evaluation is carried out formatively and summatively with authentic assessments that include attitudes, knowledge, and skills. This study emphasizes the importance of adjusting evaluation methods, special training for teachers, and utilizing technology to create inclusive and fair evaluations. Although MI Al-Ikhlas has attempted to implement inclusive evaluations, there is a need for more adaptive strategies to meet the individual needs of students with disabilities.



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## INTRODUCTION

Equalization of public facilities and services for people with disabilities, including equal rights to work and education, has been intensified by the Indonesian government, based on the UNESCO principle that every student is equally important without distinguishing rights and obligations (UNESCO, 2022). This aligns with Law No. 20 of 2003 concerning the National Education System, which emphasizes compulsory education for every citizen aged six years as the state's responsibility (Ministry of Education and Culture, 2014). The implementation of inclusive schools is regulated in Permendiknas No. 70 of 2009, which provides equal educational opportunities for students with various special needs (Permendiknas, 2009). Data shows an increase in the number of students in inclusive schools from 17,473 in 2019 to 17,558 in 2020 (Kemdikbud, 2021). However, learning evaluation, especially for students with disabilities, is a challenge, considering that evaluation is an essential tool for assessing educational progress, including the affective, cognitive, and psychomotor domains (Sahlan, 2013). This study evaluates Al-Qur'an Hadith learning at MI Al-Ikhlas Bagorejo Srono Banyuwangi, including formative and summative evaluations to improve the learning outcomes of students with disabilities.

Based on several preliminary studies, several studies are related to evaluating Qur'an Hadith learning. First, research by Mirrota et al., (2024) found that interactive learning methods can improve students with intellectual disabilities' understanding of Islamic religious lessons through direct activities and role-playing. Second, research by Nasarudin & Syafii (2022) identified three evaluation stages in teacher interactions with students with disabilities: understanding the inclusive

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curriculum, learning resources and media, inclusive lesson plans, and inclusive learning processes. Third, the research of Sumarni et al. (2024) reported that 59.57% of participants assessed that madrasah had implemented inclusive education. However, it was still suboptimal, with the academic performance of children with disabilities that deserve attention. Fourth, research by Muttaqin & Fadholi (2023) stated that teachers assess the cognitive domain through written and oral tests and observations to evaluate the mental and psychomotor domains using performance projects, assignments, and portfolios. Fifth, Sarwadi & Ngabdul's (2023) research highlights that children with intellectual disabilities learn new things more slowly and require individual teaching in memorizing the Qur'an. Sixth, Pamungkas et al.'s (2023) research shows that using gradual sign language in learning the Qur'an and Hadith helps deaf children in Islamic boarding schools. Therefore, this study focuses on the learning evaluation model for students with disabilities in inclusive schools, especially in improving the Qur'an and Hadith learning outcomes.

This study aims to analyze the effectiveness of the Al-Qur'an and Hadith learning method at MI Al-Ikhlash Bagorejo Srono Banyuwangi in enhancing the understanding of mentally disabled students through an interactive approach, as well as identifying the stages of evaluation in teacher interactions with students with disabilities, including inclusive curriculum, learning resources and media, and inclusive learning processes. This study also evaluates the implementation of inclusive education and the academic performance of children with disabilities. By formulating an effective evaluation model, this study focuses on improving the learning outcomes of the Qur'an and Hadith and evaluating the cognitive, affective, and psychomotor domains through various methods. The benefits of this research include guidance for teachers in designing effective learning methods, strengthening understanding of inclusive education evaluation, and providing a learning environment that supports special needs. For educational institutions, this research provides data and recommendations to improve the implementation of inclusive education, assess the program's effectiveness, and assist in the development of inclusive policies. In addition, this research adds to the academic literature on learning evaluation for students with disabilities, provides a basis for further research, and becomes a reference in developing more inclusive and effective curricula and evaluation methods.

Based on the objectives and benefits that have been described, this study hypothesizes that interactive learning methods will significantly improve the understanding of mentally disabled students on the Al-Qur'an Hadith material at MI Al-Ikhlash Bagorejo Srono Banyuwangi compared to conventional learning methods. In addition, the evaluation stages that include an inclusive curriculum, appropriate learning resources and media use, and the inclusive learning process are hypothesized to increase the effectiveness of interactions between teachers and students with disabilities. Optimal implementation of inclusive education is predicted to improve the academic performance of children with disabilities in madrasahs. Furthermore, a comprehensive and structured learning evaluation model, which includes formative and summative evaluations, is expected to be more effective in improving the learning outcomes of the Al-Qur'an Hadith and the cognitive, affective, and psychomotor domains of students with disabilities compared to less structured evaluation models. By testing these hypotheses, it is hoped that this study can provide clear guidance for teachers in designing and implementing more effective learning methods and strengthening their understanding of the importance of inclusive education evaluation in supporting the unique needs of students with disabilities.

## RESEARCH METHODS

This study uses a qualitative paradigm, which views that understanding dynamic social reality must be done interpretively, contextually, and subjectively (Ibrahim, 2018). The type of research used is a case study, which is a qualitative approach that explores real life in a contemporary limited system (case) or various limited systems (various cases) through very detailed and in-depth data collection involving multiple pieces of information (Creswell, 2015). Population and sampling were

conducted using purposive sampling, where the selected subjects were relevant to the studied object (Sugiono, 2016).

This study, the subjects of the study were students with disabilities, teachers who teach in inclusive classes, and madrasah principals. Data collection techniques include observation, interviews, and tests. Observations were carried out using the passive participant method, where the researcher acted as an observer only. Interviews were semi-structured, with several critical questions per the object of study and an unlimited answer system (Creswell, 2014). Tests were conducted with instruments prepared by teachers for students with disabilities. The instruments for these three techniques were developed according to the focus of the study so that the required data can be extracted effectively.

The validity of the data was tested by triangulation of sources, triangulation of techniques, and triangulation of time (Denzin, 1978). The data analysis technique used the Miles and Huberman model (1994), where data analysis was carried out continuously by combining data collection techniques, data presentation, and conclusion. This approach allows researchers to obtain a comprehensive picture of how Al-Qur'an Hadith learning is evaluated to improve the learning outcomes of students with disabilities at MI Al-Ikhlâs Bagorejo Srono Banyuwangi. This analysis also helps identify factors that influence the effectiveness of the evaluation and provides recommendations for future improvements.

## RESULTS AND DISCUSSION

### Learning Evaluation Model for Students with Disabilities in Inclusive Schools

Evaluation means considering specific benchmarks with qualitative characteristics such as good-bad, strong-weak, adequate-inadequate, high-low, and others (Rukajat, 2018). In addition, evaluation is also an activity that provides information and data that can be used to make further decisions (Sahlan, 2013). Learning evaluation is an activity that must be given to students arranged in such a way by educators to find out the students' learning achievements during learning activities. At MI Al-Ikhlâs, learning evaluations are carried out several times in one school year, including summative and formative learning evaluations. Formative evaluation aims to improve the shortcomings of student learning outcomes in each teaching and learning process activity.

In contrast, summative evaluation aims to produce values that are then used to determine the success of student learning at the end of the semester (Magdalena et al., 2021). Both evaluations are carried out in the form of authentic assessments, including each student's attitudes, knowledge, and skills. The implementation of the evaluation includes daily observations by teachers, cognitive assessments through various tests such as daily tests (UH), mid-semester assessments (PTS), end-of-semester assessments (PAS), and end-of-year assessments (PAT), as well as skills assessments through exercises in the subjects of Arts and Culture and talents and interests scheduled every Saturday (Observation, 2022; Adinda et al, 2021).

Although the evaluation of students with disabilities at MI Al-Ikhlâs uses the same instruments as other students, there are differences in treatment that need to be considered. For example, students with intellectual disabilities require full assistance from teachers in completing questions, while students with physical disabilities do not require special treatment in their academic evaluations. This shows that although the goal of inclusive schools is equality of facilities and services, there is a need for adjustments in evaluation methods to meet the individual needs of students with disabilities. At MI Al-Ikhlâs, there are four students with disabilities: two students with intellectual disabilities, one slow learner, and one student with physical disabilities. Observations show that students with physical disabilities have good academic achievement without special treatment, while slow learners in grade 5 need additional time to complete tests. This shows that time adjustments and exceptional support are essential for students with different learning needs.

One of the problems found is using the same evaluation instruments for all students, including students with disabilities. Although the intention to equalize facilities and services is good, this does

not fully reflect the individual needs of students with disabilities (UNESCO, 2017). For example, students with intellectual disabilities require full assistance in completing questions, while students with physical disabilities do not require special treatment in their academic evaluations. Using the same instruments without adjustments can result in inaccurate assessments of the abilities and achievements of students with disabilities (Smith, 2015). Adjustments in evaluation methods are essential to creating an inclusive learning environment (Tomlinson, 2014). At MI Al-Ikhlâs, these adjustments seem to be limited to direct assistance from teachers for students with intellectual disabilities and additional time for slow learners. However, these adjustments need to be further adjusted to the specific needs of each individual. For example, alternative evaluation methods such as oral exams or practical projects can be applied to students with particular learning difficulties, so the assessment is more targeted (Kaufman, 2013).

The role of teachers in implementing evaluations is crucial. Teachers at MI Al-Ikhlâs need to be given special training on how to evaluate students with disabilities. A deep understanding of the various types of disabilities and special needs of students will help teachers design more fair and effective evaluations (Florian & Black-Hawkins, 2011). In addition, this training can also help teachers provide better support during the daily learning process. Technology can be a very effective tool in learning evaluation, especially for students with disabilities. Educational software, adaptive learning applications, and other technological aids can help students with disabilities complete evaluations more independently (Bouck, 2020; Shanker & Kant 2023). For example, students with intellectual disabilities can use applications with text-to-speech or visual aids features to understand exam questions (Beigel, 2019; Karagianni & Drigas, 2023; Polat et al., 2024).

Although MI Al-Ikhlâs has made efforts to implement inclusive learning evaluations, there are still several aspects that need to be improved. Adjusting evaluation methods, teacher training, using technology, and ongoing evaluation with constructive feedback are essential steps that must be taken to ensure that all students, including students with disabilities, receive fair and accurate evaluations. Thus, the goal of inclusive education, namely providing equal opportunities for all students to achieve their maximum potential, can be better achieved.

### **Evaluation of learning the Qur'an and Hadith for students with disabilities in inclusive schools**

Al-Qur'an Hadith is a highly urgent subject, considering that learning can increase students' spiritual intelligence (Berliana et al., 2022). The evaluation of learning Al-Qur'an Hadith given to students with disabilities is no different from all existing subjects. Memorization assessment in the Al-Qur'an Hadith subject in grade 5: "Children who are slow in learning are not immediately free from their task of memorizing short letters; they still get the same opportunity to memorize, only more often remind or provoke the next reading and indeed must be more patient when they memorize" (Syakur, 2022). So, extra patience is needed to achieve learning objectives related to memorizing short letters even though they are already in grade 5. This is similar to disabled students in grade two, "For students with mental disabilities, the emphasis is on memorizing the hijaiyah letters, then some letters that have not been memorized in grade 1 will be continued after moving up to grade 2. At the same time, other friends follow according to the existing essential competencies (KD).

Meanwhile, students with physical disabilities, because their brains are expected, are given the same tasks as their classmates, namely memorizing short letters according to the essential competencies (KD) that must be taken (Karomah, 2022)." In addition to giving different tasks in memorizing short letters, these disabled students also receive special treatment during the habituation of Duha prayers at MI Al-Ikhlâs, where they are still invited to the mosque but do not have to follow all the existing pillars of worship. Enough on introducing the environment and discipline to come in the morning and follow the habituation activities. In addition to the realm of skills, namely memorizing, the data found in the evaluation of learning the Qur'an Hadith is the existence of particular assistance when working on the tests given, both during daily tests (UH), mid-semester assessments (PTS) and during the final semester assessment (PAS). This condition is

adjusted to the needs of students with disabilities. In some inclusive schools, there is one particular teacher who handles students with disabilities, in contrast to MI Al Ikhlas, which is sufficient in the cooperation of existing teachers.

The approach used by MI Al-Ikhlas in evaluating Al-Qur'an Hadith learning shows an awareness of the unique needs of students with disabilities. However, there are still several weaknesses that need to be improved:

1. Applying the same evaluation method for all students, including those with disabilities, shows a lack of differentiation in the assessment process. Students with mental or intellectual disabilities require special adjustments to demonstrate their abilities more accurately (Berliana et al., 2022).
2. Despite efforts to provide equal opportunities in terms of memorization, the fact that slow learners or students with mental disabilities still have to follow the same standards without substantive modifications can be counterproductive. This can cause unnecessary pressure and frustration on these students and assessments that do not reflect their true abilities (Syakur, 2022).
3. The approach taken by providing special assistance during tests is a positive step, but it is still less than optimal if it is not accompanied by special training for teachers. Teachers must understand effective instructional and assessment differentiation techniques for students with disabilities. This assistance may be temporary without adequate training and may not have the expected long-term impact (Florian & Black-Hawkins, 2011).
4. Technology as a tool in the learning and evaluation process still needs to be improved.

Technology can offer various adaptive solutions to help students with disabilities learn and be evaluated according to their needs (Bouck, 2020; Shanker & Kant 2023). For example, learning applications can adjust the difficulty level according to the student's abilities or software that provides visual and audio support. In conclusion, MI Al-Ikhlas must adopt a more comprehensive and inclusive strategy to evaluate Al-Qur'an Hadith's learning for students with disabilities. This includes differentiation of evaluation methods, special teacher training, and educational technology. Thus, inclusive and fair learning goals can be achieved, and each student can develop according to their potential.

### Improving the Learning Outcomes of Al-Quran Hadith for Students with Disabilities in Inclusive Schools

The evaluation aims to see to what extent activities can achieve the desired goals using test and non-test techniques. Test techniques are assessments carried out using tests, either in the form of written tests or interviews. In contrast, non-test techniques are assessments carried out without tests; usually, non-test techniques are used to assess the characteristics of students, either in the form of observations, attitude scales, questionnaires, or interviews (Zainudin, 2021). Thus, one of the desired evaluation results can be in the form of student test results. The following is data from the learning outcomes of Al-Qur'an Hadith of Students with Disabilities at MI Al-Ikhlas:

Table 1. Al-Quran Hadith Values of Disabled Students

No.	Type of Disability	Class	Average UH	PTS	PAS
1.	Mentally disabled	1	75	60	75
2.	Mentally disabled	2	75	75	75
3.	Physical disabled	2	95	98	93
4.	Slow learner	5	85	63	85
	Average		82,5	74	82

The data shows that the evaluation of learning the Al-Qur'an Hadith for students with disabilities has changed. Each evaluation obtains different values with the same implementation

method, namely, getting special treatment according to the needs of students with disabilities. Evaluation is an activity that is ultimately related to values, based on the results of its consideration, whether something, in this case, the implementation of the evaluation has value (Suardipa et al., 2020). The data obtained shows changes in each learning evaluation, so the implementation model of learning evaluation with assistance for students with disabilities has resulted from the evaluation activities. In the sense that the efforts made by teachers for students with disabilities are not in vain in developing their abilities.

The approach used in evaluating Al-Qur'an Hadith learning for students with disabilities at MI Al-Ikhlash shows an awareness of the specific needs of each student. Still, several aspects need to be considered to improve the effectiveness of the evaluation. First, evaluation techniques that include both test and non-test techniques are a comprehensive step to measure student learning outcomes from various aspects. Non-test techniques, such as observation and interviews, are essential to capture students' non-academic characteristics and developments that may need to be visible in written test results (Zainudin, 2021). Second, data obtained from learning outcomes show significant variations in scores between different types of disabilities and classes. For example, mentally disabled students in grade 1 have a lower PTS score (60) compared to the average UH and PAS scores (75), indicating that they may need more adaptive learning and evaluation strategies during the mid-semester assessment period.

In contrast, physically disabled students have consistently high scores across all evaluations, indicating that the evaluations are based on their normal cognitive abilities despite their physical limitations (Teacher Documentation 2023). Third, implementing evaluations that provide special treatment according to the needs of students with disabilities shows positive results. Still, there is a need to develop more specific and tailored assessment techniques further. A one-size-fits-all approach, although carried out with good intentions, can still improve to better meet students' individual needs. This is important so that the evaluation truly reflects the abilities and progress of each student (Suardipa et al., 2020). Fourth, the importance of teacher training in conducting inclusive evaluations must be addressed. Teachers must deeply understand the various types of disabilities and appropriate evaluation strategies. Without adequate training, the special treatment provided may not be fully effective in supporting the learning of students with disabilities. Finally, the use of technology in learning evaluations is still minimal at MI Al-Ikhlash. Technology can provide various adaptive tools, such as educational software that can adjust the difficulty level of questions according to students' abilities or applications that support visuals and audio to help students understand (Bouck, 2020; Shanker & Kant, 2023). Although MI Al-Ikhlash has taken reasonable steps in providing exceptional treatment for students with disabilities, there is room to improve evaluation strategies to be more inclusive and effective. This includes the development of more adaptive evaluation techniques, ongoing teacher training, and using educational technology to support the evaluation process.

## CONCLUSION

Based on the results and discussion of the findings of this study, it can be concluded that the evaluation of learning for students with disabilities at MI Al-Ikhlash shows an awareness of the unique needs of students. However, there are still weaknesses that need to be improved. Evaluations that include test and non-test techniques provide a comprehensive picture of student learning outcomes. Still, the lack of differentiation in assessment methods indicates the need for more adaptive strategies. Approaches involving special assistance have shown positive results, but their effectiveness can be improved through special training for teachers and adaptive educational technology. Therefore, to achieve inclusive and fair evaluations, it is necessary to develop more specific evaluation techniques, ongoing teacher training, and technology that supports the individual needs of students with disabilities.

Practically, this study has several implications for inclusive schools such as MI Al-Ikhlash. First, special training is essential for teachers to understand various types of disabilities and

appropriate evaluation strategies to improve the effectiveness of learning evaluations. Second, there is a need to develop and implement more adaptive and specific evaluation methods according to the individual needs of students with disabilities, such as oral exams or practical projects. Third, adaptive educational technology must be integrated into the learning and evaluation to help students with disabilities achieve their maximum potential. Finally, ongoing evaluation with constructive feedback is necessary to ensure that all students, including students with disabilities, receive fair and accurate assessments and support their optimal development.

This study was limited to one inclusive school, MI Al-Ikhlas, with a sample size of four students with disabilities, so the results may not be generalizable to all-inclusive schools in Indonesia. In addition, external factors such as family support students' social environment and the use of adaptive technology have yet to be explored in depth. For further research, it is recommended to conduct comparative studies in several inclusive schools, expand the sample and variation of disability types, and explore external factors that influence the evaluation results. Further research also needs to examine the application of adaptive technology more broadly and use more diverse research methods to increase the accuracy and validity of the findings.

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