Building a Dream School: Integration of Alternative Inclusion Natural Schools Education centered on Children With Special Needs Based on the Quran and the Sunnah of the Prophet

by Yani Yani

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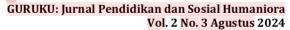
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Abstract Education in Indonesia is still not fully inclusive for children with special needs. Forest schools and inclusive schools offer alternative approaches that focus on holistic and inclusive learning. This research aims to explore the concept of forest school and inclusive school integration to create an innovative dream school. The research method used was qualitative with an analytic descriptive approach. Data collection involved direct observation as well as literature study from books, documents and reputable journals. After the data is collected and grouped according to the data, data analysis will be carried out by applying an analytical descriptive approach, this is to get a comprehensive and in-depth understanding of the phenomenon or concept that is the focus of this research. The results of this study indicate that the integration of forest schools and inclusive schools based on the Al-Quran and Sunnah of the Prophet offers a holistic and inclusive education model. By combining outdoor learning and an inclusive approach, children with special needs can experience a supportive and motivating learning environment, in accordance with the principles of justice and compassion taught in Islam.

Keywords: Inclusive nature school, Quran-based education, integration of children with special needs.

Abstrak Pendidikan di Indonesia masih belum sepenuhnya inklusif bagi anak-anak berkebutuhan khusus. Sekolah hutan dan sekolah inklusi menawarkan pendekatan alternatif yang berfokus pada pembelajaran holistik dan inklusif. Penelitian ini bertujuan mengeksplorasi konsep integrasi sekolah hutan dan sekolah inklusi untuk menciptakan sekolah impian yang inovatif. Metode penelitian yang digunakan kualitatif dengan pendekatan deskriptif analitik. Pengumpulan data melibatkan observasi langsung serta studi literatur dari buku, dokumen maupun jurnal bereputasi. Setelah data terkumpul dan dikelompokkan sesuai datanya makan akan dilakukan analisis data dengan menerapkan pendekatan deskriptif analitik, hal ini untuk mendapatkan pemahaman yang komprehensif dan mendalam tentang fenomena atau konsep yang menjadi fokus penelitian ini. Hasil Penelitian ini menunjukkan bahwa Integrasi sekolah hutan dan sekolah inklusi berbasis Al-Quran dan Sunah Rasulullah menawarkan model pendidikan holistik dan inklusif. Dengan menggabungkan pembelajaran di alam terbuka dan pendekatan inklusif, anak berkebutuhan khusus dapat merasakan lingkungan belajar yang mendukung dan memotivasi, sesuai dengan prinsip-prinsip keadilan dan kasih sayang yang diajarkan dalam Islam.

Kata Kunci: Sekolah Alam Inklusif, Pendidikan Berbasis Al-Quran, Integrasi Anak Berkebutuhan Khusus.

INTRODUCTION

Inclusive education has become a key focus in global efforts to provide quality and equitable education for all children, including children with special needs. However, in many countries including Indonesia, the implementation of inclusive education still faces various challenges. Limited facilities, lack of trained human resources, and lack of understanding and acceptance of the concept of inclusion are obstacles that are often faced (Sukomardojo, T. 2023). In fact, inclusive and holistic education is essential to ensure that every child can develop according to his or her potential.

Correspondingly, the Nature School approach has emerged as an educational alternative that offers a more relevant and meaningful learning experience through direct interaction with nature (Dzaky, A. 2019). This concept supports not only cognitive learning, but also the emotional, social, and physical development of the child. Unfortunately, the Natural School model is often not fully applied to children with special needs, so the benefits cannot be felt by all groups.

This condition shows the urgent need to develop an educational model that integrates the principles of Nature Schools and Inclusion Schools. This integration is expected to create a learning environment that is more inclusive, responsive, and adaptive to the needs of all students. Thus, every child, regardless of their abilities or limitations, has the same opportunity to learn and develop (Heryani &; Kumala, 2021a).

The importance of an approach that combines the School of Nature and the School of Inclusion is also supported by the values contained in the Quran and the Sunnah of the Prophet of Allah. Islam teaches the importance of justice, compassion, and respect for every individual. The Quran emphasizes that every human being is created with his own purpose and strength, so that every child deserves a just and dignified education (QS al-Isra: 70). The Sunnah of the Prophet gave concrete examples of how to treat everyone compassionately and fairly, including those with limitations.

Looking from the perspective of Islamic education, integrating the Nature School and the Inclusion School is not just a pedagogical approach, but also an implementation of the principles of justice and compassion taught by religion. This Quran and Sunnah-based education emphasizes the importance of providing equal opportunities to all children to learn and develop, so that they can reach their maximum potential (Rahmadi, 2024).

Departing from the problems described above, researchers tried to explore the potential and benefits of integrating the two concepts of natural schools and inclusion schools. The ultimate goal is to develop a more inclusive and holistic model of education, which not only supports the academic development of children with special needs, but also enriches their learning experience through interaction with nature and Islamic values.

This integration is expected to be an innovative solution in creating a supportive, just, and compassionate educational environment, in accordance with the guidance of the Quran and the Sunnah of the Prophet of Allah. Thus, every child, including those with special needs, can benefit from a truly inclusive education based on noble religious values (Taufik et al., 2022).

Child-centered education, especially children with special needs, requires an inclusive and holistic approach. In this context, the merging of the concepts of Nature School and

Inclusion School is an interesting alternative to apply. This approach not only emphasizes on academic aspects, but also on the character, spiritual, and social development of children. This concept is in line with the values contained in the Quran and the Sunnah of the Prophet which teaches the importance of justice, compassion, and respect for all individuals, including children with special needs (Heryani &; Kumala, 2021b).

Children with special needs are children who require special handling because of developmental disorders and abnormalities experienced by children. In relation to the term *disability*, children with special needs are children who have limitations in one or several abilities, both physical such as blind and deaf, and psychological such as autism and *Attention Deficit Hyperactivity Disorder* (ADHD) (Heryani &; Kumala, 2021a).

Nature School is an educational concept that emphasizes experiential learning in the outdoors. Environmental education can increase student engagement and motivation through direct interaction with nature. This method supports not only the cognitive development, but also the emotional and physical development of the child (Sobel, 1996). In the context of children with special needs, Sekolah Alam provides a space that is flexible and responsive to individual needs, enabling them to learn and develop according to their individual abilities.

Inclusion Schools are education systems that integrate children with special needs into regular classrooms. That is, an education where all students with special needs are accepted in regular schools located in their areas of residence and receive various support services and education according to their needs (Gamida, 2015). UNESCO states that inclusion is an approach to ensuring all children receive an equitable and quality education. Inclusion is not only about placing children with special needs in the general classroom, but also about changing the education system to meet the needs of all students. This includes curriculum modification, teaching methods, and the provision of appropriate support (UNESCO, 1994).

The merging of the principles of Sekolah Alam with the School of Inclusion offers a comprehensive approach to the education of children with special needs. Natural environments can be an effective tool in supporting inclusion, by providing different contexts for learning and interacting (O'Brien and Murray, 2006). This approach allows children to learn through real experiences in nature, which can reduce stress and improve their psychological well-being. In addition, interaction in an inclusive environment helps children develop social skills and empathy.

Quranic and Sunnah-based education emphasizes the importance of justice, compassion, and respect for all individuals. The Quran states that every human being is created with his own advantages and disadvantages. al-Hujurat verse 13.

يَٰٓأَيُّهَا النَّاسُ إِنَّا خَلَقۡنَٰكُم مِّن ذَكَرٖ وَأُنثَىٰ وَجَعَلۡنَٰكُمۡ شُعُوبٗا وَقَبَآئِلَ لِتَعَارَفُوٓاْۚ إِنَّ أَكۡرَمَكُمۡ عِندَ ٱللَّهِ أَتۡقَىٰكُمۡۚ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ

O man! Truly, We created you from a man and a woman, and We made you into nations and tribes so that you might know one another. Indeed, the noblest among you in the sight of Allah is the most pious. Truly, Allah is all-knowing, all-conscientious.(QS. Al-Hujurat: 13).

The Sunnah of the Prophet Muhammad (peace be upon him) shows concrete examples of how the Prophet Muhammad (peace be upon him) treated everyone fairly and compassionately, including those with limitations. The implementation of these values in education ensures that all children, including children with special needs, have equal opportunities to learn and develop.

The integration of Sekolah Alam and Sekolah Inklusi within the framework of education based on the Quran and Sunnah of the Prophet offers a holistic and inclusive educational model. This approach not only improves the academic aspect of the child, but also builds their character and spirituality. By combining outdoor learning and an inclusive approach, children with special needs can experience a supportive and motivating learning environment, in accordance with the principles of justice and compassion taught in Islam. This integration is an important step in building a dream school that can meet the needs of all children.

RESEARCH METHODS

The research method used is qualitative with a descriptive analytical approach. The analytical descriptive approach aims to in-depth describe and analyze observed phenomena or concepts (Rukajat, 2018). This approach seeks to understand the characteristics, dimensions, and context of the phenomenon. In addition, this approach involves a thorough analysis of the collected data, with the aim of identifying patterns, themes, or other important aspects of the phenomenon.

In this study, the data collection method involves direct observation and literature study from reputable books, documents and journals. By applying a descriptive analytical approach, qualitative research can provide a comprehensive and deep understanding of the phenomenon or concept that is the focus of research (Anggito, . et al, 2018).

RESULTS AND DISCUSSION

Design Analysis

Before starting a concept, it is important to first conduct a design analysis. This confirms that conducting careful analysis and planning is a crucial step to ensure success in implementation (Marayasa, . et al, 2017). Design analysis enables the identification of potential problems and the development of effective solutions before implementation, thereby minimizing risks and increasing efficiency. Thus, a structured approach through design analysis is a solid foundation for the success of any concept.

The analysis used in this design includes; *First,* Feasibility Analysis which evaluates the technical, economic, and schedule possibilities of the project. *Second,* Needs Analysis which identifies the needs and requirements that must be met by the project. *Third*, SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) which analyzes the strengths, weaknesses, opportunities, and threats associated with the project. *Fourth*, an Environmental Impact Assessment (AMDAL) that assesses the impact of the project on the environment and determines the necessary mitigation measures. *Fifth* , Socio-Economic Analysis that evaluates the impact of the project on the social and economic aspects of the surrounding community. Here's a rundown of the analysis that needs to be done in this plan.

Feasibility Analysis consists of several important components. First, Market Analysis, which studies the potential number of students in the region, including age, parental needs, and types of schools of interest. Second, Financial Analysis, which assesses operational costs, potential funding sources such as tuition fees and government assistance, as well as long-term profitability projections. Third, Legal Analysis, which ensures the legality of school establishment, required operational permits, and compliance with applicable education regulations. Finally, Location Analysis, which looks for strategic, safe, and easily accessible locations, and considers the availability of supporting facilities such as fields, libraries, and adequate classrooms. By conducting this analysis, it can be ensured that the establishment of schools is not only financially and legally feasible, but also meets market needs and is located in a place that optimally supports the educational process.

Needs Analysis involves several important aspects to ensure the completeness and readiness of a school. First, analyze the curriculum to be applied, including determining the level of education such as elementary school, the type of curriculum (national, international, or special curriculum such as nature and inclusion schools), and the needs of learning materials. Second, analyze human resources (HR), by assessing the qualifications and competencies of teachers and staff needed, and planning the recruitment and development of education

personnel. Third, analyzing facilities and infrastructure, which includes determining the needs of classrooms, teacher rooms, multipurpose rooms, sports facilities, and other teaching and learning equipment (Malahayati &; Zunaidah, 2021; Trinaldi et al., 2022). By conducting this needs analysis, schools can ensure that all operational and educational aspects are met to support optimal teaching and learning.

SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis covers four important aspects to understand the position and potential of the school. First, Strengths, which identifies the advantages that the school has, such as a unique educational concept, strategic location, or experienced teaching team. Second, Weaknesses, which include being aware of the limitations of the school, such as limited funds, lack of accreditation, or lack of experience in school management. Third, Opportunities, which analyzes opportunities that exist in the surrounding environment, such as educational trends, collaboration with other institutions, or the potential expansion of school networks. Finally, Threats, which identify challenges that schools may face, such as competition with other schools, changes in government policy, or economic crises. By conducting a SWOT analysis, schools can develop strategies to maximize strengths and opportunities, as well as overcome existing weaknesses and threats (Suriono, 2022).

Environmental Impact Assessment (AMDAL) is very important especially for schools planning to build new buildings. This AMDAL aims to assess the impact of development on the surrounding environment, ensure that development activities do not harm local ecosystems and comply with applicable environmental regulations (Sukananda &; Nugraha, 2020).

In addition, Socioeconomic Analysis is also crucial in school planning. This analysis studies the socioeconomic conditions of the community around the school, which is useful for determining the school's fee structure, scholarship programs, and community service plans. By understanding these socioeconomic conditions, schools can design programs that suit the needs and abilities of the local community, and make positive contributions through various social activities.

Implementation Flow

The flow of implementation in schools is very important to ensure that educational activities run regularly and efficiently. With a clear flow, every component of the school, from teachers, students, to administrative staff, can understand their respective duties and responsibilities, as well as the stages that must be passed to achieve educational goals (Kurniasih et al., 2022). The flow of implementation of the Dream school: (1) Socialization Period; (2) Admission of New Students (PPDB); (3) Identification and Assessment; (4) Preparation of student learning profiles; (5) Learning Planning; (6) Learning Implementation

Process; and (7) Modified regular curriculum programs. The implementation flow can be described as follows.

Table 1. Implementation Flow

No	Information	Explanation
1	Socialization Period	This stage involves disseminating information about the school's concept and vision to the wider community. Through seminars, brochures, social media, and in-person visits, the goals and benefits of the education offered by the school are explained in detail.
2	Admission of New Students (PPDB)	Selection process for accepting new students. This includes registration, filling out forms, and conducting tests or interviews to find out the interests and talents of prospective students and their readiness to take part in the educational programs offered.
3	Identification and Assessment	At this stage, an initial assessment of each student is carried out to understand their specific needs, both in academic and non-academic terms. This includes psychological tests, observations, and interviews with parents to get a complete picture of the learners' profiles.
4	Preparation of Student Learning Profiles	Based on the results of identification and assessment, a learning profile is developed that includes the strengths, weaknesses, interests, and special needs of each student. This profile becomes the basis for designing learning according to individual characteristics.
5	Learning Planning	Teachers and education staff design integrated lesson plans, combining the national curriculum with Qur'an-based and Sunnah-based curricula of the Prophet of Allah, as well as inclusive and nature education methods. This plan is tailored to each student's learning profile.
6	Learning Implementation Process	Implementation of teaching and learning activities in accordance with the lesson plan. These activities involve experiential methods in nature, inclusive approaches that

		value diversity, and the teaching of deep Islamic values. Learning is carried out with a holistic approach, developing cognitive, affective, and psychomotor aspects of students.
7	Modified Regular Curriculum Program	The regular curriculum is modified to meet the individual needs of learners. This includes adjustments to materials, teaching methods, and assessments that enable all students, including those with special needs, to learn effectively and thoroughly.

Of course, this implementation flow cannot be ascertained to be perfect, and needs to be applied in order to get the results as expected.

School Education Standards

In an effort to improve the quality of education in Indonesia, the National Education Standards Agency (BNSP) has established eight educational standards that become a reference for all educational institutions. These standards are designed to ensure that every student, without exception, has access to quality and inclusive education. For schools of inclusion, the implementation of this standard has its own challenges, given the need to integrate nature-based learning with the diverse needs of students. The following is an explanation of eight educational standards that have been adjusted to support the concept of inclusive natural schools (Munir, 2023).

First, the Graduation Standard. Graduation standards for students in schools of inclusion cover a wide range of important aspects that not only focus on academic ability, but also include social and emotional skills, motor skills, life skills, and the ability to create and innovate. In addition, students are also expected to have a love for nature, which is obtained through direct interaction and environment-based learning. By developing all these aspects, students are expected to be able to adapt and contribute positively to society, while having awareness and responsibility for the surrounding environment.

Second, Content standards. Content standards in schools of inclusive nature emphasize curriculum design that meets the needs of all children, including children with special educational needs. Learning materials are designed to center on nature and the surrounding environment, with the aim of developing the intellectual, emotional, and social intelligence of each child. In addition, learning materials should be tailored to each student's individual

abilities and needs, ensuring that all children get a relevant learning experience and support their overall development (Ghina Ulpah, . et al, 2024).

Third, Process Standards. Process standards in schools of inclusion nature require the application of diverse and flexible learning methods, techniques and strategies to accommodate a variety of learning styles and the individual needs of all children. Learning should emphasize direct experience, exploration, and discovery, so that students can actively learn and build their own knowledge. Teachers are also expected to provide individualized support and guidance to each child, ensuring that each student receives attention that matches his or her needs and potential.

Fourth, Education standards and education personnel in inclusive natural schools emphasize that educators and education personnel must have qualifications and competencies that are in accordance with the principles of inclusive nature schools. They must have knowledge and skills about inclusive education, and be committed to creating a safe, open and supportive learning environment for all children. Thus, every student, regardless of his/her background and needs, can experience a learning environment that supports their academic and personal development.

Fifth, Standard of facilities and infrastructure. Standards of facilities and infrastructure in inclusive nature schools should be designed to be easily accessible to all children, including children with physical and sensory needs. Facilities and infrastructure should support nature-based learning and hands-on experience, and should be safe and comfortable for all children. Facilities needed include classrooms, psychology rooms, pedagogue rooms, outbound facilities, libraries, places of worship, computer and language laboratories, halls, fields, swimming pools, child-friendly bathrooms, and minimarkets that provide catering and pick-up services for children. With a complete and inclusive infrastructure, schools can create an optimal learning environment for all students.

The six management standards. The management of inclusive natural schools must be carried out in a transparent, accountable, and participatory manner. All stakeholders must be involved in the decision-making process, ensuring that multiple perspectives and needs are addressed. In addition, schools should have systems in place to monitor and evaluate the effectiveness of inclusion programs, to ensure that inclusive education goals are achieved and can be continuously improved.

Seventh, Education Financing Standards. Funding for inclusive natural schools must come from various sources, such as student fees, government assistance, and non-governmental organizations. Financing mechanisms must be transparent and accountable, ensuring that

available funds are used efficiently and on target. Schools should also have systems in place to ensure that all children have access to education, regardless of their economic background.

Eighth, Educational Assessment Standards. The assessment system in schools of inclusion nature should be holistic and sustainable, encompassing not only cognitive aspects, but also social, emotional, and physical aspects. Assessment should be tailored to each child's individual abilities and needs, ensuring that each student is assessed fairly and comprehensively. In addition, assessments should be used to track each child's progress and to inform the learning process, so that teachers can adapt their teaching methods to support each student's optimal development.

Benefits of Integration Between Nature Schools and Inclusion Schools

The integration between Nature Schools and Inclusion Schools has several significant advantages. *First*, the model allows all children, including those with special needs, to learn from direct experience with nature. This not only increases their understanding of the subject matter, but also helps in the development of social skills and life skills necessary for success in the real world. *Second*, it promotes social inclusion and acceptance of diversity. By bringing children with special needs into the same educational environment as normal children, we can reduce stigma and discrimination that often occur. This creates a friendly and supportive learning environment for all students, allowing them to grow and develop together. *Third,* the integration between Nature Schools and Inclusion Schools enriches children's learning experiences. By combining learning through hands-on experience with nature with an inclusive approach, we can create a more engaging and relevant learning environment for all students. This helps increase students' motivation and involvement in the learning process, thereby improving their overall academic results.

The integration of Sekolah Alam and Sekolah Inklusi within the framework of education based on the Quran and Sunnah of the Prophet offers a holistic and inclusive educational model. This approach not only improves the academic aspect of the child, but also builds their character and spirituality. By combining outdoor learning and an inclusive approach, children with special needs can experience a supportive and motivating learning environment, in accordance with the principles of justice and compassion taught in Islam. This integration is an important step in building a dream school that can meet the needs of all children. The school model is as follows.

The motto of this Dream School is "*Learn, Play, Adventure*," reflecting a commitment to diving into the beauty of nature while honing potential. With a vision to become an educational institution based on the Quran and Sunnah, with a "*back to nature*" approach and sustainable

development. Its mission is to develop Sekolah Alam into the best school in accordance with the values of the Quran and Sunnah, as well as develop the potential of students who have special needs.

CONCLUSION

In order to improve the quality of inclusive and holistic education, the integration between the concepts of Nature Schools and Inclusion Schools has been proposed as an innovative step that can provide great benefits to all children, including those with special needs. With an approach that combines outdoor learning with the principle of inclusion, children with special needs are expected to experience a learning environment that is responsive, adaptive, and supports their overall development.

The Nature School concept offers a more relevant and meaningful learning experience through direct interaction with nature, while the Inclusion School integrates children with special needs into regular classrooms with a range of necessary support. By combining these two approaches, it is hoped that it will create an inclusive, responsive, and adaptive learning environment, where every child, regardless of their abilities or limitations, has equal opportunities to learn and develop according to their potential. This is not only in line with Islamic educational principles of justice and compassion, but also provides a solid foundation for creating a supportive, just, and compassionate educational environment, in accordance with the guidance of the Quran and the Sunnah of the Prophet of Allah.

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