



Islamic Religious Education Learning For Students With Intellectual Developmental Disorder In An Inclusive Junior High School

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ABSTRACT

Students with Intellectual Developmental Disorder (IDD) are increasingly enrolled in Indonesian regular inclusive schools, yet limited research has examined how Islamic Religious Education (IRE), which involves abstract concepts, is adapted throughout the instructional cycle. This study describes and analyzes the planning, implementation, and evaluation of IRE learning for students with IDD at SMP Negeri 7 Salatiga, Indonesia. Using a qualitative descriptive design, data were collected from five purposively selected participants: the principal, a Special Assistance Teacher (Guru Pendamping Khusus/GPK), an IRE teacher, and two students with IDD. Data were obtained through passive participant observation, semi-structured interviews, and document analysis, then analyzed using the interactive model of Miles, Huberman, and Saldaña and verified through source and technique triangulation. The findings indicate that (1) planning was conditional and selective, involving modifications to regular lesson plans while retaining alignment with national learning outcomes (CP), learning objectives (TP), and learning objectives flow (ATP); (2) implementation used regular classroom instruction with situational pull-out support from the GPK and varied teaching methods, although individual preferences were only partially accommodated; and (3) evaluation employed adapted assessments, with content coverage and scores adjusted through teacher-GPK collaboration, followed by alternative assignments and repetition. Effective IRE learning for students with IDD requires responsive and individualized teacher-GPK collaboration, which remains largely reactive and undocumented. The study contributes to inclusive religious education by highlighting the need for individualized learning and assessment frameworks.

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Negeri Salatiga; nisrinaanaa@gmail.com**INTRODUCTION**

Inclusive education is grounded in the principle that every learner, regardless of disability, has the right to learn alongside peers in regular schools with the support needed to participate meaningfully (Ainscow, 2020; UNESCO, 2020). Evidence indicates that pupils with intellectual disabilities placed in inclusive classrooms can make academic gains that are at least comparable to, and in some domains greater than, those of peers in special schools (Schnepel et al., 2022). In Indonesia, this principle is embedded in Permendiknas Number 70 of 2009, which defines inclusive education as an educational service that enables students with disabilities and students with special talents to learn together with other students in the same environment. Permendikbudristek Number 48 of 2023 further obliges educational units to provide reasonable accommodation, so that students with disabilities experience learning designed according to their needs even when they are placed in regular classrooms. Inclusive education is therefore not merely a matter of placement; it requires curriculum, pedagogy, and assessment to be deliberately adjusted to the characteristics of each learner (Florian & Black-Hawkins, 2011).

The demand for such adjustments continues to grow. GoodStats, drawing on data from the Ministry of Primary and Secondary Education (Kemendikdasmen), recorded approximately 245.3 thousand students with disabilities across all levels of Indonesian education as of October 2025, of whom 151.7 thousand were at the basic education level and most attended regular or inclusive schools rather than special schools (Christi, 2025). The Long Form of the 2020 Population Census, published by Statistics Indonesia (BPS) in 2024, placed Central Java among the ten provinces with the highest prevalence of difficulties in thinking or learning (0.38%), indicating a considerable population of learners with intellectual limitations in this province (Badan Pusat Statistik [BPS], 2024). However, policy expansion has not always been matched by school readiness. Many Indonesian inclusive schools still lack trained personnel, adequate learning resources, and individualized instructional practices (Efendi, 2018), while teachers' pedagogical and epistemological beliefs strongly shape the extent to which instruction for children with intellectual disabilities is actually adapted (Sheehy & Budiyanto, 2015; Sheehy et al., 2019).

At the local level, data from the Ministry of Primary and Secondary Education show that several educational units in Sidomukti District, Salatiga City, serve students with special needs. SMP Negeri 7 Salatiga is one of them, enrolling 47 students with special needs out of 617 students (Kementerian Pendidikan Dasar dan Menengah Republik Indonesia [Kemendikdasmen], 2026). At the start of the 2026/2027 academic year, 18 students with special needs were recorded in grades 8 and 9, while grade 7 students had not yet completed the screening process. As a provider of

inclusive education, the school admits students with various special needs, including those with Intellectual Developmental Disorder (IDD), and has assigned Special Assistance Teachers (*Guru Pendamping Khusus*, GPK) to support subject teachers, including Islamic Religious Education (IRE) teachers (Kasih et al., 2025).

IDD, termed intellectual disability in the framework of the American Association on Intellectual and Developmental Disabilities, is characterized by significant limitations in both intellectual functioning and adaptive behavior that originate during the developmental period (American Psychiatric Association, 2022; Schalock et al., 2021). These limitations affect reasoning, abstract thinking, working memory, and the generalization of skills, so learners with IDD generally benefit from concrete, explicit, systematic, and repeated instruction (Henry et al., 2022; Spooner et al., 2012). This condition poses a distinctive challenge for IRE. The subject aims to develop students' faith (*iman*), piety (*takwa*), and noble character (*akhlak*), which requires the curriculum and materials to be contextualized to learners' characteristics (Mulyana, 2023). Yet much IRE content, such as the pillars of faith and moral values, is abstract, while worship practices such as prayer (*salat*) involve sequences of movements and memorized recitations that place heavy demands on attention and memory (Rosadi et al., 2024). Religious participation is also an important dimension of quality of life and social belonging for persons with intellectual disabilities and their families (Ault et al., 2013), so meaningful access to religious education is a matter of educational equity rather than an optional service. Accordingly, IRE for students with IDD must be systematically designed across planning, implementation, and evaluation in line with each learner's needs and abilities (Arif et al., 2025).

Several frameworks inform how such design can be achieved. Differentiated instruction emphasizes adapting content, process, product, and the learning environment in response to learners' readiness, interests, and learning profiles (Tomlinson, 2014), whereas Universal Design for Learning (UDL) encourages teachers to plan multiple means of engagement, representation, and action and expression from the outset (CAST, 2018). In inclusive schools, the enactment of these principles depends heavily on collaboration between subject teachers and special education personnel, whether through co-teaching, consultation, or pull-out support (Friend et al., 2010; Scruggs et al., 2007). Assessment, in turn, should be individualized and fair, focusing on each learner's progress toward appropriate targets rather than on group norms (Salvia et al., 2016; Yuwono, 2019). Together, these frameworks provide the analytical lens used in this study to examine how IRE is adapted for students with IDD.

Previous studies have begun to examine IRE for students with special needs. Azza et al. (2024) revealed that implementing IRE in inclusive schools demands teacher creativity, with teacher competence acting as an inhibiting factor and environmental readiness as a supporting factor. Wardhani and Khadavi (2025) showed that adaptive and multisensory methods supported religious understanding and behavior among students in a special school context. Nurdin et al. (2024) found that IRE curriculum development in inclusive schools and madrasahs was generally designed for students with special needs as a broad category, and Ni'mah et al. (2024) examined

IRE learning strategies for eighth-grade inclusive students without distinguishing disability categories. These studies have generally focused on special schools or on inclusive schools in general, have treated students with special needs as a single group, or have examined only one aspect of learning.

This tendency is problematic for two reasons. First, each disability category has different cognitive characteristics and support needs, so findings that are not specific to one type of special need are not necessarily applicable to students with IDD. Second, studies focusing on a single aspect cannot capture how planning, implementation, and evaluation influence one another in real classroom practice. Consequently, there is still limited empirical evidence on the complete IRE learning cycle for students with IDD in inclusive junior high schools, particularly regarding how subject teachers and GPK divide their roles. This study addresses that gap by examining the three aspects comprehensively and interrelatedly, specifically for students with IDD, including the pattern of GPK involvement through pull-out support outside the regular classroom, which has rarely been described in previous research. Accordingly, this study aims to describe and analyze the implementation of IRE learning for students with IDD at SMP Negeri 7 Salatiga by answering three research questions: (1) How is IRE learning for students with IDD planned? (2) How is it implemented in the classroom? (3) How is it evaluated and followed up?

RESEARCH METHODS

Research Design

This study employed a qualitative descriptive design (Sandelowski, 2000). The design was chosen because the study aimed to describe and analyze the implementation of IRE learning for students with IDD as it naturally occurred in the field, without providing treatment or manipulating any variables. Qualitative description stays close to participants' accounts and to observable practice while still allowing interpretive analysis, making it suitable for documenting how an instructional cycle is enacted in a specific context (Creswell & Poth, 2018). The study was situated in a single inclusive school, which allowed the researchers to obtain an in-depth and contextual overview of the planning, implementation, and evaluation stages of learning.

Research Setting

The research was conducted at SMP Negeri 7 Salatiga, Central Java, Indonesia, from July 13 to 24, 2026. The school was selected because (a) it has held official status as an inclusive education provider since the 2012/2013 academic year, (b) it has assigned GPK with backgrounds in therapy and child psychology, and (c) it enrolls students with a formal psychological diagnosis of IDD who attend IRE in regular classes. These characteristics made the school an information-rich site for examining the IRE learning cycle for students with IDD.

Participants

Participants were selected through purposive (criterion) sampling (Palinkas et al., 2015; Patton, 2015). The criteria for adult participants were direct involvement in policy-making, mentoring, or teaching IRE for students with IDD at the school. The criteria for student

participants were (a) a formal psychological diagnosis of IDD, (b) enrollment in a regular class, and (c) participation in IRE lessons. Five participants were involved: the principal, one GPK, one IRE teacher, and two students with IDD (Table 1). Both students underwent psychological assessment by a psychologist at the Salatiga Regional General Hospital (RSUD) on December 17, 2025, which placed them in the IDD category ($IQ \leq 69$) accompanied by limitations in concentration, memory, and social-emotional functioning. Although the number of participants was small, the sample was considered adequate in terms of information power, because the aim was narrow, the participants were highly specific to the phenomenon, and the data were collected through multiple techniques (Malterud et al., 2016). To protect confidentiality, all participants are identified by role codes.

Table 1. Profile of Research Participants

Code	Role	Relevant background	Main data contribution
PR	Principal	Leads the school as an inclusive education provider	Institutional policy, admission, and planning requirements
GPK	Special Assistance Teacher	Educational background in therapy and child psychology	Identification, mentoring, pull-out support, and assessment adjustment
IRE-T	Islamic Religious Education teacher	Teaches IRE in inclusive classes for 13 years	Lesson planning, methods, assessment, and follow-up
S1	Student with IDD	Grade 8; diagnosed with IDD (December 2025)	Learning experiences and preferences
S2	Student with IDD	Grade 8; diagnosed with IDD (December 2025)	Learning experiences and preferences

Data Collection

Data were collected through three techniques. First, passive participant observation was carried out, in which the researchers were present during learning activities without taking part in them. Observations were conducted in 1 IRE sessions of 20 minutes, both in the regular classroom and in the resource (counseling) room, using an observation guide covering lesson opening, delivery of material, methods and media, student engagement, GPK involvement, and assessment activities; field notes were written during and immediately after each session. Second,

semi-structured interviews were conducted with all participants using an interview guide developed from the three aspects of the learning cycle and the school's inclusive context (Sugiyono, 2025). Interviews were conducted in Indonesian, lasted approximately 30 minutes, and were audio-recorded with consent and transcribed verbatim. Interviews with the students used short, simple, and concrete questions and were conducted in a familiar setting accompanied by the GPK to ensure their comfort. Quotations presented in this article were translated into English by the authors. Third, documentation was collected in the form of the IRE lesson plans (RPP), student worksheets (LKPD), assessment rubrics, school decrees and regulations on inclusive education, psychological assessment summaries (with permission), and photographs of learning activities, particularly prayer practice.

Data Analysis

Data were analyzed using the interactive model of Miles et al. (2014), which consists of three concurrent activities. During data condensation, interview transcripts, field notes, and documents were read repeatedly, summarized, and coded. Coding combined a deductive approach, using the four predetermined categories of inclusive education context, planning, implementation, and evaluation, with an inductive approach that allowed new codes to emerge from the data, such as informal adjustment, reactive pull-out, and agreed grading. During data display, the coded data were organized into theme-by-source matrices that enabled comparison across participants and techniques; these matrices were then condensed into the summary of findings presented in Table 2. During conclusion drawing and verification, patterns within each category were interpreted and repeatedly checked against the raw data until the interpretations were consistent with the field evidence.

Trustworthiness and Research Ethics

The trustworthiness of the findings was established using the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985; Nowell et al., 2017). Credibility was strengthened through source triangulation, by comparing accounts from the principal, GPK, IRE teacher, and students, and technique triangulation, by comparing interview, observation, and documentation data (Carter et al., 2014). Dependability and confirmability were supported by an audit trail consisting of raw data, coding notes, and analytic memos. Transferability was supported by thick description of the school context and participants so that readers can judge the applicability of the findings to other settings. Ethically, the study obtained research permission from the faculty [Letter No. B-3167 /Un.29/D1.1/PN.03.1/07/2026] and from the school. Written informed consent was obtained from all adult participants, and parental consent and student assent were obtained for the two students. Participation was voluntary, participants could withdraw at any time, and all identities were anonymized.

RESULTS AND DISCUSSION

IRE learning for students with IDD at SMP Negeri 7 Salatiga was shaped by the interrelation of four elements: the school's institutional status as an inclusive education provider, conditional and selective planning, implementation through a regular class model with pull-out, and

evaluation that prioritizes individualization and functionality. These findings indicate that inclusive education at the school does not stop at the administrative aspect of student admission but functions as an institutional framework that concretely shapes the learning experiences of students with IDD. IRE learning for these students is therefore understood as the result of the interaction between inclusion policy, collaboration between IRE teachers and GPK, and the adjustments made at the planning, implementation, and evaluation stages, which operate as a single unit in practice. Table 2 summarizes the main findings.

Table 2. Main Findings of the Research

Theme	Subtheme	Key evidence	Data source
Inclusive education context	Legal status	The school has been an inclusive education provider since 2012/2013 (Education Office Decree No. 420/0241.21/101 of 2012), reinforced by Mayor Regulation No. 12/2019 and Regional Regulation No. 1/2023.	School documents; official school history
	Identification of students	Students are identified through the disability admission track or referred via the Education Office for psychological assessment; teachers do not diagnose.	GPK and principal interviews; psychological reports
Planning	Lesson plan modification	Modifications are conditional and selective, inserted into the regular RPP for certain materials while still referring to the national CP/TP/ATP; other adjustments occur informally.	IRE lesson plans; IRE teacher and GPK interviews
	Material	Material prioritizes memorization, stories of the prophets, and worship practice, using the reduce-add-repeat principle.	IRE lesson plans; student worksheets
Implementation	Class and mentoring model	Regular class with pull-out: students learn in the regular class and receive conditional GPK support in the resource room when difficulties arise.	GPK, IRE teacher, and principal interviews; observation
	Learning methods	Methods vary (lecture, demonstration, drill, video) and are mostly uniform; individual adjustments are emerging (stories for S1, practice and video for S2).	Observation; photographs of prayer practice; interviews
Evaluation	Form of assessment	Special assessment using the same question format as regular	GPK, IRE teacher, and



		students; material coverage and final scores are agreed upon by the GPK and IRE teacher (1–4 rubric).	principal interviews; rubric
	Follow-up	Alternative assignments (e.g., prayer practice videos) and repetition; no standard mapping of inclusive achievement yet.	IRE teacher and GPK interviews

Inclusive Education at SMP Negeri 7 Salatiga

SMP Negeri 7 Salatiga is one of the inclusive education providers in Salatiga City, as stipulated by the Decree of the Head of the Education, Youth and Sports Office of Salatiga City Number 420/0241.21/101 of 2012 concerning Elementary and Junior High Schools as Providers of Inclusive and Special Talent Education in Salatiga City, which took effect in the 2012/2013 academic year. This status has been maintained to date and is reinforced by Salatiga Mayor Regulation Number 12 of 2019 concerning the Disability Service Unit in the Field of Inclusive Education (Smart Resource Center) and Salatiga City Regional Regulation Number 1 of 2023 concerning the Fulfillment of the Rights of Persons with Disabilities. These regulations position the school as a long-standing and consistent inclusive education provider in Salatiga City.

Students with special needs are admitted either through the disability track in the new student admission process or through psychological screening when teachers observe indications of cognitive and behavioral limitations during learning. As explained by the GPK, *"So if there are complaints, they are submitted to the GPK so that we can later take the children, then we send them to the education office... we provide the data, submit this screening to the education office's psychological team, and then the results will come out. Personally, we don't dare to give our own diagnosis."* This statement shows that the school separates educational identification from clinical diagnosis and relies on professional referral, as recommended for the identification of intellectual disability (Schalock et al., 2021). The two students in this study, S1 and S2, were assessed through this mechanism and were classified as having IDD.

IDD is a condition of limitations in intellectual functioning and adaptive behavior, reflected in the ability to think, reason, communicate, and solve problems below the average level, so that learners need educational services adjusted to their developmental characteristics (Schalock et al., 2021). Current diagnostic guidelines emphasize that the severity of IDD is determined primarily by adaptive functioning in the conceptual, social, and practical domains rather than by IQ scores alone (American Psychiatric Association, 2022). Therefore, the IQ score reported for S1 and S2 should be read together with information on their adaptive functioning when setting IRE learning targets. These intellectual limitations make it difficult for students to understand abstract and complex concepts, so they need concrete and repetitive learning to make the material easier to understand (Rosadi et al., 2024).

These characteristics mean that education for students with IDD cannot be equated with regular education in planning, implementation, or evaluation (George et al., 2024), including in the selection of strategies, methods, media, and even curriculum content (Rendoth et al., 2025). For this reason, the psychologist recommended special mentoring by teachers and learning modifications according to each child's needs while the students remained in the regular track of the inclusive school. In response, the school assigned a GPK with an educational background in therapy and child psychology. The GPK stated that this background enabled the needs of students with IDD in IRE learning to be considered from the planning stage onward. The IRE teacher, for his part, translated the learning outcomes into functional targets, stating, *"For [S1] and [S2], the most suitable material is memorization. As for knowledge about prayer... memorization,"* while practical worship materials such as prayer movements were simplified and taught through repeated practice.

This finding is consistent with Zulkifli et al. (2022), who showed that teachers adapting religious curricula should align content with students' functional level rather than with regular academic achievement. It also contrasts with the national picture, in which many inclusive schools still lack trained support personnel (Efendi, 2018); the presence of a GPK with a therapeutic background was a key enabling condition at this school. Nevertheless, as shown in the following sections, the ratio of GPK to students with special needs remained limited, which shaped how support could be provided. Thus, inclusive education at SMP Negeri 7 Salatiga extends beyond administrative admission and provides a framework that helps IRE teachers design learning responsive to the characteristics of students with IDD.

Planning of Islamic Religious Education Learning for Students with IDD

Modifications to the lesson plan (RPP) for students with IDD were not made for every meeting. The IRE teacher explained that modifications were applied only to certain materials considered difficult for the students, stating, *"The RPP is still differentiated for students like that."* The GPK added that, in meetings without written modifications, adjustments still took place informally outside the RPP document: *"We just did it spontaneously, miss. The teacher said, 'Sir, after semester 1, the material is A B C D E.' We gave this material, and if not, we would reduce it, reduce it, reduce it, until the children could follow the material. We just didn't make the soft file, because it would be too much."* This pattern is consistent with the finding that planning modifications in inclusive classes tend to be ability-driven and applied only to certain parts of the material based on teachers' perceptions of student readiness, while learning objectives and assessment methods often remain undifferentiated (Strogilos et al., 2023). Instructional adaptations that are not formally documented are also a common practice among teachers responding to students with special needs in regular classrooms (Friend & Bursuck, 2019).

The principal expressed a similar view, stating that planning for students with IDD is incorporated into the regular class lesson plan rather than designed separately for each student: *"All teachers are obligated to create learning tools, as regular schools still develop learning tools. Then there*

are inserts to serve and provide services to these children with disabilities." This was evident in the lesson plan for prayer movements, which included inserts of repetition and drill methods for students with disabilities. Integrating modifications into the regular plan, rather than preparing separate documents, partly reflects the logic of UDL, which encourages flexibility to be built into a common curriculum so that diverse learners can access it (CAST, 2018), and corresponds to the content-design principles for religious education proposed by Zulkifli et al. (2022). Teachers who adapt content and processes without documenting them individually are still enacting differentiated instruction, because the essence of this strategy is the adjustment of content, process, and product to student needs (Alrashidi, 2026; Tomlinson, 2014).

However, the reliance on informal and undocumented adjustments has important consequences. The "reduce-add-repeat" principle used by the teachers corresponds to recognized forms of curriculum modification, namely duplication, simplification, substitution, and omission of material (Kusumaningrum et al., 2024), but without written records the decisions depend on the memory and initiative of individual teachers. This creates risks of inconsistency between meetings, discontinuity when teachers change, and difficulty in monitoring student progress. Permendikbudristek Number 48 of 2023 frames reasonable accommodation as a planned obligation of the educational unit, which implies that adjustments should be traceable. A simple individualized learning program that records each student's functional IRE targets, selected materials, accommodations, and success indicators would allow the existing flexibility to be retained while making it accountable. The ability-driven character of planning also reflects teachers' beliefs about how students with IDD learn, which previous Indonesian studies have identified as a key determinant of inclusive practice (Sheehy & Budiyanto, 2015). Thus, IRE planning for students with IDD at SMP Negeri 7 Salatiga is conditional and selective: it is documented in writing only for certain materials, while in other meetings adjustments continue informally as part of the teachers' flexibility in responding to students' needs.

Implementation of Islamic Religious Education Learning for Students with IDD

IRE learning for students with IDD at SMP Negeri 7 Salatiga is implemented through a regular class model with pull-out: students with special needs learn with their peers in the regular class but, at certain times, are taken to the resource room to learn with the GPK. As the GPK explained, *"Yes, usually here/the BK room. Then outside, we look for spots if the children can be comfortable."* Implementation is also flexible according to the child's comfort, such as studying in the school garden or field, or replacing memorization material with prayer movement practice in the counseling room for students who are not yet able to memorize.

The GPK, the IRE teacher, and the principal all stated that GPK involvement in IRE lessons is conditional rather than continuous: students are brought to the GPK room only when they experience difficulties during learning. The GPK emphasized, *"If they are involved, here they rarely come to class, because there are a lot of students with special needs and there are not many GPK here. Usually we collaborate with subject teachers."* The IRE teacher conveyed a similar view: *"With GPK, they are*

usually referred." The principal reinforced this, stating, "GPK is included in learning, meaning that when a problem is found in a lesson, the subject teacher usually immediately coordinates with the GPK friends, the hope is that it is mitigated early and existing problems can certainly be resolved more quickly and better."

In the pull-out model, inclusive students continue to learn in regular classes without special treatment until they need additional assistance (Wibowo et al., 2023). Inclusive schools may also combine regular and pull-out models with curriculum modifications based on identification and assessment results, allowing students to learn alongside their peers while occasionally receiving additional instruction from the GPK (Kusumaningrum et al., 2024). Mentoring therefore does not always take place in the regular classroom but can take the form of separate interventions that respond to students' urgent needs (Sukadari, 2019). The pattern found in this study can be characterized as reactive and conditional collaboration, in which intensive mentoring is activated only when real difficulties arise in the classroom.

This reactive pattern deserves critical examination. Studies of one-to-one support have shown that when support for students with disabilities is delivered mainly by additional staff or in separate settings, students may receive less direct instruction from the subject teacher and fewer interactions with peers (Giangreco, 2010; Webster & Blatchford, 2015). In this study, the limited number of GPK made such separation brief and occasional, which reduces this risk but also means that students with IDD often learn in the regular class without support until a problem becomes visible. Co-teaching research suggests alternative arrangements, such as one teacher instructing while the other assists, or station teaching during practical activities, which can be scheduled for specific lessons rather than every meeting (Friend et al., 2010; Scruggs et al., 2007). For IRE, lessons on prayer practice or memorization would be strategic moments for planned in-class GPK support. Ideally, therefore, the pull-out option should be retained while GPK presence in the classroom is planned at certain times for students with IDD, particularly those with lower levels of intellectual functioning.

The learning methods applied by the IRE teacher varied, including lectures, demonstrations, drills, and video-based learning, but these were generally applied to all students without differentiating individual characteristics. The IRE teacher stated, "When I teach religion, there is more memorization, videos, giving real examples, practice, variety, stories." S1 stated a dislike of visual media and a preference for material delivered through stories: "I don't like using pictures, I prefer it when [the IRE teacher] tells stories." In contrast, S2 preferred direct practice and video-based learning: "I prefer practice and videos."

Learning for students with intellectual disabilities should be designed through a person-centered, individualized, and evidence-based system of supports that considers a multidimensional view of human functioning (Schalock et al., 2021). Ricaforte et al. (2025) reported that alignment between learning and teaching styles was associated with higher engagement among learners with learning disabilities, particularly in interactive, visually rich, and hands-on activities. However, these preferences should be interpreted with caution: a major review found

little robust evidence that matching instruction to fixed learning styles improves achievement (Pashler et al., 2008). It is therefore more appropriate to treat S1's and S2's preferences as cues for engagement and to offer multiple means of representation to all students, as recommended by UDL (CAST, 2018). S2's preference for practice and video is supported by evidence that video modeling and video prompting are effective for teaching multi-step tasks to adolescents with moderate intellectual disability (Mechling et al., 2014); prayer movements, which form a chained sequence, can be broken down into short video segments using task analysis. S1's preference for stories can be accommodated through concrete narratives, such as the stories of the prophets, that link moral values to familiar situations. Peer tutoring is another option that has been shown to improve the academic performance of secondary students with disabilities (Okilwa & Shelby, 2010). In sum, although the IRE teacher's methods were largely general, individual media adjustments had begun to appear, and further differentiation is needed so that learning truly responds to the diversity of students.

Evaluation of Islamic Religious Education Learning for Students with IDD

Evaluation of IRE learning for students with IDD at SMP Negeri 7 Salatiga is carried out through special assessments, as the principal emphasized: *"For children with special needs, they are specifically given their own assessment. Usually, subject teachers coordinate with fellow GPK to formulate the assessment. Of course, it is not appropriate when these children with special needs are also given the same assessment as regular children."* The IRE teacher explained that the written questions were the same as those for regular students but that the material coverage was adjusted to the child's abilities: *"For the written assessment system, the questions are not different."* The GPK added that material could be reduced, added, repeated, or even replaced with self-development material: *"You can reduce, add, repeat... if this child is not capable, we will replace other material... for example, we will replace the material on faith with self-development, then we will just submit the score to the subject teachers."* The final score was then agreed upon with the subject teacher, and the lesson plan included an individual work assessment rubric on a 1–4 scale.

According to individualization-based evaluation, assessment for children with special needs should follow a principle of fairness that considers each learner's potential and barriers rather than group norms (Yuwono, 2019). Although the instrument appears uniform, the weighting and criteria are determined through teacher–GPK agreement, which is consistent with the principle that no single measuring instrument is sufficient for assessing children with special needs (Salvia et al., 2016). Nevertheless, an important distinction should be made between accommodations, which change how a student is assessed without changing what is assessed, and modifications, which change the content or standard being assessed (Salvia et al., 2016). Reducing material coverage and substituting faith material with self-development material are modifications; consequently, the resulting score no longer represents the same competence as that of regular students. This is pedagogically justified for students with IDD, but it should be made transparent, for instance through a descriptive report explaining which targets were assessed. Without such

transparency, a numerical score may mislead parents and future teachers about the student's actual mastery. Overall, evaluation of IRE learning for students with IDD at the school follows individual and functional principles, with adjustments ranging from material coverage to the determination of final scores according to each child's actual abilities.

Post-evaluation follow-up is carried out through special mentoring by the GPK together with the IRE teacher based on the results of a joint assessment, in line with the principles of individual needs assessment and cross-role collaboration in inclusive IRE (Magfud et al., 2023). The IRE teacher explained that students who had not achieved the memorization target were given alternative assignments: *"If they can't, they give other assignments, usually they don't give assignments such as videos of prayer practice at home."* He also applied regular repetition: *"For me, I teach them by repeating it."* This practice responds to the students' tendency to forget, especially after school holidays, and is consistent with evidence of Hebb repetition learning in adolescents with intellectual disabilities (Henry et al., 2022). Research on spaced repetition further suggests that distributing reviews over time, rather than repeating material only in a single session, produces more durable retention (Kang, 2016), which implies that short review sessions after holidays would be particularly beneficial. Students who had already understood the material were reinforced through varied methods such as direct practice and stories according to their interests, as well as experiential learning and peer tutoring as part of inclusive curriculum modification (Mutafarida, 2025).

The GPK added that when students did not meet the evaluation criteria, the IRE teacher consulted the GPK to obtain recommendations for assignments suited to the child's abilities, such as making prayer practice videos for students who are cognitively weak but kinesthetically strong: *"Yes, [the IRE teacher] once did, so he made a video. The children were told to make a video, practice while they pray."* This approach is consistent with the effectiveness of video-based drill methods (Putri et al., 2021), the use of video prompting for multi-step tasks (Mechling et al., 2014), and gradual individual approaches to worship practice (Anggraeni, 2022). Based on the principles of habilitation, rehabilitation, and individualization, teachers need to recognize each child's abilities and limitations in order to adjust the form of assignments and reduce the level of difficulty, particularly for children with intellectual disabilities who are limited academically but have potential in other areas (Sukadari, 2019). This principle also underlies IRE learning based on lifelong learning and student-centered learning for students with intellectual disabilities (Rifqi, 2024), including the practice of reducing competency indicators according to the child's cognitive abilities (Mutafarida, 2025). Ideally, however, assignment adjustments should refer to diagnostic records, given that the primary barriers for students with IDD are cognitive. Memorization assignments should therefore be replaced or complemented with more appropriate forms, such as storytelling or practical demonstration, rather than maintaining the same cognitive targets as for regular students.

Synthesis: An Interdependent but Reactive Adaptive Cycle

Taken together, the findings show that planning, implementation, and evaluation of IRE for students with IDD at SMP Negeri 7 Salatiga form an interdependent cycle held together by IRE teacher–GPK collaboration. Selective planning determines which materials are simplified; the pull-out model provides the space in which simplified materials and alternative methods are delivered; and evaluation, through agreed scores and alternative assignments, feeds back into decisions about what to reduce, add, or repeat. The strength of this cycle lies in its flexibility and responsiveness to individual students, which reflects the core intention of differentiated instruction (Tomlinson, 2014). Its weakness lies in its reactive and undocumented character: adjustments are triggered by visible difficulties rather than planned from diagnostic information, and decisions are not recorded in a form that can be monitored over time. Similar gaps between inclusive policy and classroom practice have been reported in other Indonesian schools (Efendi, 2018; Sheehy et al., 2019). The findings therefore suggest that the next step for inclusive IRE is not to replace teacher flexibility with rigid procedures, but to anchor it in a simple individualized learning program, planned in-class GPK support for key lessons, and a standardized mapping of inclusive learning achievement.

CONCLUSION

IRE learning for students with IDD at SMP Negeri 7 Salatiga is planned, implemented, and evaluated conditionally and flexibly to meet students' individual needs. Planning involves selective modifications for specific materials, inserted into the regular lesson plan while still referring to the national CP, TP, and ATP, accompanied by informal adjustments that are not always documented. Implementation adopts a regular class model with pull-out, in which students learn alongside their peers but receive situational support from the GPK when they encounter difficulties, complemented by a variety of methods that have begun to consider individual preferences. Evaluation uses a special assessment with the same questions as regular students, while the material coverage and final scores are adjusted through agreement between the IRE teacher and the GPK, followed by alternative assignments and repetition based on each child's abilities. The success of IRE learning for students with IDD depends heavily on close collaboration between the IRE teacher and the GPK; however, because the school does not yet have a standardized approach to mapping inclusive achievement, adjustments remain case-specific and dependent on teachers' initiative and experience.

Theoretically, this study enriches the understanding of how differentiated instruction and UDL are enacted informally in religious education and describes a reactive and conditional variant of the pull-out model, in which GPK support is activated only when difficulties arise, which has rarely been described in the inclusive IRE literature. Practically, the findings suggest that schools should develop simple individualized learning programs for students with IDD, schedule planned in-class GPK support for practical and memorization-based IRE lessons, and report modified assessment results descriptively. This study has limitations: it involved a single school,

a small number of participants, and two students with IDD whose characteristics may not represent all students with this condition. Further research is recommended to develop and validate a standardized inclusive achievement map for IRE, to compare patterns across inclusive schools and subjects in order to test the transferability of the findings, and to apply quantitative or mixed-methods designs to measure the effectiveness of adaptive methods, such as video prompting and spaced repetition, on the religious learning achievement of students with IDD.

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**Regulations:**

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