

## ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan strategi pembelajaran PAI berwawasan multikultural, faktor pendukung dan penghambat, dan solusi untuk mengatasi hambatan dalam pengimplementasian PAI berwawasan multikultural di sekolah inklusi SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta.

Penelitian menggunakan pendekatan kualitatif, dengan teknik *purposive sampling* dalam pengambilan data. Data dikumpulkan dengan metode observasi partisipan, *in depth interview*, dan dokumentasi. Kredibilitas data dilakukan dengan cara triangulasi. Analisis data dilakukan sebelum dan selama penelitian dengan model Miles dan Huberman.

Hasil menunjukkan bahwa strategi pembelajaran PAI berwawasan multikultural yang digunakan guru PAI di SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta merupakan strategi pembelajaran tuntas dengan penyesuaian terhadap visi, misi, dan tujuan sekolah sebagai penerapan nilai-nilai multikultural. Dalam penyesuaiannya dengan *setting* kelas inklusi, guru PAI mengimprovisasi strategi pembelajaran PAI berwawasan multikultural dengan aspek-aspek pendidikan inklusi. Adapun faktor pendukung dalam pengimplementasian Pendidikan Agama Islam berwawasan multikultural di sekolah inklusi SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta adalah: (1) peran Kepala Sekolah; (2) peran koordinator Guru Pendamping Kelas; (3) peran Guru Pendamping Kelas; dan (4) peran orang tua yang saling bersinergi dalam mengimplementasikan pembelajaran PAI berwawasan multikultural di sekolah inklusi SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta. Faktor penghambat pengimplementasian Pendidikan Agama Islam berwawasan multikultural di sekolah inklusi SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta adalah keterbatasan pengetahuan guru PAI dalam mengelola kelas inklusi. Guru PAI belum sepenuhnya paham dalam menangani anak berkebutuhan khusus di dalam kelasnya, sehingga pembelajaran terkadang belum dapat berjalan dengan kondusif dan semua materi belum bisa tersampaikan dengan merata. Adapun upaya guru PAI untuk mengatasi keterbatasan tersebut adalah: (1) melakukan observasi dan mendekati diri dengan siswa berkebutuhan khusus; (2) memberikan perlakuan yang sama terhadap peserta didik berkebutuhan khusus dan tidak memaksakan kemampuannya; (3) menggunakan metode tanya jawab ketika proses pembelajaran berlangsung untuk menjaga kefokusannya di dalam pembelajaran PAI; (4) meminta GPK pengganti ketika GPK tidak bisa mendampingi peserta didik; (5) Berusaha mengadakan media belajar kreatif dalam pembelajaran PAI berwawasan multikultural; (6) memperbaiki kualitas mengajar dengan mengikuti seminar dan perkumpulan penunjang kemampuan guru.

*Key-Word:* strategi pembelajaran, pendidikan agama Islam berwawasan multikultural, sekolah inklusi

## ABSTRACT

The research aimed at describing the learning strategy of Islamic study with multicultural concept, the supporting and obstructing factors, and solution to resolve the obstacles in the implementation Islamic study with multicultural concept in inclusion school of SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta.

The research used qualitative approach with purposive sampling technique in the data collection. The data were collected by participant observation method, in depth interview, and documentation. The data credibility was conducted by triangulation method. The data analysis was conducted before and during the research using Miles and Huberman model.

The result showed that the learning strategy of Islamic study with multicultural concept used by Islamic study teachers in SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta was a complete learning strategy with adaptation towards vision, mission, and the objectives of the school as the implementation of multicultural values. In the adjustment with the setting of inclusion class, the Islamic study teachers improvised the Islamic study learning strategy with multicultural concept by using inclusion educational aspects. The supporting factors in the implementation of Islamic study with multicultural concept in inclusion school of SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta were: (1) the role of the headmaster; (2) the role of the teacher's companion coordinator of the class; (3) the role of the teacher's companion of the class; and (4) the role of parents that had synergy to each other in implementing the learning of Islamic study with multicultural concept used by Islamic study teachers in SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta. The obstructing factors in the implementation of Islamic study with multicultural concept in inclusion school of SD Taman Muda Ibu Pawiyatan Tamansiswa Yogyakarta was the limited knowledge of Islamic study teachers in managing inclusion classes. The Islamic study teacher had not completely understood yet in handling children with special needs in their classrooms, so that the learning did not run in conducive way and all the material had not been delivered evenly. Meanwhile, the efforts of the Islamic study teachers to resolve the limitations were: (1) doing observation and getting closer to the students with special needs; (2) giving the same treatment towards all the students with special needs and not forcing the ability; (3) using question and answer method when the learning process was in progress to maintain the focus of teacher's companion of the class in the Islamic study learning; (4) asking for substitute of the teacher's companion of the class when the teacher's companion cannot accompany the students; (5) trying to have creative learning media in the learning of Islamic study with multicultural concept; (6) improving the quality of the teachers by joining seminars and teacher competence supporting organization.

Keywords: learning strategy, Islamic study with multicultural concept, inclusion school

