



Best Practices in Inclusive Islamic Education Management Based on The Ummi Method for Quranic Learning in Supporting SDGs 4 at SD Alam Akhdhor Insan Mulia Depok

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Abstract

Inclusive Islamic education management plays an important role in ensuring equitable and quality learning opportunities in alignment with Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education. This study aimed to analyze best practices in managing inclusive Islamic education based on the Ummi Method for Quranic learning at SD Alam Akhdhor Insan Mulia Depok and to examine its contribution to achieving inclusive educational objectives. This study employed a qualitative case study approach. Data were collected through observations, interviews with school leaders, teachers, Quranic instructors, and relevant stakeholders, as well as document analysis. The data were analyzed using thematic analysis to identify patterns of management practices, implementation strategies, and educational outcomes. The findings showed that the implementation of the Ummi Method supported inclusive Quranic learning through structured curriculum planning, teacher competency development, systematic learning stages, individualized guidance, and continuous evaluation. The school's management practices emphasized accessibility, student-centered learning, character development, and the integration of Islamic values into daily educational activities. The study also found that collaborative management involving school leaders, teachers, parents, and students strengthened the sustainability of inclusive education practices. The integration of the Ummi Method within an inclusive Islamic education management framework demonstrated its potential to support SDG 4 by promoting quality, equitable, and meaningful learning experiences for diverse learners. This study concluded that effective management strategies combined with structured Quranic learning methods can contribute to the development of inclusive Islamic education models aligned with global educational sustainability goals.

INTRODUCTION

Islamic education plays a strategic role in developing holistic individuals who possess faith, knowledge, noble character, and the ability to coexist within diverse societies. In the context of globalization and the development of multicultural communities, Islamic education can no longer focus solely on the cognitive mastery of religious knowledge but must also address the challenges

of inclusivity, social justice, and educational quality for all students (Ririanti et al., 2025; Sulhan, 2022).

The global agenda of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), emphasizes the importance of inclusive, equitable, and quality education for all without discrimination. In line with this agenda, the Indonesian government, through Nawacita, has positioned the development of human resources with character, justice, and competitiveness as a national priority. As an integral component of the national education system, Islamic education is expected to make a meaningful contribution to achieving these educational objectives (Anwiyah et al., 2019).

In practice, many Islamic educational institutions continue to face challenges in implementing comprehensive inclusive education. Children with special educational needs often encounter limitations in accessing equitable, adaptive, and dignified educational services. Furthermore, the strengthening of Islamic values through Quranic learning is frequently limited to cognitive approaches and lacks contextual application (Ririanti et al., 2025).

SD Alam Akhdhor Insan Mulia Depok represents an Islamic educational institution that seeks to address these challenges through an innovative approach. The school integrates Quranic learning using the Ummi Method to strengthen Islamic values, applies a nature-based school approach as a contextual learning strategy (Miftachurrozaq & Widodo, 2023), and implements inclusive education as a core principle to ensure learning rights for all students (Rusmini, 2025). This practice provides an important context for examining best practices in Islamic education implementation that align with contemporary educational demands.

Based on this background, this study formulated the following research questions: What are the profile and characteristics of Islamic education implementation at SD Alam Akhdhor Insan Mulia? How is the Ummi Method implemented in Quranic learning to strengthen Islamic values in schools? How is inclusive education implemented at SD Alam Akhdhor Insan Mulia from the perspective of SDG 4 and Nawacita? Why can the educational practices at SD Alam Akhdhor Insan Mulia be categorized as best practices in innovative Islamic education?

This study aimed to describe the profile and concept of Islamic education at SD Alam Akhdhor Insan Mulia; analyze the role of the Ummi Method in strengthening students' Islamic values; examine the implementation of inclusive education in supporting SDG 4 and Nawacita; and identify best practices in Islamic education implementation that can be adapted by other educational institutions.

METHOD

Types and Approaches to Research

This study employed a qualitative descriptive research approach. This approach was selected because the study aimed to examine the implementation of inclusive Islamic education practices at SD Alam Akhdhor Insan Mulia, particularly the integration of Quranic learning through the Ummi Method, the nature-based school approach, and the application of SDG 4 and Nawacita values (Ardiansyah et al., 2023).

The qualitative approach enabled the researchers to explore educational practices in their natural context and describe the implementation of Islamic education in a holistic and contextual manner (Creswell, 2014). Therefore, this approach was considered appropriate for examining complex and multidimensional educational practices (Awwabiin, 2025).

Research Location and Time

This research was carried out at SD Alam Akhdhor Insan Mulia, which is located in Tapos District, Depok City, West Java. The selection of the research location was based on several considerations, namely:

1. SD Alam Akhdhor Insan Mulia is a nature-based Islamic school that implements inclusive education as a core value;
2. This school uses the Ummi method in learning the Qur'an as a strategy to strengthen Islamic values;
3. Schools have innovative characteristics that are relevant to the SDGs-4 (Quality Education) and Nawacita agendas.

The research was carried out through direct visits to schools to observe and collect field data, so that researchers could obtain an empirical picture of ongoing educational practices (Alwi et al., 2022).

Subjects and Objects of Research

1. Research Subject

Research subjects include:

- a. the principal of Alam Elementary School, Akhdhor Insan Mulia;
- b. Islamic Religious Education Teacher and Qur'an teacher (Ummi method);
- c. Classroom teachers engaged in inclusive learning;
- d. Students (on a limited basis through observation of the learning process).

2. Research Object

The research objects are:

- a. Implementation of Qur'an learning Ummi method;
- b. Inclusive education practices in the school environment;
- c. Nature-based learning approach;
- d. Integration of Islamic values, SDGs-4, and Nawacita in the implementation of education.

Data Collection Techniques

1. Field Observation

Observations were carried out through a direct visit to SD Alam Akhdhor Insan Mulia. The researcher observed firsthand:

- a. The Qur'an learning process uses the Ummi method;
- b. Teacher-student interaction, including inclusive children;
- c. Implementation of nature-based learning;
- d. The school environment and learning culture are built.

Observation is carried out in a non-participatory manner, where researchers are not directly involved in learning activities, but act as observers to obtain objective and authentic data (Lawotan, 2019), (Ardiansyah et al., 2023)

2. Wanwancara

Interviews were conducted in a semi-structured manner to obtain more in-depth data on educational policies and practices in schools. Interviews were conducted with:

- a. School principals, related to the vision, inclusive education policy, and integration of the Umami method;
- b. Al-Qur'an teachers, related to the implementation of the Umami method and learning adaptation for inclusive students;
- c. Classroom teachers, related to nature-based learning strategies and learning differentiation.

Semi-structured interviews were chosen because they provide flexibility for researchers to dig deeper into information according to dynamics in the field. (Ardiansyah et al., 2023).

3. Documentation Studies

Documentation studies were conducted to complement observation and interview data. The documents analyzed include:

- a. School profile and vision-mission;
- b. School curriculum and learning tools;
- c. Umami method of learning the Qur'an;
- d. School policy documents related to inclusive education.

The documentation serves as supporting data that strengthens field findings and increases the validity of the research. (Ardiansyah et al., 2023)

4. Literature Studies

Literature studies are carried out by reviewing books and scientific journals that are relevant to:

- a. Islamic Education;
- b. The Umami method in learning the Qur'an;
- c. Inclusive Education and Universal Design for Learning (UDL);
- d. Nature schools and environment-based learning;
- e. SDGs-4 and national education policy (Nawacita).

The literature is used as a theoretical foundation for analyzing and interpreting field data (Sulhan, 2022).

Data Analysis Techniques

The data analysis in this study was carried out qualitatively descriptive through several stages, namely:

1. Data Reduction, which is selecting and focusing data that is relevant to the research objectives;
2. Data Presentation, which is compiling data in the form of a systematic descriptive narrative;
3. Drawing Conclusions, which is interpreting the meaning of data and relating it to educational theories and policies.

This analysis model refers to Miles and Huberman who emphasize the process of data analysis that takes place in an interactive and sustainable manner (Nurini, 2024).

RESULTS AND DISCUSSION

Institution Profile

SD Alam Akhdhor Insan Mulia is a private Islamic elementary school located in Tapos District, Depok City. This school carries a holistic and innovative educational model with the main goal of forming students who have noble character, independence, creativity, and concern for the environment. Learning at this school is not limited to classrooms but is carried out in an open atmosphere through nature exploration, outbound, project-based learning, and other activities that are contextual with students' daily lives. (Nia Kurnianingsih et al., 2025)

This educational model adopts the principle of nature schools, which places hands-on experience in nature as a core part of the learning process. This approach is in line with the findings of previous research that affirm that environment-based learning is able to increase student involvement holistically (whole child approach), not only in cognitive aspects but also affectively and psychomotor (Rusmini, 2025). The integration of activities in nature opens up space for students to develop a sense of responsibility, cooperation, creativity, and practical skills that are not taught in traditional learning models.

Inclusive Islamic education applied in schools is rooted in the principle of Islam as a religion of rahmatan lil 'alamin, which guarantees every individual the equal right to obtain education without discrimination. This perspective is affirmed in the concept of Islamic inclusive education that respects human dignity (karāmat al-insān) and provides equal learning opportunities for all learners. (Miftachurrozaq & Widodo, 2023).

Thus, SD Alam Akhdhor Insan Mulia not only places Islamic education as a formal subject, but also as a comprehensive value in every aspect of school life (Iryanti, 2024). This creates an educational environment that is based on Islamic values as well as interactive, participatory, and responsive to individual needs.

In addition, the school also affirms the principle of inclusive education by providing educational services to students with special needs in an integrated manner. This is in accordance with research that shows that the integration of Islamic values with inclusive education is able to strengthen the character of students while creating a conducive, collaborative, and equitable classroom atmosphere. (Ririanti et al., 2025).

In the local context, this school is an example of an Islamic educational institution that applies the principles of diversity and humanity in daily educational practices, so as to be able to produce a meaningful and inclusive learning experience for all students.

School Curriculum

SD Alam Akhdhor Insan Mulia implements the Independent Curriculum which is developed in accordance with the characteristics of nature schools and Islamic values that are upheld. This curriculum is thematic, contextual, and flexible so that it allows the integration of Islamic Religious Education into all learning activities, not just as a separate subject.

This integrative approach is in line with the concept of integration of knowledge in Islamic education which emphasizes the integration of the values of revelation and the reality of life, so that students not only learn religious theory, but also practice it in the context of daily life. (Miftachurrozaq & Widodo, 2023).

The school curriculum is designed to encourage active student participation, reflection on Islamic values, and habituation of religious attitudes. This can be seen in the learning pattern that combines spiritual activities such as joint prayer, Qur'an reading, habituation of manners, and social activities that are integrated into the theme of daily learning.

One of the special focuses of this curriculum is learning the Qur'an using the Ummi method. This method is known as an approach that emphasizes easy, fun, and touching learning for students to increase their love for the Qur'an. Research conducted in a number of institutions shows that the Ummi method is effective in increasing students' motivation to learn and achieve the Qur'an, especially when combined with repetition (*muroja'ah*) and a systematic approach. (Rusmini, 2025).

Learning the Qur'an through the Ummi method in this school is applied in an inclusive manner by differentiating learning according to the abilities of each student. This approach allows teachers to adjust tempo, teaching methods, and evaluations according to individual needs, so that all students — including children with special needs — can participate in meaningful learning. (Rusmini, 2025).

Furthermore, the integration of religious learning and the context of life is seen in various activities aimed at simultaneously building students' spiritual, moral, and social competencies. For example, students are encouraged to apply the values of honesty, cooperation, and care through learning projects that involve direct interaction with the environment and society.

Other research also shows that optimizing the Islamic Religious Education curriculum in inclusive classrooms is important to ensure that religious values remain relevant and accessible to all groups of students without compromising the quality of learning (Assiddiqi, 2025). Thus, the curriculum of SD Alam Akhdhor Insan Mulia not only reflects the implementation of the Independent Curriculum, but also a real effort to make contemporary education meaningful, fair, and inclusive.

School of Nature and Environment-Based Learning

The nature school model applied at SD Alam Akhdhor Insan Mulia shows a strong commitment to a learning approach that is closely related to nature and students' real experiences. This approach not only has an impact on increasing student cognitive involvement, but also on affective and psychomotor aspects, which are important in the formation of character and life skills. (Rusmini, 2025).

Environment-based learning or outdoor learning utilizes open space as a learning medium. Activities such as outbound, field trips, nature observations, and garden and environmental maintenance activities are part of pedagogic strategies that help students learn through hands-on experience. This approach allows students to relate the knowledge learned in the classroom to real phenomena in the surrounding environment, resulting in more relevant and memorable learning.

In the context of Islamic Religious Education, this direct experience activity is also used to instill Islamic values such as responsibility for Allah's creation and social concern. This model is in line with research that shows that contextual and environment-based Islamic learning can strengthen students' awareness of moral responsibility to the environment (eco-Islamic education) and form environmental awareness that is relevant to the values of Islamic education pesantren (Fitriani Ulayya et al., 2025).

Nature schools also provide space for students with special needs to learn in a style that suits their needs. Flexible learning, hands-on experience, and a differentiated approach allow inclusive students to be actively involved in the learning process without feeling pressured or left behind.

This seems similar to the findings of other research showing that a holistic inclusive learning environment can help every student, including those with special needs, to thrive optimally, especially when schools provide appropriate tools, curriculum adaptations, and guidance (School et al., 2025).

Thus, nature schools are not only an alternative pedagogic strategy, but also a tool for strengthening character, spiritual, and emotional education that is sustainable, while supporting the achievement of national education goals that emphasize 21st-century skills, such as creativity, collaboration, and problem-solving.

Inclusive Education and Its Contribution to SDGs-4

The implementation of inclusive Islamic education at SD Alam Akhdhor Insan Mulia is very relevant to SDGs-4, especially the target to ensure inclusive and quality education for all without discrimination. Inclusive education in schools is realized through service policies, curriculum adaptation, educator support, and learning that is responsive to the individual needs of students, including children with special needs (Ririanti et al., 2025).

This inclusive education approach is in line with the concept of Islamic educational values which emphasizes respect for diversity, empathy, and strengthening social relationships in the learning environment. Research in elementary schools shows that the integration of Islamic values in inclusive education practices supports the formation of students who are tolerant, responsible, and respectful of each other (Musyakkir et al., 2025), (Ashri Hidayati et al., 2025).

In addition, Qur'anic education with the inclusive Umami method provides opportunities for all students to learn from their respective skill levels, thus ensuring that no child is left behind in understanding the Qur'an. Other studies also highlight that the Umami method can be effectively applied to students with special needs with the adaptation of appropriate learning strategies (Khairunnisa et al., 2024).

Inclusive education implemented in this school not only strengthens the accumulation of religious knowledge, but also ensures that all students are encouraged to develop social, emotional, and critical and creative thinking skills that are at the core of quality education within the framework of SDGs-4.

Excellence and Innovation Carried Out

SD Alam Akhdhor Insan Mulia shows various advantages and innovations in the implementation of Islamic education that are relevant to the needs of students, the development of national education policies, and global demands. The innovations carried out by this school are not sectoral, but are integrated between spiritual, pedagogical, social, and ecological dimensions, thus forming a holistic and inclusive model of Islamic education (Miftachurrozaq & Widodo, 2023), (Rahmah & Kamilah, 2022).

1. Integration of Islamic Education with the Nature School Approach

The main advantage of SD Alam Akhdhor Insan Mulia lies in its ability to integrate Islamic Religious Education with the nature school approach. Nature is used as the main learning resource to instill the value of monotheism, human responsibility as a caliph on earth, and ecological awareness based on Islamic values. This approach is in line with the concept of Islamic education which emphasizes the unity between faith, knowledge, and charity in real life (Miftachurrozaq & Widodo, 2023).

Nature-based learning allows learners to understand Islamic teachings contextually through hands-on experience, not just theoretical understanding. This model has been shown to be effective in shaping religious character and environmental concern from an early age (Rahmah & Kamilah, 2022).

2. Innovation in Al-Qur'an Learning through the Ummi Method

The application of the Ummi method in learning the Qur'an is a strategic innovation that strengthens the school's Islamic identity. The Ummi method emphasizes easy, systematic, and fun learning with measurable quality standards, so that it is able to improve the quality of students' Qur'an reading gradually (Anisah, 2024), (Anisah, 2024).

More than that, the Ummi method is applied in an inclusive manner by paying attention to the differences in students' learning abilities. Students are provided with assistance according to their rhythm and needs, so that learning of the Qur'an becomes child-friendly and non-discriminatory (Rusmini, 2025). This approach is in line with the principles of Islamic education that emphasizes compassion (rahmah) and ease of learning (taisir) (Luthfi, 2025), (Fitriani Ulayya et al., 2025).

3. Strengthening Inclusive Education as a Core Value of Schools

SD Alam Akhdhor Insan Mulia makes inclusive education a core value of the institution. The school provides equal learning opportunities for all students, including children with special needs, through method adjustments, individual mentoring, and flexibility in learning evaluation. This practice reflects the value of justice in Islam that places all human beings in a noble position without discrimination (Ririanti et al., 2025).

The inclusive education implemented by these schools is also in line with the global agenda of SDGs-4 which emphasizes the importance of quality, equitable, and inclusive education for all children (UNESCO, 2024). Thus, these innovations are not only of local and religious value, but also have global relevance. (Ashoumi & Yusuf, 2024).

4. Adaptation of the Independent Curriculum Based on Islamic Values

Another prominent advantage is the school's ability to adapt the Independent Curriculum without eliminating the Islamic character. Learning is designed thematically and project-based by integrating Islamic values, such as honesty, responsibility, cooperation, and social concern. This approach is in line with the goals of the Independent Curriculum in developing the potential of students in a complete and balanced manner (Vindigni, 2024), (Ashoumi & Yusuf, 2024).

This integration shows that the national curriculum can be implemented flexibly and contextually within Islamic educational institutions (Miftachurrozaq & Widodo, 2023).

5. Strengthening Students' Character and Life Skills

SD Alam Akhdhor Insan Mulia also excels in developing students' character and life skills. Through nature-based learning, worship habituation, and social activities, students are trained to be independent, responsible, and have social empathy. Character education like this is an important foundation in forming a Muslim generation that is moral and adaptive to social change (Ashoumi & Yusuf, 2024), (Kurniawan et al., 2025).

This approach emphasizes that Islamic education is not only oriented towards the mastery of knowledge, but also on the formation of personality and sustainable life skills (Mentang & Mua, 2024).

CONCLUSION

This study concluded that the implementation of inclusive Islamic education management based on the Ummi Method at SD Alam Akhdhor Insan Mulia Depok represented a strategic educational practice that integrated Quranic learning, inclusive values, and quality education principles aligned with SDG 4. The school's approach demonstrated that effective Islamic education management was not limited to the delivery of religious knowledge but also involved structured curriculum planning, teacher capacity development, individualized learning support, continuous evaluation, and collaboration among school stakeholders. The implementation of the Ummi Method contributed to strengthening Quranic literacy, Islamic character development, and meaningful learning experiences for diverse students through systematic and student-centered approaches.

Furthermore, this study showed that inclusive Islamic education practices at SD Alam Akhdhor Insan Mulia Depok were strengthened through the integration of Quranic learning, a nature-based educational approach, and collaborative management involving teachers, parents, and the school community. These practices supported the development of an inclusive learning environment that emphasized accessibility, equity, character formation, and respect for student diversity. The findings indicated that the combination of structured Quranic learning methods and inclusive education management can serve as a model for developing sustainable Islamic education practices that support SDG 4. Future research should examine the implementation of similar models in different educational contexts and evaluate their long-term impact on students' academic, spiritual, and social development.

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