

## MANAGEMENT OF INCLUSIVE EDUCATION IN PUBLIC SCHOOLS

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### ***Abstract***

*A common problem encountered in implementing inclusive classes is the difficulty of class management to meet the needs of children with special needs. The impact of this problem has caused several schools to reject students with special needs on the grounds of limited abilities. This study aims to describe the implementation of inclusive school education management. This study uses a qualitative descriptive approach. This study was conducted in July 2023. The research instrument was in the form of an interview sheet with resource persons, class teachers, inclusive teacher managers, and child psychologists. The results of this study are that inclusive school management can be implemented in various aspects. The first aspect is inclusive school equipment which includes assessments of inclusive students, teachers, and learning aids. The second aspect is classroom arrangement which includes seating arrangements, activities, and learning aids in the classroom. The third aspect is the teacher's duties which include the duties of the class teacher as a facilitator, the assistant teacher as a companion to the class teacher in carrying out learning activities in the classroom, and the inclusive teacher whose job is to accompany inclusive students directly. The last aspect is the obstacles and solutions which include the number of students being educated, intimidatio, and how to prevent it, as well as parents who need objective assessments not only from one point of view regarding inclusive children.*

**Keywords:** *Class management, Inclusion, Inclusive Education, ABK*

## **1. INTRODUCTION**

Indonesia is a country that upholds as stated in the preamble of the 1945 Constitution. This means that the Indonesian state provides certainty of education to all its citizens without exception (Kurniawati, 2022). Indonesia is a country that upholds as stated in the preamble of the 1945 Constitution. This means that the Indonesian state provides certainty of education to all its citizens without exception (Wicaksono & Siska, 2020). In accordance with Law No. 20/2003 on the National Education System, which also guarantees that all citizens have the same rights in education, children with special needs also have the same rights in getting a proper education (Dewi, 2020).

Proper education is certainly needed for children with disabilities to help their development (Nurfadillah, 2021). Children with disabilities cannot be equated with other children, especially in the classroom. However, the government continues to meet the needs of children with disabilities through inclusive education (Harahap, 2022). Through inclusive education, children with disabilities have the opportunity to study in mainstream schools with other children. The hope is

that children with disabilities can develop a variety of potentials and introduce them to the world around them without any restrictions that shackle the development of these potentials (Lazar, 2020).

In the implementation of inclusive education in public schools, there are still many problems. The most visible problem is the difficulty of classroom management to meet the needs of children with disabilities (Romadhon et al., 2021). In addition, some teachers also admitted that it is difficult to educate children with disabilities in the midst of other children because their attention is not possible to focus on just one child (Hendrika & Bua, 2022). Children who have special needs on average need more attention so that they can participate in learning optimally. Therefore, suitable classroom management can help to meet the needs of children with special needs in the inclusive classroom (Susilowati et al., 2022).

The impact of these problems has led some schools to reject students with special needs due to their limited abilities. This is unfortunate because children with disabilities lose the opportunity to gain knowledge that is beneficial to them. Some schools in the Yogyakarta area during initial interviews also admitted that they could not accept students with special needs because they did not have sufficient resources. Therefore, role models from schools that accept children with disabilities are needed to serve as examples and motivators for other schools to accept these special children.

This condition is also compounded by the fact that many public schools refuse to implement inclusive education because of the unpreparedness of their resources (Lestari et al., 2022). Ironically, some of these schools are among the favorite schools in their respective regions (Tamela, 2020). On the other hand, many schools are competing to improve their inclusive education system through various strategies, management and implementation techniques (Martono, 2019). Schools that can implement appropriate strategies and management can also be successful in implementing inclusive education. This is a highlight, because resources are of course important but with the right strategy and management, the lack of resources will not be a big problem (W Wijaya 2019). Through these strategies and management, schools can maximize everything they have to implement inclusive education.

To meet the needs of children with disabilities in mainstream schools, several methods can be used, one of which is classroom management. Managing the classroom in this way can help teachers to overcome the limited resources they have. Some research on children with disabilities shows that meeting the needs of children with disabilities does not require fancy equipment. For example, research conducted by Jannah (2018) which showed that the classroom furniture arrangement, classroom lighting, and seating arrangements were able to accommodate the needs of children with disabilities to follow learning well. Another study by Haryanti (2020) shows that good learning management with appropriate methods can also help meet the needs of children with

disabilities in mainstream schools. These descriptions show that good classroom management does not always have to be accompanied by luxurious equipment to help the education of children with disabilities in mainstream schools. Good classroom management can make the resources owned maximally utilized in every lesson with the aim that all students get the same educational rights.

One school in Yogyakarta, SD Budi Mulia Dua, has successfully implemented inclusive classroom management. This is evidenced by the success of their ABK graduates by getting good achievements. Even in the 2023 academic year, there were more than 10 people who received awards internally. This primary school seems to have its own unique inclusive school management. This means that the management of inclusive classes in this school is carried out independently but is still part of the overall classroom management.

Based on this, we can generally see how important management is to help meet the needs of children with disabilities in mainstream schools. This description must be carried out so that schools can better implement inclusive classroom management. With proper classroom management, a school can maximize resources to launch inclusive education activities. Therefore, the author wants to describe inclusive classroom management at SD Budi Mulia Dua through research entitled "Classroom Management in Meeting the Needs of Inclusive Learners in Public Schools". The purpose of the research is to make a study that can be an example of the application of inclusion management in good public schools for other schools.

## **2. METHODS**

This research uses qualitative research, namely data collected in the form of words and pictures, not numbers. According to the understanding expressed by Sugiyono (2018) Qualitative research is research based on the philosophy of postpositivism, used to research on natural object conditions, where the researcher is the key instrument. Data analysis was carried out referring to MileS and Huberman's theory in Sugiyono (2018) which states that qualitative data analysis is carried out in three main stages, namely data reduction, data presentation and conclusion drawing. The data that has been processed is presented in descriptive form. The data validity used in this research is the triangulation technique because, in the data validation process, three data collection techniques are used, namely interviews, observation, and documentation.

Primary data in this study will be obtained through interview techniques which will be complemented by secondary data, namely observation, and documentation. Data collection is carried out by direct interviews with the principal, head of the inclusion field, and inclusion class teachers at SD Budi Mulia Dua. The research was carried out by starting with interviews with resource persons and strengthening the initial data using observation and documentation

supplemented by a literature review of several previous articles. Then the research continued by describing the results and discussion and closed with a conclusion.

### **3. RESULT AND DISCUSSION**

#### **Inclusive School Tools**

In implementing inclusive school management, of course, several learning implementation tools are needed to be prepared. The earliest stage of preparing learning tools at SD Budi Mulia Dua is assessment. Assessment is carried out to diagnose inclusive learners. Assessment is carried out by collecting data to determine the needs of inclusive learners through several tests and observations. The interview results explained that SD Budi Mulia Dua has 2 child psychologists to assist in carrying out the initial assessment process. The child psychologist at SD Budi Mulia Dua explained that the assessment begins with observing new learners during the introduction to the school environment followed by psychological tests to determine the class of inclusive learners. The results of the observations and tests are then communicated to the learners' parents. The inclusion teacher manager also added that the implementation of the initial assessment at the test stage was also assisted by a test tool followed by an interview with the parents of the learners to find out the background of the inclusion child. The observation and test process lasts for approximately 3 months. The result of this observation is the classification of inclusive students who can still follow learning normally and inclusive students who cannot carry out learning without assistance.

After the assessment and testing process is complete and the school has known the needs required in learning, the inclusion teacher, class teacher, and child psychologist begin to plan the implementation of learning. As revealed by the inclusive teacher manager explained that there are regular meetings between inclusive teachers to determine curriculum development for inclusive learners. The child psychologist also added that the regular meetings also discuss activities and learning aids that inclusive learners will need. The inclusive teacher manager also explained that there are special activities for inclusive learners to ensure they get the skills they need. The school also has a special room to train and provide services for inclusive learners. The class teacher adds that activity plans and lesson implementation are made based on inputs and adjustments discussed with the inclusion teacher.

#### **Teacher Duties**

SD Budi Mulia Dua as an inclusive school has an implementation strategy by providing one inclusive teacher for each inclusive learner in the class. According to the results of interviews with inclusive teacher managers and psychologists, the teacher's duties in each class are different but still sustainable. The class teacher has the main task as a class facilitator who assists the learning of all students. In learning activities, the class teacher is assisted by a companion teacher who is a cross-

grade subject teacher. The accompanying teacher has the task of helping to discipline and provide explanations if there are students who are left behind. The inclusion assistant teacher has the task of ensuring that inclusion learners can follow the learning well.

The interview results explained that one inclusion teacher may assist up to three inclusive learners. However, this has a note that inclusive learners are learners who are classified as inclusive learners who can follow the learning. If the students being assisted are inclusive students who cannot participate in learning, then one inclusive teacher can only assist one inclusive student. Inclusion teachers also continue to accompany students in participating in learning, including when there are group discussions. The inclusion teacher is also in charge of adjusting the assessment and materials together with the class teacher so that inclusion learners do not have too much difficulty in following the learning. Classroom teachers, accompanying teachers, and inclusion teachers are also obliged to ensure that all learners in the class get the same rights in learning.

### **Class Placement**

The implementation of inclusive schools is of course closely related to the arrangement of the inclusive classroom itself. Seating placement, group division, and the provision of inclusive learning tools are very important things to consider. The class teacher explained that the seating placement of inclusive learners is adjusted to the results of discussions with their assistants. If the inclusive learner can follow the learning well, the seat can be free according to his/her wishes or arranged by the class teacher. However, if the learner needs extra attention or has extra needs such as hearing and vision deficiencies, the inclusion learner will be given a seat close to the class teacher. The class teacher will also give an understanding to other learners that the inclusion learner may move around or walk around on their own and should not be disturbed. The inclusion teacher manager added that each class is required to have learning aids provided by the school to assist the inclusion learners' learning. Therefore, the class teacher together with the inclusion teacher will discuss the preparation of learning aids before school starts.

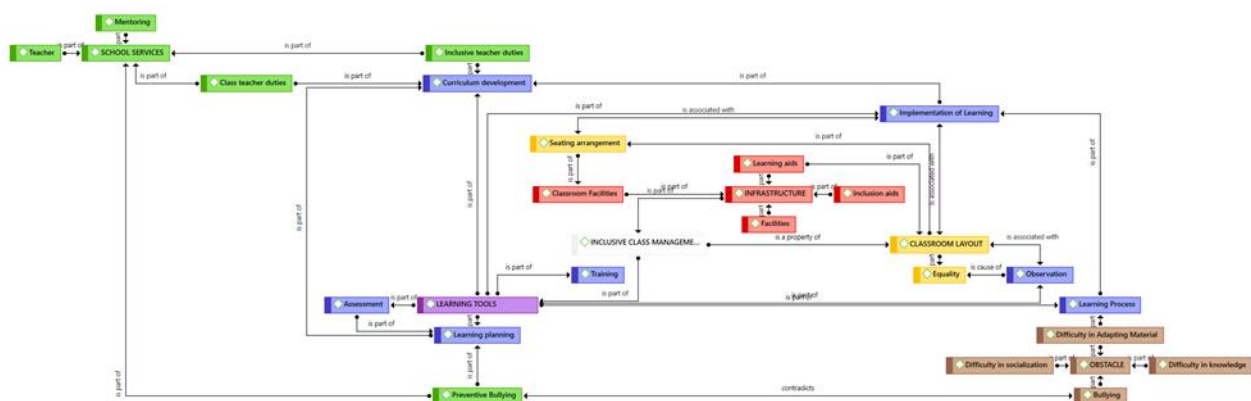
### **Obstacles and Solutions**

SD Budi Mulia Dua as an inclusive school certainly has several obstacles in its implementation. The inclusion teacher explained that the main obstacle in the implementation of inclusive schools is the very limited quota of inclusion students. In the 2023/2024 school year alone, the school has rejected a large number of inclusive students. The inclusion teacher manager added that this problem cannot be solved yet because increasing the number of inclusion students also requires additional resources. The number of classes also cannot be immediately increased because the existing classes are already fully utilized. The class teacher explained that the obstacle that often occurs is bullying from other students. However, the school has implemented preventive

measures for this. The activity is in the form of providing understanding material about inclusive learner education and providing understanding by the school principal and class teachers on an ongoing basis. Meanwhile, the child psychologist explained that the obstacle that often occurs is that parents do not understand that inclusion is not a deficiency. Therefore, many parents of inclusive learners do not accept when their children are declared inclusive. The school responds to this by providing observation results for 3 months and test results, if this is deemed insufficient then parents will be advised to take their children to another psychologist to get a more objective assessment.

## Discussion

The mapping findings of the inclusive education pattern at SD Budi Mulia Dua can be seen in Figure 1.



### Findings of the Inclusive Education Pattern at SD Budi Mulia Dua

(a clearer picture can be accessed at

<https://drive.google.com/file/d/1VVnQjvzMFI7SihMSub7jNlfg7BHWacwJ/view?usp=sharing> )

In this figure, it is known that each aspect of inclusive classroom management is interconnected. For more details, the relationship can be described in the following discussion.

## Inclusive School Tools

In implementing inclusive schools, SD Budi Mulia Dua carries out procedures in accordance with government directives related to inclusive schools. Observation for 3 months is necessary to get appropriate results and not just assumptions. (Nugroho, 2021). There is also more than one child psychologist owned by the school, which will certainly add to the objectivity of the assessments carried out. (Nurfadhilah et al., 2022). This is necessary so that inclusive learners are detected early so that there is appropriate handling so that they do not experience difficulties in learning. (Kresnawaty & Heliawati, 2019). In addition, the test given is also a general psychological test that has been validated nationally. (Kristiana, 2021). Therefore, the test results can be accounted for

their validity. The assessment results are also given to the class teacher. One of the duties of the class teacher is to prepare lesson plans (Suci, 2020). With existing assessments, lesson plans can be adapted for inclusive learners. This is certainly in accordance with the essence of differentiated learning promoted by the independent curriculum (Wijaya et al., 2022). The assessment results also help classify inclusive learners, namely those who can follow and cannot follow the learning. The classification of inclusive learners is important because it can help schools determine actions for these learners (Switri, 2022). In addition, each inclusive learner is also given a companion who takes care of a maximum of 3 children. Inclusive learners do require more attention than non-inclusive learners (Tugiah & Trisoni, 2022). The needs needed also tend to be more, with the presence of accompanying teachers, of course, it will make it easier for these students to participate in the learning that is carried out (Alfina & Anwar, 2020).

### **Teacher Duties**

The duties of teachers at SD Budi Mulia Dua are generally the same as those in other public schools. Classroom teachers have the task of facilitating and preparing learning in accordance with their duties and functions (Andina, 2018). Classroom teachers are also obliged to ensure that their students have equal rights in participating in learning, including inclusive students (Rokhani, 2020). SD Budi Mulia Dua has a special teacher that they call a companion teacher. The accompanying teacher is in charge of accompanying and assisting the teacher in carrying out learning so that all students get the same thing (Haryanti, 2020). In addition, every class at SD Budi Mulia Dua that has inclusive students is also ensured to have an inclusive assistant teacher. The inclusion teacher's job is, of course, to ensure that inclusive learners can participate in learning well. Inclusion teachers also have the task of preparing activities that can help improve the life skills of the learners they assist. Inclusion teachers and class teachers collaboratively make adjustments to materials and evaluations for inclusion learners in order to assess whether the inclusion learners have received their learning rights or not (Dewi, 2020; Lestari et al., 2022; Odas, 2022). Inclusion teachers also conduct regular meetings to discuss difficulties and discuss activities to be carried out. Cooperation between teachers is an important thing that must be maintained so that the implementation of learning can run effectively and smoothly (Ahmad, 2019).

### **Classroom Setup**

Classroom arrangement at SD Budi Mulia Dua is based on the results of a meeting between class teachers and inclusion teachers. In its implementation, the seating arrangement is adjusted to the needs of the learners. In this case, of course, the class teacher also gives priority to inclusion learners to choose their seats or if necessary, they are given a seat close to the class teacher (Kawakip et al., 2023; S. M. Sari & Efendi, 2021). Seating arrangement is important because the seating position of inclusion learners cannot be equated with their non-inclusion peers (Rahman et

al., 2022; Sulistiawati & Prastowo, 2021). They need more attention and adjustments to the extra needs they have. Each class also has inclusive learning tools according to class needs (Anditiasari, 2020). This is certainly in accordance with the government's recommendation that inclusive classes must adapt their learning and management activities to the needs of inclusive students. Complete learning aids are important because with these tools, inclusive students will be helped in understanding the material (Akbar, 2021; Alam & Lestari, 2019; Saputro et al., 2021). In addition, learning aids also help students' concentration and motivation, including for inclusive students.

### **Obstacles and Solutions**

The implementation of inclusive schools is certainly not free from obstacles. One of the obstacles that occurs at SD Budi Mulia Dua is the limited number of inclusive students. This is certainly not a special obstacle for SD Budi Mulia Dua alone, but indeed from the central government there is a rule that the number of students in one class cannot exceed 28 children. Of course, it is not possible for a public school like Budi Mulia Dua to fill it with more than 3 inclusion students. Too many children will make the class ineffective and if added with a large number of inclusion students, it will certainly add to the difficulties for the class teacher (Fitriansyah, 2022; Hidayat et al., 2020; Kalifah & Nugraheni, 2021). The second obstacle found is parents who have not been able to accept that their children are included in inclusive students. This is certainly related to the psychology of parents who do not all accept that their children are different compared to their friends. SD Budi Mulia Dua responds to this wisely and objectively. SD Budi Mulia Dua provides several options such as following the child's observation or choosing another psychologist to conduct the assessment. This will certainly give parents of inclusive students more trust in the school (Hamzah et al., 2020; N. K. Sari & Puspita, 2019; Tugiah & Trisoni, 2022). The next barrier is bullying from inclusive learners' peers. It cannot be denied that inclusive students often get discriminatory treatment leading to bullying. This happens in many places and does require more attention from all parties. This is what is done at SD Budi Mulia Dua. This elementary school implements bullying preventive measures by providing an understanding of it to all students. An understanding of inclusion is also given in each lesson. This makes non-inclusive learners at SD Budi Mulia Dua have a positive attitude towards all their friends without exception. Teachers also provide concrete examples of this through their daily attitudes. This is certainly in accordance with the theory that students, especially elementary school age, still learn from imitation (Mudana, 2019; Romlah & Latief, 2021; Supriatna & Lusa, 2020).

## **4. CONCLUSION**

Based on the results of the research and discussion, it can be concluded that inclusive school management at SD Budi Mulia Dua is implemented in various aspects. The first aspect is inclusive



school equipment which includes assessments of inclusive students, teachers, and learning aids. The second aspect is the classroom arrangement which includes seating arrangements, activities, and learning aids in the classroom. The third aspect is the teacher's duties which include the class teacher's duties as a facilitator, the accompanying teacher as a classroom teacher's companion in carrying out learning activities in the classroom, and the inclusion teacher who is in charge of assisting inclusive learners directly. The last aspect is obstacles and solutions which include the number of students, bullying and how to prevent it, and parents who need an objective assessment not only from one point of view regarding inclusive children.

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