

IMPLEMENTATION OF INCLUSIVE EDUCATION MANAGEMENT FOR CHILDREN WITH SPECIAL NEEDS AT SD IT ANNIDA SOKARAJA

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Abstract

This study aims to describe the implementation of the inclusive education program at SD IT Annida Sokaraja through the stages of preparation, organization, implementation, supervision, and identifying things about the advantages and disadvantages as a form of support and obstacles in its implementation. This study uses a qualitative approach with several methods used, namely data collection techniques in the form of observation, interviews, and documentation. The subjects of this study were all components involved in the implementation of inclusive education at SD IT Annida Sokaraja, namely the Principal, Deputy Curriculum, Inclusion Coordinator and Special Guidance Teacher. The results of this study indicate that planning is carried out by identifying children who are classified as children with special needs and preparing special guidance teachers. In the organizing stage, guidance teachers are distributed according to the category and needs of the child. The implementation of learning is carried out conditionally, adjusting to the characteristics of individual children. Evaluation of student achievement and development is carried out periodically through daily report books and Individualized Education Programs (IEP) which are discussed with parents. Supporting factors in the implementation of the inclusion program include the availability of special guidance teachers and a form of appreciation from the Social Service. Meanwhile, the obstacles faced include the lack of understanding and competence of teachers in dealing with the emotional conditions of ABK. This finding emphasizes the importance of strengthening teacher capacity and a collaborative evaluation system in realizing inclusive and equitable education.

Keywords: Management Implementation, Inclusive Education, Children With Special Needs.

1. INTRODUCTION

The implementation of inclusive education at the elementary school level in Indonesia continues to face a number of challenges, one of which is the limited competence and handling capacity of educators in managing inclusive classrooms, largely due to the lack of specialized training (Rizqianti et al., 2022). Additionally, many schools still lack the resources and optimal facilities needed to support students with special needs, which is generally due to budget constraints and limited government support. Furthermore, the existence of stigma and negative perceptions toward students with special needs remains prevalent, thus hindering the creation of an inclusive and supportive learning environment (Ray et al., 2025). Although the government has issued policies to support the implementation of inclusive education, its application at the school level often lacks consistency. Many educational institutions have not fully integrated inclusive principles into their curricula. Moreover, weak collaboration among stakeholders including the government, schools, parents, and

community organizations results in insufficient holistic support for students with special needs (Kinanthi et al., 2024).

Managing the emotional aspects of students with special needs in the school environment presents a significant challenge for teachers and cannot be taken lightly. Teachers are required to develop appropriate and effective strategies to help students manage stress and maintain focus during the learning process. One strategic approach that can be applied is to create a conducive learning environment. This includes providing continuous emotional support, fostering a safe and pressure-free classroom atmosphere, and encouraging peer social interaction as part of the inclusive learning process (Three & Hanif, 2024). Although children with special needs (CWSN) often have sensory and motor system impairments, they still possess the potential to communicate and comprehend information like other children, albeit through different methods and approaches. Therefore, it is essential to identify and apply appropriate learning methods to optimally support their skill development (Wilda, Ischak, 2021). Inclusive education promotes societal awareness of coexisting with diverse differences. It encourages empathetic collaboration for the common good. Inclusive education is a set of processes in classroom learning, as well as in the systems of communication and interaction among school members. These activities foster an environment of mutual respect, appreciation, and cooperation (Suparjo et al., 2022).

Inclusive education is a strategic approach to educational implementation aimed at ensuring that every child regardless of background, specific needs, or abilities has equal access to learning opportunities in mainstream school settings. The Indonesian government's efforts to equalize education began with the enactment of the 1945 Constitution, Article 31, paragraph (2), which states: "Every citizen is obliged to receive basic education, and the government is responsible for funding it." In Indonesia, the commitment to inclusive education has been reinforced through various national policies, such as Law No. 20 of 2003 on the National Education System and Ministry of National Education Regulation No. 70 of 2009 concerning inclusive education for students with special needs or exceptional cognitive characteristics (Ayibah & Andari, 2022).

At the elementary level, the implementation of inclusive education requires institutional readiness in managing the learning environment, curriculum, human resources, and adequate facilities. However, in practice, several challenges hinder the optimal implementation of inclusion management. These include the lack of learning media or assistive tools for students with special needs and a shortage of teachers with specific competencies. These conditions limit the adaptability of educational services to meet students' individual needs (Belajar et al., 2023). A positive classroom learning environment is one of the key indicators of successful inclusion management. A supportive environment encourages active participation, boosts self-confidence, and optimizes both academic

and social potential. Conversely, failure to manage inclusion can lead to social exclusion, unequal participation, and a decline in learning quality (Semua et al., 2025).

Observing previous studies that can serve as references for this research, the first is the study (Di et al., 2024) titled *"Inclusive Education as a Realization of a Dignified Humanist School in Kediri City."* This study highlights that inclusive education requires thorough preparation at various stages, from planning and mobilization to evaluation. Educators, curriculum, and infrastructure must all support this effort. However, in practice, there are still several obstacles in the field. These challenges depend on the institution's commitment to self-reflection and quality improvement as a responsive effort. The findings also show that the institution under study consistently engages in reflection to achieve effective and sustainable inclusive education. Systematic self-evaluation is required from every school element, including management, teaching, and inclusive culture. This aligns with the spirit of the motto *"A Great and Dignified School"* in Kediri City, which emphasizes the importance of quality, integrity, and advocacy for all students, including those with special needs.

The second study is by (Damayanti & Rachmadanis, 2025) titled *"The Process of Implementing Inclusive Education at SDN Kramat Jati 24 and Its Challenges: A Review from the Perspective of Principals and Teachers."* This research explains that inclusive education at this school includes a diversity of students with special needs (CWSN) across all grade levels, from first to sixth grade. The types of special needs addressed include emotional and behavioral disorders (EBD), communication and intellectual disabilities (intellectual disabilities), autism spectrum disorder (ASD), and attention deficit hyperactivity disorder (ADHD). However, in its implementation, the school faces several challenges, such as limited professional training for teachers, insufficient supportive facilities, and social issues like bullying by regular students toward students with special needs. Nevertheless, the inclusion program is supported by several positive factors, including progressive leadership by the school principal, collaboration among the school, parents, and community, as well as institutional commitment to providing CWSN-friendly facilities. Several efforts have been made to address these barriers, such as ongoing workshops and training, the provision of special education support teachers, and the implementation of differentiated learning strategies. These steps demonstrate a positive direction in supporting the long-term success of inclusive education.

The third study, by (Dini Prima Putri, 2025), explains that curriculum management for inclusive education at SDS DCC Global and SD Insan Mandiri Bandar Lampung demonstrates both differences and similarities. Curriculum planning at SDS DCC Global emphasizes equality and fairness, while SD Insan Mandiri focuses on simplifying learning materials. Curriculum organization in both schools involves multiple stakeholders, although with slightly different compositions. The

curriculum is implemented through Lesson Plans (RPP) and Individual Education Plans (IEP), with SDS DCC Global involving regular students to assist those with special needs (CWSN), whereas SD Insan Mandiri relies on collaboration between classroom teachers and special education support teachers (GPK). Curriculum supervision at SDS DCC Global is conducted through regular monitoring by the school principal, while at SD Insan Mandiri, it involves routine meetings and includes a psychologist, with a focus on comprehensive evaluation covering academic, social, emotional, motor, and independence aspects.

Therefore, through this article, the researchers aim to examine the inclusive management implemented at SD IT Annida Sokaraja. The objective is to gain an in-depth understanding of the factors that motivated SD IT Annida to adopt inclusive education, along with its management processes ranging from planning, organizing, implementation, to supervision. Additionally, the study will assess the extent to which facilities and human resources support the implementation and identify the strategies used by the school to overcome existing limitations. This study is expected to provide a concrete picture of inclusive education practices in the field and offer recommendations to strengthen future inclusive education initiatives.

2. METHOD

This study employs a descriptive qualitative approach. The qualitative approach is a research method that focuses on social inquiry through data collection in the form of narratives, verbal expressions, actions, and the behavior of subjects. In this approach, the researcher does not quantify or classify data into numerical form; therefore, the analysis is entirely descriptive and does not involve statistical calculations. Meanwhile, the descriptive qualitative approach is a type or design of research used to study objects in their natural setting, without manipulation or controlled conditions as found in experiments, and is commonly referred to as qualitative descriptive research. The aim of this research is to portray phenomena in depth, as they naturally occur in the field. The descriptive approach means that the data collected will be presented in a detailed and comprehensive manner, based on the findings that emerge, without being directed toward generalization or drawing quantitative or causal conclusions (Abdi, 2020).

This approach was chosen to explore in depth the process of implementing inclusive management, the challenges encountered, and the strategies developed by SD IT Annida Sokaraja in serving students with special needs. The research was conducted at SD IT Annida Sokaraja, located in Banyumas Regency, Central Java. The research period was planned to take place from May to July 2025.

In research, the term “subject” refers to all human resources or other elements that are essentially the main focus or target of the research activities. Subjects may include individuals, groups, institutions, or other entities relevant to the issues being studied, and from which primary data are obtained for analysis in accordance with the research objectives (Koyan, 2022). In this study, the subjects include all components involved in the implementation of inclusive education at SD IT Annida Sokaraja. The selected informants, chosen through purposive sampling, consist of the school principal, the vice principal for curriculum, the inclusion coordinator, and the special education support teachers.

Data collection techniques refer to the procedures used in a study to gather relevant and necessary information or data using specific methods or strategies (Agustianti et al., 2022). To obtain relevant data, this study employed the following data collection techniques:

- a. Interviews, Conducted in-depth with the school principal, teachers, and special education support teachers.
- b. Participant observation, Performed to monitor and observe the implementation of learning activities in inclusive classrooms.
- c. Document study, Focused on school management documents, such as school programs, records of students with special needs (CWSN), and administrative data related to special needs students.

Data analysis is a systematic process carried out to examine, process, and organize field findings to develop a deeper understanding and present information as part of the research results. This process involves organizing the collected data and interpreting it to generate explanations, concepts, or theories that are relevant and enrich scientific insights in the context of the study (Toenlio, 2021). The following are several data analysis techniques used in this study:

- a. Data reduction. The process by which the researcher collects key information from observations, documentation, and interviews.
- b. Data presentation. Arranging the data into descriptive narratives and tables if necessary.
- c. Conclusion drawing. Structuring research findings according to patterns identified within the data.

The validity of data in a qualitative approach refers to how accurately and reliably the data obtained from qualitative research can be represented (JASMINE, 2021). In this context, data validity is categorized into two types: internal validity and external validity. One method

that can be used to ensure the validity of qualitative research data is the triangulation technique, which involves combining various data collection methods such as observation, interviews, and documentation to check the consistency of the information gathered. This approach aims to enhance the validity and reliability of the findings by comparing results from multiple sources (Waruwu, 2024). The validity of the data in this study was maintained through several techniques, including:

- a. Source triangulation. Where the researcher compares information obtained from different informants.
- b. Method triangulation. The process by which the researcher compares data collected through interviews, observations, and documentation.
- c. Member checking. A process in which the researcher confirms the interview results with the informants to validate the data.

3. RESULTS AND DISCUSSION

The findings of the study indicate that the background behind the implementation of inclusive education management at SD IT Annida had already been laid prior to the school's establishment. Initially, Mrs. Sudi, the head of the foundation, had already founded the IT Annida early childhood education center and kindergarten (KB and TK IT Annida), where the principles of inclusion had been practiced. At that time, inclusion was more about creating a friendly school environment that welcomed all children without discrimination. As explained by the Inclusion Coordinator at SD IT Annida Sokaraja: "It all started from the foundation chairwoman herself, because she has long been involved in education. She naturally has a great affection for children, and since establishing the early childhood and kindergarten schools, she has welcomed all children, including those with special needs. When such children enrolled, they were accepted, and eventually this led to the continuation and implementation of inclusion at the elementary level."

Additionally, a significant factor that supported the early implementation of inclusive education was the personal interest of one of the foundation chairwoman's children in the field of inclusion. This child pursued a formal education in Occupational Therapy, which specifically focuses on children with special needs. As further explained by the Inclusion Coordinator:

"Moreover, she has a child who has a particular interest in the field of inclusion. That child completed their studies in Occupational Therapy, a branch of psychology that focuses

on children with special needs.” Furthermore, Ustadzah Yuli, the Vice Principal for Curriculum, added:

“The reason why SD IT Annida Sokaraja initiated the inclusion program was due to the concern of the foundation chairwoman about children with special needs. Back then, most schools were unwilling to accept them, leaving them without a place to learn or socialize. That is why the chairwoman initiated the inclusive program at SD IT Annida Sokaraja, with the hope of helping these children learn and interact with their peers just like any other child.”

From the above interviews, it is evident that when this school was established as an integrated Islamic school, inclusive programs were already associated with such institutions. Furthermore, the chairwoman’s own child had pursued education in the field of inclusion, reinforcing the adoption of inclusive practices. Fundamentally, the implementation of this inclusive program stemmed from the chairwoman’s deep concern over the injustice faced by children with special needs, especially during a time when very few schools were willing to accept them and allow them to learn and socialize as other children do. Over time, particularly in the Sokaraja area, SD IT Annida Sokaraja has become widely recognized as a school known for its inclusive education program.

1. Inclusive Education Management Planning

Planning an inclusive education program in Elementary Schools is a major foundation in ensuring the availability of equal learning services for all students, including children with special needs. This process involves identifying needs, developing differentiated learning objectives, and mapping relevant resources (Kemampuan et al., 2025).

The initial stage for planning an inclusive education program is a commitment to collaborate with external agencies or organizations related to inclusion, such as the GIS school from Solo. Then there are also psychology-based trainings, namely MIR (multiple intelligence research) which takes from the thoughts of Howard Gardner, which discusses 8 types of intelligence. From this collaboration and training, the main goal is to prepare educators who are ready to accept and are able to develop all the potential, interests and talents of students as a whole. As explained by the Principal that:

"Initially, the Head of the Foundation himself had a commitment to collaborate with agencies and schools that study inclusion, namely GIS from Solo, then training and bringing in training here, namely MIR, which takes Howard Gardner's thoughts to prepare teachers to start this inclusive program. Not only that, but SD IT Annida also held training initiated by

Manif Khotif, which included a special curriculum on various intelligences and children's thinking abilities, which were then implemented comprehensively at SD IT Annida".

Based on the explanation of the Principal above, SD IT Annida also brought in training initiated by Manif Khotif. All teachers took part in this training through the MIR selection test according to the existing flow. In addition to the training, SD IT Annida also adopted the curriculum brought by MIR which focuses on the different skills and learning styles of children. Be it audio, numbers and logic, music, kinesthetic, logical mathematics, special visuals, images and space, and linguistics. So, each teacher is given a lesson plan containing a kind of RPP if in the current era. Which details the child's learning style and is then adjusted to the teaching method, and it can be applied to the subjects of PAI, Fiqh, Akidah Akhlak and so on. So that teachers at SD IT Annida must follow the lesson plan that has been given when they are going to teach in class, especially for children who have special needs in the learning process and are also adjusted for extracurricular programs in order to maximize the learning styles of students. For example, if there are students whose learning style is kinesthetic (lots of movement), then the right extracurricular for these students is taekwondo. Where taekwondo certainly requires students to move a lot in it. This is in line with the delivery of the inclusion coordinator regarding planning, as explained that:

"When accepting new students, the school in particular pays close attention to the condition and characteristics of the child. I am usually asked to pay attention to the child's development over a certain period of time periodically, which then aims to determine whether this student needs assistance or not. Because not all parents convey their child's condition to the school". Furthermore, in this planning there is a special identification for each child or new student. As explained by the Principal, namely:

"When accepting new students, not all parents are willing to convey about their child's condition, some even seem to cover it up. Therefore, the school usually conducts special observations and also provides written tests according to their level to determine whether they are normal or slow learners".

So, from this statement, the author can conclude that SD IT Annida has several strategies that are usually used to identify new students, namely:

1. Open communication with parents;
2. Observation;
3. Simple written test.

2. Organizing Inclusive Education Management

The organizational stage reflects the school's efforts in developing the implementation structure for the inclusion program, including the placement of special assistant teachers, management of facilities and infrastructure, and the formation of a special service team tasked with handling curriculum adaptation and assessment (Zativalen et al., 2024). Before the implementation process, of course a school must first carry out the organizing stage. The results of the study at SD IT Annida showed that:

"First, we provide an inclusive program that is specifically for children with special needs. Second, we provide special tutors for children with special needs to help with learning. Third, the curriculum that is applied to children with special needs is certainly different from regular children in general".

From the results of the interview above with the curriculum deputy, it can be concluded that in this organization, the school first clearly provides an inclusive program specifically for children categorized as ABK (Children with Special Needs), then the school also provides GPK (Special Tutors) who are divided according to their respective capacities to accompany children during the learning process at school, then the curriculum applied to children with special needs is also different from regular children in general. Given the very diverse children with special needs at SD IT Annida, it is impossible for the curriculum in the learning process to be the same as for regular children.

Then, based on the results of the interview with Ust Rully as the Inclusion Coordinator, he explained that:

"Sometimes there are parents who say from the beginning that when registering, they explain about the child's condition, but there are also those who do not say from the beginning. Well, from there, we usually adjust the GPK provision to the needs at school. So, for example, if there is a child with special needs who has just entered here and it is clear that the child's condition is categorized as special needs, then we will hold a recruitment for the special needs child. Then the special guidance teacher will continue to follow the special needs child during the process at SD IT Annida Sokaraja, and so on from year to year when there are new students, we hold another recruitment".

3. Implementation Inclusive Education Management

The implementation of inclusive education in elementary schools involves the implementation of a flexible curriculum, adaptive learning methods, and active collaboration between class teachers, assistant teachers, and parents in supporting the learning process of

children with special needs in regular classes (Sibi et al., 2025). After we discuss planning, organizing, of course we will then enter the implementation stage. Based on the results of interviews with several sources, the first is from the Deputy Head of Curriculum explaining that:

"In its implementation, it is conditional, because of course children with special needs have different emotions so they have to adjust to the conditions of the children with special needs." Continuing the explanation, the Inclusion Coordinator explained that:

"In the implementation, of course, each ABK child has different activities, activities and habits. This is due to the type of special needs, which then also affects their habits. What is clear is that there are ABK children here who can still follow learning in class like children in general. There are also those who cannot follow at all, for example, Ananda Ozil, grade 3. He is classified as a child with special needs autism, I apologize for the level that is quite severe. Usually at school they only practice gross motor skills such as following instructions from their accompanying teacher to sit, stand, walk and so on.

So, from the results of the interview above, it can be concluded that children with special needs at SD IT Annida Sokaraja are very diverse, which affects their habits and activities at school. In terms of learning, there are children with special needs who can still follow learning and there are also those who cannot follow at all. One of them is Ananda Ozil, a grade 3 student who suffers from autism, the student at school usually learning about gross motor skills is more than just movements to follow orders or instructions from a special accompanying teacher. Continuing the explanation above, as also explained by Ustd Sugeng Waluyo as a special accompanying teacher that:

"During my time as Ozil's companion teacher, alhamdulillah, there has been some progress. He now understands a few words or perhaps simple sentences in the form of commands, which he is able to follow—for example, shaking hands, kissing the teacher's hand, raising his hand, lifting his foot, or closing the door. Since he is still unable to speak and seems to have limited vision and hearing, I have mainly focused on developing his gross motor skills."

This explanation aligns with what the Inclusion Coordinator previously stated—that children with special needs each have their own activities and routines. One such example is Ozil, a third-grade student, who at school primarily focuses on learning simple gross motor skills. In this context, his support teacher explained that Ozil is given instructions such as raising his hand, lifting his foot, or closing the door, and he typically responds and performs those actions in accordance with the teacher's commands.

4. Supervision / Evaluation

The evaluation of the implementation of the inclusion program is carried out periodically to assess the effectiveness of educational interventions, student engagement, and teacher competence in managing inclusive learning. This evaluation serves as a basis for decision-making aimed at continuous improvement (Ray et al., 2025). As with any program, implementation is concluded with a stage of supervision or evaluation, which, in this case, refers to the assessment of the inclusive program. During the evaluation phase, the Vice Principal for Curriculum explained:

“The evaluation for children with special needs is adjusted to their individual capabilities, so there is no pressure on them to participate in learning or all school activities in the same way as regular students.”

This indicates that the evaluation process is conditional, meaning it must be tailored to the abilities of the students with special needs (CWSN). Therefore, it is ensured that no child with special needs is forced to engage in learning or participate in all school activities at SD IT Annida Sokaraja in the same way as typical children. Additionally, the Principal elaborated on the evaluation process of the inclusion program at SD IT Annida Sokaraja:

“As for evaluation, since our model here is semi-inclusive, it is usually handled directly by the Inclusion Coordinator and each child’s special education support teacher. I only monitor through the daily report books. It was actually my idea to initiate the use of daily report books to record and evaluate the progress of students with special needs. Although ideally, this should involve regular meetings, in practice, for now, the Inclusion Coordinator is responsible for coordinating this with the team.”

This statement clarifies that the implementation of inclusion program evaluation at SD IT Annida Sokaraja is mainly managed by the Inclusion Coordinator and the special education support teachers, as the model adopted is semi-inclusive. The principal's role is primarily supervisory, monitoring the reports submitted by the teachers, since it is the special education teachers who have the deepest understanding of the children’s progress. Supporting this, the Inclusion Coordinator explained:

“For evaluations, we usually refer to the daily report book and each child’s IEP (Individualized Educational Program). The daily report focuses on day-to-day activities at school, covering academic, non-academic, and religious aspects. These are then compiled and

signed by me as the Inclusion Coordinator, then passed to the Vice Principal for Curriculum and the Principal. The report books are handed over to the parents at the end of each month.”

Thus, the evaluation phase of the inclusive program at SD IT Annida Sokaraja is generally based on the developmental progress recorded in the daily report book and IEP. These documents reflect the progress of children with special needs over a three-month period in areas such as cognitive, motor, spiritual, and social domains. The documented outcomes are then shared with the parents as formal reports and as a means to collect constructive feedback and suggestions regarding their child’s development both at school and at home.

5. Supporting Factors

The successful implementation of inclusive education programs at the elementary school level cannot be separated from a number of key supporting factors that play a vital role in creating a learning environment that is welcoming and adaptive for all students. These factors include the commitment of the school principal, teacher competence, parental support, and the availability of facilities and learning resources that facilitate inclusive learning processes (Ningtyas et al., 2025).

According to an interview with the Principal:

“At the end of their schooling period, children with special needs usually receive a recognition award, as this program is already synchronized with the Social Services Department. Additionally, the school allocates funding annually for students with special needs to participate in the Gebyar Inklusi event. This event includes various competitions tailored to the interests and strengths of these students.”

This highlights that one of the key supporting factors in the inclusion program at SD IT Annida Sokaraja is the presence of recognition and appreciation from the school, in collaboration with the Social Services Office (Dinsos), for students with special needs upon graduation. Furthermore, every year, these students are encouraged to participate in the Gebyar Inklusi, a celebratory event featuring competitions designed to align with the children's talents and interests. Such events serve to motivate both the students and their parents, allowing the children to express themselves and showcase their abilities in an inclusive setting.

Additionally, the Vice Principal for Curriculum stated:

“Every program certainly has its own set of supports and obstacles. The main supporting factor here is the presence of special education support teachers, where each teacher is assigned to support one child with special needs. The second is that children with

special needs do not have to feel insecure at SD IT Annida Sokaraja, because they are able to participate in and carry out all the same activities as the regular students.”

Based on these explanations, it can be concluded that the supporting factors of the inclusion program at SD IT Annida Sokaraja include the availability of dedicated special education teachers, each assigned to individually assist one child with special needs. Moreover, students with special needs are made to feel safe, included, and not discriminated against, as they are given equal rights to participate in activities alongside their regular peers, fostering a strong sense of belonging and inclusion within the school community.

6. Inhibiting Factors

On the other hand, the implementation of inclusive programs often faces various challenges that act as obstacles in the execution process. These constraints include the lack of teacher training in handling students with special needs, limited infrastructure and facilities, social stigma within the school environment, and curriculum misalignment with the individual needs of learners (Utari, 2020).

Based on an interview with the Principal, it was explained:

“Because there is no specific budget allocation in the BOS (School Operational Assistance) funding for inclusion, it is counted as a general allocation. Essentially, every child is treated the same. There is no dedicated BOS assistance for inclusion. Ideally, there should be specialized facilities. The room already exists, but it still needs to be equipped. At present, although the room is there, the supporting infrastructure and facilities are still inadequate.”

The Vice Principal for Curriculum also explained another inhibiting factor:

“There is a lack of capability—both from classroom teachers and special education support teachers—in understanding the emotional needs of the children, especially those who, pardon me, are nonverbal and cannot communicate like other children. This often leaves teachers confused about what actions to take. I truly hope that in the future SD IT Annida will have teachers with educational backgrounds specifically in inclusive education so the process of handling such children can be more effective and efficient.”

Therefore, based on the interview findings from both the Principal and the Vice Principal for Curriculum, it can be concluded that the inhibiting factors in the implementation of inclusion at SD IT Annida Sokaraja include: the absence of specific BOS funding allocations dedicated to students with special needs, insufficient facilities and infrastructure, particularly in terms of learning media and assistive tools, and a lack of understanding and

skills among both special education and general teachers in addressing the emotional and behavioral characteristics of children with special needs.

4. CONCLUSION AND RECOMMENDATIONS

The results of this study indicate that the implementation of the inclusive education program at SD IT Annida Sokaraja demonstrates that its success depends on a series of structured and responsive managerial processes tailored to the needs of students. The planning stage begins with the identification of students categorized as children with special needs (CWSN) and the preparation of competent special education support teachers. The organization stage involves assigning support teachers based on their capacity and the specific category of the child's needs, ensuring a more personalized and effective approach. During the implementation phase, learning for students with special needs is designed conditionally, adapted to each child's individual characteristics and learning requirements. The evaluation stage is conducted periodically through daily report books and Individualized Education Programs (IEP), which are discussed with parents to monitor the child's development comprehensively.

The presence of special education support teachers and external support such as recognition awards from the Social Services Office are significant supporting factors. However, a major obstacle lies in the lack of understanding and skills among both support teachers and classroom teachers in managing the emotional aspects of students with special needs. This issue requires greater attention in future planning and professional competency development. This research focuses primarily on the general management processes across the key components of inclusive education. Therefore, future research is recommended to delve more deeply into the instructional strategies and learning processes tailored to the specific characteristics of different categories of children with special needs.

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