



Inclusive Learning Process Management and Teacher Handling for Children with Special Needs

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Abstract

This study aims to determine how to plan the implementation, organization, implementation, and supervision of inclusive education at Public Elementary School 1 Gemel. This research will use a qualitative approach with a case study method. The number of children with special needs is currently 21 students with purposive sampling. Data collection techniques in this study were unstructured interviews, participatory observation, documentation, and combination or triangulation. In this study, researchers used an interactive data analysis model, namely data reduction, data presentation, verification or drawing conclusions, and checking the validity of the data. The results showed that the overall management of inclusive schools at Public Elementary School 1 Gemel in the planning aspect was quite good with a percentage of 69%, the organizing aspect was 83.3% with good criteria, the implementation aspect was 81% with good criteria, and the supervision aspect was 57.1% with pretty good criteria. But overall the management of inclusive schools is classified as good with a percentage of 72.6%.

Keywords: *Inclusive; Management; Teacher Handling*

Introduction

Inclusive education is a conscious and planned effort to educate children who have educational needs special in a learning atmosphere and an active learning process for children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities.

Seinclusive education providers must be committed to involving all elements of society. To have the same understanding in improving the quality of education, cooperation between parents, the community, schools and local governments is needed, so that no more schools refuse students with special needs and there are no more people who feel that the presence of children with disabilities is a social burden.

The Central Lombok district government through the Youth and Sports Education Office on September 24, 2012 has planned for schools to implement inclusive education followed by the issuance of Central Lombok Regent Regulation No. 93 of 2013 concerning special education and special service education.

Based on 2018 data, there are 92 inclusive implementing schools in Central Lombok Regency with the following details: 80 elementary schools (SD), 10 junior high schools, 1 high school and vocational high schools as many as 1 school (Tarmansyah, 2007).

The program for implementing inclusive education at Public Elementary Schools 1 Gemel is interesting to study because Public Elementary Schools 1 Gemel is the first elementary school in Central Lombok Regency which has been trusted by the Education Office and Central Lombok Regency Government as a school that organizes inclusive education programs since 2012 but far before Public Elementary Schools 1 Gemel has accepted students with special needs, and is still consistent in carrying out education to date by producing graduates of students with special needs who excel and are able to continue to higher schools and successfully live together in society without being marginalized. The educational program held at Public Elementary Schools 1 Gemel is motivated by the desire to succeed the government's program in completing primary and secondary education and also to provide opportunities for all children (including children with special needs) to obtain a proper education.

Based on initial observations made by researchers through interviews with school principals and accompanying teachers who handle inclusive education, information was obtained that there were 21 children with special needs with Down syndrome, visual impairment, learning difficulties, gross motor skills, and low vision. This is easy because there are various problems that occur, one of which is that there are still many shortcomings, especially in the application of management services, one of which is the management of educational services, the learning process and the handling of teachers for children with special needs.

Research conducted by Agustin (2016) succeeded in having relevance to current research, which is related to the implementation of inclusive education management and the obstacles faced in the implementation of inclusive management.

The research conducted by Awal (2014) is relevant to the current research, the research conducted by Alhassa focuses more on the attitude of teachers in implementing inclusive education in elementary and junior high schools, while the current research focuses more on the implementation of inclusive education management planning, organizing, implementing, monitoring, and inhibiting and supporting factors.

Inclusive education is a solution for students with special needs, but in the application of education service management there are still many obstacles or obstacles that must be faced that cause educational program services to be not optimal, while for the handling carried out by teachers so far is by knowing children's obstacles and providing enlarged reading for children who experience reading impairments and children who experience low barriers vision, for children who experience down syndrome barriers, teachers provide concrete media and special skills according to their abilities.

Teachers provide curriculum learning 2013 (KI3) to children with special disabilities and special services and for children who experience visual impairments using emerging media. For this reason, this problem is important to be studied in depth in this case the management of the implementation of inclusive education at Public Elementary Schools 1 Gemel Central Lombok by referring to 8 national education standards that are tailored to the needs of students with special needs.

This study aims to find out how to plan the implementation, organization, implementation, and supervision of inclusive education in Public Elementary Schools 1 Gemel.

Method

This research uses a qualitative approach with a case study method. The location of this study is Public Elementary Schools 1 Gemel which is located on the road gemel village, Jonggat district, Central Lombok regency, number of teachers at Public Elementary Schools 1 Gemel consisting of 14 teachers and 278 students. The number of children with special needs is currently 21 students. Purposive sampling by researchers is carried out on the basis of considerations, namely the subject and informant chosen are people who are able to provide the widest possible information regarding the focus of the study. Data collection techniques in this study are unstructured interviews, participatory observations, documentation, and combined or triangulation. The triangulation used is source triangulation and engineering triangulation. In this study, researchers used an interactive data analysis model proposed by Miles, Huberman and Spradley (Sugiyono, 2015), namely data reduction, data presentation, verification (conclusion drawing) or drawing conclusions, and checking the validity of data.

Result and Discussion

Inclusive education management is a process of planning, organizing, actuating, and controlling in the implementation of an inclusive education system to achieve the goals that have been set (Bahri, 2022). In evaluating the implementation of inclusive education, it is necessary to pay attention to the four aspects of inclusive education management.

Public Elementary Schools 1 Gemel is one of the schools that provides inclusive education. The analysis is carried out to ensure that the implementation of inclusive education at Public Elementary Schools 1 Gemel is in accordance with the management standards that have been set. The analysis is limited to planning, organizing, implementing, and monitoring. Overall, the results of the interview on the understanding and implementation of the inclusive school program at Public Elementary Schools 1 Gemel averaged 72.6%.

Planning

At Public Elementary Schools 1 Gemel there is no plan for special financing for children with special needs. The source of funds comes from BOS funds.

In the admission of new students there are no special criteria and conditions for both regular students and students with special needs. This admission refers to the 2018 Permendikbud concerning PPDB article 7 paragraphs 1a and b concerning the minimum age limit for elementary school entrance. As interviews with six class teachers said, "The admission of students with special needs is the same as that of regular students. But students with special needs are noted for their age and shortcomings.

In the admission of new students there is no discrimination in obtaining an education. Paying attention to the age and physical deficiencies (defects) of students will help in the process of planning future learning. Especially physical aids such as wheelchairs, hearing aids, canes, learning media, and others. Thus, the inclusive education planning process at Public Elementary Schools 1 Gemel shows that it is well planned.

Organizing

Organizing is the act of seeking effective relationships between individuals, so that they can work together efficiently, thereby obtaining personal satisfaction in carrying out tasks in environmental conditions in order to achieve certain goals (Terry in Hasibuan, 2011). Organizing aims to achieve what has been planned. The implementation of inclusive education at SDN 1 Gemel is organized based on the

number of students, special educators, division of special tasks, curriculum, lesson plans, and grouping of inclusive students.

The number of inclusive students of Public Elementary Schools 1 Gemel at the level of grade 1 to grade 6 is 21 inclusive students. Inclusive students in each class are fostered directly by class teachers who have been given special training in inclusive education. In learning students are divided tasks together with regular students. This is intended to be able to help each other in doing assignments in accordance with the learning plan that has been prepared by the class teacher. Learning leads to a simplified 2013 curriculum for inclusive students. The simplification of the curriculum lies in the Minimum Completion Criteria and grade increase. The class teacher pays attention to development every day. Inclusive student grouping affects their development in learning. Adjustments to the 2013 curriculum must still be made even though there are students with special needs (Sutisna, 2020). The curriculum is national and must be in accordance with what has been determined.

In implementing the curriculum and learning plan, the role of educators determines the success of school inclusive programs. Teachers are carefully prepared both physically and mentally in managing the class. The results of the interview with the class teacher related to the role of the educator in guiding children who have learning difficulties, namely, "we detect students from daily activities through guidance." And "we are a teacher representative to attend training on the management of school inclusive programs, then it is developed to other teachers."

The statements of teachers and principals show that the role of educators is very important in the success of school inclusive programs. Children with special needs receive more attention and guidance in overcoming learning problems.

Implementation

The implementation function is the movement of planning and organizing activities that emphasize activities related to individuals or organizations (Febirauqa, 2012; Amtu, 2013). The implementation of inclusive education at Public Elementary Schools 1 Gemel involves individuals and partnership organizations. Partnerships to obtain training and develop understanding and management of inclusive education for classroom teachers. Students with special needs are in the same container as normal students. Of course, this is a concern for learning managers in arranging lesson materials and procedures for dividing tasks for normal students and students with special needs. Inclusive education administrators facilitate physical aids and learning for students with special needs. Developed countries before implementing inclusive education in public schools, then the supporting facilities and infrastructure must be prepared in advance (Crul et al., 2019). Supporting facilities are an indicator of the achievement of the success of educational programs. Therefore, infrastructure is an absolute thing that is part of the success of education (Sutisna, 2020).

Managing heterogeneous classes requires motivation and longer time. Moreover, it manages classes where there are normal students with special needs students. The results of the class teacher interview said that, "the implementation of the learning process is the same as that of normal classes. But it gives longer time to children with special needs. After the learning process, we also guide children with special needs to explore the subject matter".

The class teacher's statement in the interview was corroborated by the statement of the interview conducted against the principal regarding the implementation of the learning process, namely, "the class teacher guides specifically after the general learning process."

The learning process in the classroom, students with special needs are also assisted by their deskmates. Help from my deskmates can be carried out in grade 4 to grade 6.

Supervision

Supervision is a process of measuring and assessing the level of effectiveness of planning, organizing, and implementing a program in achieving the goals that have been set. The purpose of supervising the school inclusive program is to evaluate the plan documents and implementation processes as well as the infrastructure that supports the learning of children with special needs in Public Elementary Schools 1 Gemel. T. Hani Handoko (2011) states that supervision is to ensure that all company resources are used in the most effective and efficient way in achieving goals. Supervision can be done actively or passively (Nurhayati, 2014). Active supervision is supervision carried out at the place of activity concerned. There are three aspects that are emphasized in the supervision process at Public Elementary Schools 1 Gemel, namely working partners, school committees,

Government agency partners play a role in supporting teacher competence in managing inclusive programs and infrastructure. Public Elementary Schools 1 Gemel received facilities from the ministry of health in the form of physical aids such as wheelchairs, walking aids, hearing aids, and so on. Public Elementary Schools 1 Gemel's partnership with government agencies, as stated by the principal in the interview, "our teachers receive inclusive school management workshops from other agencies (the Australian INOVASI team)."

Supervision is also carried out on the response of parents of students. The success of the inclusive school program cannot be separated from the support and role of the parents of the students. Parents are very enthusiastic and feel grateful that their children can get an education on par with other normal children. Parents are supportive in guiding the child at home. As per the teacher's statement about the parents of the students as follows, "the parents of the students strongly agree that their children go to school at Public Elementary School 1 Gemel. Her child experienced changes in cognitive, attitude, and behavior."

The role of the school committee as a support agency has been carried out in improving the quality of education, including the support of educators and education staff, infrastructure, and budget (Amka, 2019). Students with special needs need supporting infrastructure to support learning. The role of the committee is very important because there is no special budget for the implementation of the inclusive school program. Students cannot just be accepted without providing physical aids for all learning needs. School committees assist school inclusive programs in good planning, organization and implementation to achieve goals by organizing and controlling school activities and curriculum.

Conclusion

Based on the data from the analysis and discussion above, it can be concluded that overall the management of inclusive schools in Public Elementary Schools 1 Gemel in the planning aspect is quite good with a percentage of 69%, the organizing aspect is 83.3% with good criteria, the implementation aspect is 81% with good criteria, and the supervision aspect is 57.1% with fairly good criteria. However, overall inclusive school management is relatively good with a percentage of 72.6%. Good inclusive school management in Public Elementary Schools 1 Gemel is supported by sufficient facilities and infrastructure, support from partners, and human resources implementing inclusive school programs through training programs.

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