

Model of Inclusive Education Management in Elementary Schools at East Java - Indonesia

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Abstract— Indonesia is a developing country that is very concerned about education. Education principle for all that should be a priority in Indonesia. But this is still far from reality. the Management inhibiting inclusion education. So this study aims to develop a model of management in inclusive education in elementary schools in east Java.

This research uses research and development approaches from Borg and Gall theory in collaboration with Thiagaradjan theory. The three stages, first step through, the needs analysis of formulation problems, efforts to identify the needs of model development. This is the first step in finding information and evaluating the existence of an inclusive school; second, the development stage, which is to arrange prototype models; third, the evaluation stage is to know the effectiveness, efficiency, and product accuracy, in the form of management model in inclusive education.

The results of the study show that inclusive education in primary schools must be managed properly. Management developed at least 2 components, namely curriculum management and learning and human resource management. First, curriculum management and learning include, curriculum development is designed according to needs with models of duplication, modification, substitution or omission. Learning management starts from the planning , implementation , and evaluation of learning. Secondly, management of human resources which includes planning, empowerment and human resource assessment. Planning begins with a needs analysis, recruitment, selection and placement. Empowerment and development are carried out with two models, namely individual models and group models. Human resource assessment is carried out by evaluation and monitoring as well as the existence of welfare compensation for human resources.

Index Terms— Educational Management, Inclusive Education, Elementary School.



INTRODUCTION

Education is the basic need of every human being. With human education able to improve the welfare of his life. Based on Law Number 20 of 2003, concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the skills needed by him, the community, the nation and the country. In the 1945 Constitution, article 31, paragraph (1) states that every citizen has the right to education. The above statement expressly states that all children in Indonesia have the same rights in obtaining education.

In addition to this statement, in Law No. 20 of 2003 article 4 paragraph 1 states that education is held in a democratic and just manner and is not discriminatory by upholding human rights, religious values, cultural values, and values of national pluralism. To overcome this, the government issued a policy in the National Education System Law number 20 of 2003 concerning the National Education System in which article 32 has been regulated concerning special education and special services for children with special needs. What was then implemented was regulated in Permendiknas number 70 of 2009, namely by providing opportunities for children with special needs to obtain education in the primary, junior high, and senior high schools / vocational schools nearby. So, in addition to being able to get education in extraordinary

schools, children with special needs can also get education in elementary, junior high, high school / vocational inclusion and can learn together with normal children. "Children with special needs are children who have abnormalities in physical, mental, behavioral (behavioral) or senses that have such abnormalities, so that to develop in maximum their ability requires extraordinary education or services related to extraordinary education" (Santoso, 2012: 4).

Minister of National Education RI Regulation No. 70 of 2009 defines inclusive education as a system of education that provides opportunities for all students who have abnormalities and have the potential for intelligence and / or special talents to participate in education or learning in an education circle together with students in general . Schools that organize inclusive education are called inclusive schools . According to Satainback (Mudjito, et al., 2012: 18), schools providing inclusive education are schools that accommodate all students in the same class.

While the element of inclusive education specifically includes four things, namely (1) inclusive education as a process, (2) inclusive education in an effort to identify and eliminate barriers, (3) inclusive education as the presence, participation and achievement of all students, (4) inclusive education put special emphasis on groups of students who are vulnerable to marginalization and exclusion.

As a process, inclusive education must be seen as a search for better ways to respond to

diversity and differences. In addition, inclusive education is also learning how to live with differences, and learning how to learn from differences. In this way, differences will be viewed positively as a stimulus for learning, especially among children and generally for adults. This is in an effort to identify and eliminate obstacles, so that the consequence is inclusive trying to collect, compile and evaluate all information from various sources to plan quality improvement both in policy and in practice.

Inclusion education seeks to use various kinds of evidence to stimulate creativity and solve all forms of problems related to education for students with disabilities. Including the matter of attendance is a matter that is very concerned in inclusive education and related to where the student is educated, and how much they are committed to being on time and their participation related to the quality of their experience as long as they are in their learning environment. itself. The achievement of learning outcomes, is the result of the formation of all curricula, and not just the results of tests or examinations.

The concept of education this, regular schools (non-SLB) are expected that regular schools in addition to providing educational services for non-disabled students, are also able to accommodate education services for children with special needs in the form of inclusive education. The inclusive school itself has the understanding of being a school that provides educational services to participants in special needs without regard to physical, intellectual,

social emotional, linguistic or other conditions to jointly obtain education services in regular schools, starting from the early education level (PAUD) up to the level of Senior High School (SMA) or equivalent.

The attention of the East Java Provincial Government towards inclusion education is very large, this can be proven by the East Java Governor Regulation Number 6 of 2011 concerning the implementation of inclusive education. Through this regulation, inclusion education in East Java was held very well, so according to the recapitulation of East Java Dispendik data, the number of inclusive schools in East Java until December 2013 was 450 institutions spread across 25 districts / cities. (Source: www.kominfo.jatimprov.go.id).

Based on this, researchers see this is something that must be very interesting and must be studied and examined. This government regulation, both central and provincial, is the reference for the need to develop an inclusive education management so that schools that implement inclusive education recognize and respond to the different needs of each student. Such as accommodating various types of learning styles, and guaranteeing the provision of quality education to all students. For that, of course, it must be through good management, proper curriculum preparation, selection of appropriate teaching strategies, good organization, quality human resource management and how to manage good students.

So, in this study formulated two important points of discussion, namely how to manage learning in inclusive education and how to manage human resources in inclusive education in East Java elementary schools.

LITERATURE REVIEW

Inclusive Education

Inclusive education is an education service system that requires children with special needs to study in the closest schools in ordinary classes with friends of their age (Sapon-Shevin in O'Neil, 1994) Schools providing inclusive education are schools that accommodate all students in the same class . This school provides a decent, challenging education program, but is adapted to the abilities and needs of each student and the assistance and support that can be provided by the teacher, so that the children succeed (Stainback, 1980)

Based on these limits inclusive education is intended as an education service system that includes children with special needs learning together with their peers in regular schools closest to where they live. The spirit of implementing inclusive education is to provide the widest opportunity or access for all children to obtain quality education and in accordance with the individual needs of students without discrimination.

The implementation of inclusive education requires the school to make adjustments both in terms of curriculum, educational infrastructure facilities, and learning systems that are tailored to the individual needs of students. For this reason, an accurate identification and assessment process needs to be carried out by trained personnel and / or professionals in their fields to be able to develop an appropriate and objective education program.

Educational Management

Management education can be defined as the process of planning, organizing, leading, controlling education personnel, educational resources to achieve educational goals. According to Pidarta (2004) In education, management can be interpreted as an activity to integrate educational resources to be centralized in an effort to achieve predetermined educational goals. While the order Castetter (Pidarta, 2004) educational administration is a social process that takes place within the context of a social system.

By considering the above definition, it appears that education management in principle is a form of management or administration implementation in managing, organizing and allocating resources contained in the world of education, the function of educational administration is a tool to integrate the role of all resources for the achievement of educational goals in a in particular social contexts, this means that managed areas have a distinctness different from management in other areas.

In creating a quality education, of course many things must be considered starting from the highest component to the lowest component. Even though the implementation of inclusive education, which in the inclusive education system, of course, there are very many components that must be repaired and must be included in the management system.

Inclusion education requires support for adequate facilities to assist in the learning process. Besides that, in inclusive education the

school is expected to be able to plant and create a disability-friendly environment. Both the structure of the environment of the community, and the staff in the school, including the teachers, as well as all students studying at the school. So for that if we understand further, this inclusive education actually has very noble and noble values, but in its journey until now inclusion education has not yet been able to develop optimally and well.

We can know this together, that there are still many of our people who do not fully understand about inclusive education, as well as many people with disabilities themselves are still many who have not been touched by inclusive education.

Curriculum and Learning Management

The curriculum used in schools providing inclusive education is a regular curriculum that is modified according to the abilities and characteristics of students. Modifications can be made by modifying the allocation of time or content / material. Curriculum management can be carried out through: (a) establishing standards of competence and basic competencies, (b) preparing syllabus, (c) determining the education calendar and the number of study hours.

For schools that have implemented an education unit level curriculum, the preparation of syllabus which includes learning steps and achievement indicators must be adjusted to the characteristics of the students so that each student can be touched by quality education services. Apart from that the teacher

must always carry out an ongoing curriculum evaluation so that the material developed and determined is always in accordance with the development.

Learning activities are at the core of school management, therefore all other supporting activities must be directed at creating an active, creative, effective and enjoyable learning atmosphere (PAKEM). By applying various learning strategies that are oriented towards student activity. The principal must arrange for the implementation of learning to be held in an innovative and creative manner. Manage to the learning process that is oriented towards active learning.

Learning management can be done through: (a) describing the educational calendar, (b) arranging lesson schedules and teaching assignments, (c) arranging the implementation of semester teaching programs and lesson preparation, (d) regulating the implementation of curricular and extra-curricular programs, (e) arranging the implementation of the assessment, (f) arranging the implementation of the increase in class, (g) making a report on the progress of student learning, (h) regulating efforts to improve and enrich the teaching.

Human Resource Management

A teacher is in charge of organizing teaching, training, researching, developing, managing, and / or providing technical services in the field of education. Teachers in schools include educators (teachers). Management of library education units, reports, and learning

resource technicians. Teachers who are involved in schools administering inclusive education are class teachers, subject teachers, and special education teachers.

Teacher power management includes: (a) inventory of employees, (b) proposal of employee formation, (c) proposal for hiring, (d) promotion, (e) head salary increase, (f) mutation, (g) arranging division of tasks

The peculiarity of teacher management in inclusive education schools is in regulating the division of tasks and working patterns between special education teachers and regular teachers. The general teacher is responsible for learning for all students in his class. While special education teachers are responsible for providing learning services for students with disabilities, both those in the general class and in special classes. In certain circumstances special education teachers can assist diffable students when the disabled students follow the learning delivered by regular teachers.

METHOD

This study uses a qualitative approach, using a type of multi-site research. Multi-site research is a process of collecting data and information in depth, detail, holistic, and systematic about people, groups, phenomena or events, and social. The multi-site research was chosen because it wanted to know in detail the curriculum management and learning processes in inclusive elementary schools in East Java Province. The number of schools that are the object of research by a number of three schools includes: SD Klampis in Surabaya City, Lemahputro Elementary School in Sidoarjo Regency and Mriyunan Elementary School in

Gresik Regency. These three schools have some of the same criteria, namely: they have long implemented inclusive education, and have a sufficient number of special accompanying teachers.

Data collection techniques used are through observation, interviews, and documentation. With research informants a number of nine people included: one principal, one coordinator of a special assistant teacher, and one teacher in the field of study at each school.

The design of this study includes: the implementation of a preliminary study, the process of data collection, the initial data analysis process, the implementation of data validation, analyzing the data from the validation results, drawing conclusions and suggestions. The data analysis technique used is a data analysis model of Miles, Huberman, and Saldana (2014: 30-32) which includes processes: condensation of data (merging and strengthening of data), presenting data and drawing conclusions and verification.

The validity test of the data used includes: credibility test (through triangulation of sources and techniques of data collection), *transferability* test (through the preparation of detailed, clear and systematic research results), *dependability* test (through audit of the entire research process), and *confirmability* test (via publication of research results).

RESULT & DISCUSSION

The results of the research presented are the results of validation and are the results of the condensation process of the three schools that are the object of research. The results of the study are divided into two parts. The first part deals with curriculum management and inclusion learning (table 1) , while the second

part deals with human resource management in inclusive education (table 2) .

Curriculum and Learning Management

The results of the study are divided into 3 parts. Namely: planning, implementation, and evaluation of inclusive education curriculum and learning (shown in table 1).

3	Evaluation	Modification of the assessment system according to the specific needs experienced by students	General report cards (same as other students) and special report cards
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Table 1
 Research Results Part 1

No	Aspect	Curriculum Management	Learning Management
1	Planning	Implement modifications to the curriculum in accordance with the barriers of students with special needs, and carry out prior assessment	Preparation of special learning plans by special accompanying teachers, preparation of learning spaces
2	Implementation	Development of a modified curriculum by a special assistant teacher	Implementation of learning by special companion teachers in the regular class and source space using special learning media according to the needs of students

Based on the data in table 1, it can be seen that in the curriculum planning process the three schools implemented curriculum modification, while in the planning of learning, all accompanying teachers specifically prepared specific learning plans. This is in accordance with the General Guidelines for the Implementation of Inclusive Education (2011: 30-31), which reveals that in the implementation of inclusive schools the national curriculum can be modified to suit the needs of each student.

In implementing curriculum and learning management, each school modifies the curriculum, and applies learning in both the regular and special classes. This is in accordance with the General Guidelines for Implementing Inclusive Education (2011: 27-28) and Garnida's opinion (2015: 51) which reveals generally that learning for students with special needs can be in the form of full regular classes, regular classes with special accompanying teachers (cluster models and pull out), and full special classes.

As for the implementation of curriculum and learning management evaluations, each school researched conducts evaluation evaluation modifications, and makes reporting in the form of other student-like report cards and special report cards for each student with special needs. This is in accordance with the

opinion of Hermanto (2010) who revealed one part of curriculum management is regulating the implementation of the assessment, as well as making reports on learning progress. The same thing was conveyed by Garnida (2015: 126) which revealed that there were three alternatives in the scoring system, namely: when following the general curriculum, the assessment system is the same as the assessment system that applies in the school. used, while if it follows the curriculum of the individualization learning plan, the assessment is individual and based on initial abilities.

Human Resource Management

Inclusive education requires adequate human resources. Human resources in this study consisted of class teachers, special companion teachers (GPK) and shadow. The three educators must be well managed. In order to be managed properly, it requires good management. The results of the study suggest that the management of human resources in inclusive education must be well managed. The human resource management model in inclusion education is discussed in three parts, namely HR planning (needs analysis, human resources, recruitment, selection and placement), human resource development and empowerment, and human resource welfare.

Table 1
 Research Results Part 1

No	Aspect	Human Resource Management
1	Planning	Human resource planning begins with a needs analysis, recruitment, selection and placement that is confused with willingness and ability.

2	Empowerment & development	Empowerment and development of human resources can be done with two models, namely models that are individual and model that are group.
3	Evaluation	Human resource assessment is carried out by evaluation and monitoring and supervision, after which it is not followed up by giving compensation or appreciation in the form of material or non-material.

Based on the data in Table 2, it can be in the know in the process p Planning for human resources begins with a needs analysis, recruitment, selection and placement disesikan with the willingness and ability. The results of the study showed that the planning carried out in inclusive schools began with an analysis of HR needs, starting from how many students and how many workers or teachers were needed. This is in accordance with what was mentioned by Simamora (1995) planning the needs of employees is estimating the demand for employees in the future, both in quality and quantity; comparing the expected demand with the workforce currently available; and determine the lack or excess of the number of employees based on the strategy and objectives of the organization.

After the determination of the number of formations and positions to be occupied, then HR recruitment is held. There are many ways and models used in the recruitment process as

claimed by Mathis and Jackson (2006). The internal recruitment process can be done using organizational databases, job announcements, promotions and job transfers and using existing employee references.

After recruitment and selection according to their competence, the next step is the placement. Special placement for accompanying teachers is the policy of the principal who adjusts the teacher's abilities. This placement is very important to note because if the placement is wrong then the performance will not be maximal. This is in accordance with the principle of human resources, which is the right man on the right place .

The development of human resources can be implemented through continuous education and training. Education and training is an effort to develop human resources, especially for the development of intellectual abilities and personality.

The results of the study show that schools have made various efforts in developing the competence of teachers and employees. Among them are through training, upgrading, workshops, seminars, and further studies. The hope, their competence is increasing. These findings also support the research conducted by O'Donoghuedan Chalmers (2000) that teachers who teach in inclusive classes need adequate knowledge, skills, and abilities to deal with ABK.

The Directorate General of Extraordinary Education of the Ministry of Education and Culture mentioned the development of special education teacher competencies as guidance

issued by the Directorate of PLB (2009). Special education competencies based on the four main competencies above consist of three main abilities, namely (1) general abilities, (2) basic abilities, and (3) special abilities. HR empowerment is carried out through cooperation in a team or group. Managers who want to implement empowerment in their organizations or departments need to work with staff to carry out their work (Stewart, 1998).

Performance appraisal in HR management is an evaluation process to assess the performance of teachers and HR involved in the implementation of inclusive education. The results of the study show that the two schools have conducted regular evaluations of existing HR. Teacher assessment is carried out through evaluation of 4 teacher competencies through monitoring and questionnaires.

According to Dessler (1997) performance appraisal can be defined as any procedure that includes 1) setting performance standards, 2) evaluating the actual performance of employees in relation to these standards, and 3) giving feedback to employees with the aim of motivating the person to eliminate loss of performance or continue to perform even higher. Sedangkan according to Mathis and Jackson (2006) performance assessment is a process of evaluating how well employees do their work compared to a set of standards, and then communicate that information to employees.

Performance appraisal is not only used to evaluate, but there must be follow-up, namely

compensation. Compensation as a form of appreciation can be distinguished by intrinsic and extrinsic compensation. According to Schuster (Iswanto, 2004) intrinsic rewards are those containing rewards derived from the individual's response to the work itself, which comes from a transaction between an individual and his duties, without the participation of a third party.

CONCLUSION

The management model of inclusive education in primary schools must at least meet 2 management standards. First, curriculum management and learning include, curriculum development is designed according to needs with models of duplication, modification, substitution or omission. Learning management starts from the implementation (syllabus, RPP) implementation (regular, pol-out,) and learning evaluation. Second, human resource management which includes planning, empowerment and HR assessment. Human resource planning begins with a needs analysis, recruitment, selection and placement that is confused with willingness and ability. Empowerment and development of human resources can be done with two models, namely models that are individual and model that are group. Human resource assessment is carried out by evaluation and monitoring and evaluation, after which it is not followed up by giving compensation or appreciation in the form of material or non material.

The results of this study provide recommendations to the government to make a

more comprehensive policy on management of inclusive education, especially in developing curriculum and learning and paying more attention to special accompanying teachers who have helped in inclusive education programs, by raising GPK formation in civil servants, providing special allowances to accompanying teachers specifically (GPK).

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