IMPLEMENTATION OF INCLUSIVE EDUCATION MANAGEMENT IN IMPROVING EDUCATION QUALITY

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Abstract

This research focuses on implementing inclusive education management at SDN Lawangan Daya II Pamekasan. This study explores the planning, implementation, and evaluation of management to improve the quality of education. This research uses a qualitative approach of case study type. Data were collected through observation, documentation, and interviews and analyzed inductively. The primary data sources were the principal, vice principal, teachers, student affairs, and administration. The implementation of inclusive education management has had a significant impact on improving the quality of education. This impact can be seen through changes in student behaviour and increased academic achievement of students with special needs. This research provides insights into how inclusive education can be designed to meet the needs of all students and how an inclusive approach can help improve the quality of education for all students. It also shows how challenges in implementing inclusive education management can be overcome through synergistic cooperation between all relevant parties.
Keywords: Inclusive Education; education quality; children with special needs

Introduction

Inclusive education is an evolving educational paradigm that aims to create an inclusive and egalitarian system. It recognizes and values the diversity of learners, including those with various disabilities and potential intelligence or unique talents (Hameed & Manzoor, 2019). In this context, inclusive education aims to create learning environments that allow all learners to learn together and experience rich and diverse learning experiences. This commitment reflects efforts to promote equality and equity in education and encourage optimal participation and achievement from all learners.

However, while the goals of inclusive education are clear, implementation on the ground is often inadequate. The reality is that although schools accept students with special needs, their readiness to implement inclusive education remains an important question (Hasan et al., 2018). This readiness includes the availability of adequate facilities and infrastructure and trained and competent human resources to support the inclusive teaching and learning process (Riowati et al., 2022).

Minister of National Education Regulation No. 70/2009 provides a solid legal foundation for inclusive education (Saputra, 2016). However, there is a significant gap between the regulation and its implementation. The practical implementation of inclusive education is often not in line with the principles set out in the regulation, creating challenges for creating adequate and equitable inclusive education (Stepanova et al., 2018).

To overcome these challenges, practical and comprehensive inclusion management is needed. Good management involves developing an inclusive curriculum, training teachers in pedagogical approaches to inclusion and creating a supportive learning environment for all students (AR et al., 2018). In addition, inclusive management should improve students' access to and participation in the learning process and their learning outcomes (Supena et al., 2020). Effective inclusive education can answer the challenges of education in this modern era (Ehsaan & Shahid, 2016).

Although many studies have been conducted on inclusive education management, gaps still need to be filled, especially the lack of empirical research. Previous research has focused more on theories and concepts, while empirical research involving direct data collection from inclusive schools is lacking. In addition, most of the existing research focuses on Western contexts, so a gap in understanding inclusive education management in non-Western contexts, including Indonesia, still exists. Therefore, further research is needed to fill this gap and provide a more comprehensive understanding of inclusive education management.

This study aims to analyze the implementation of inclusive education management to improve education quality. This research focuses on SDN Lawangan Daya II Pamekasan, which was chosen as a case study to understand the implementation of inclusive principles in the context of primary education. This research aims to identify the key factors that influence the effectiveness of inclusive management and evaluate its impact on the quality of education provided by the school. As such, this research is expected to provide valuable insights for education practitioners and policymakers on how inclusion management can improve the quality of education.

This research is expected to provide greater insight into how schools can improve the quality of education through implementing inclusion management. By evaluating the practices at SDN Lawangan Daya II Pamekasan, this research has the potential to uncover effective strategies that can be adopted by other schools in similar contexts. The results of this study are expected to be a valuable reference for other schools looking to implement or improve their inclusive education, as well as making a significant contribution to the growing literature on inclusive education in Indonesia. By adding new knowledge and insights into the field, this study can help other researchers understand and navigate the complexities of inclusive education.

Research Methodology

This research uses a qualitative approach of case study type. This research is conducted in natural conditions and is often used for cultural anthropology research. The data collected and analyzed are more qualitative. Researchers chose the type of case study research by considering the background of this research, which is a scientific setting. The object of this research is humans and specific methods used in research on the Implementation of Inclusive Education Management and Education Quality. In this case, the researcher acts as the main instrument, and the data collected are in the form of descriptions and actions and inductive data analysis.

The data sources in this study are divided into the main and supporting data sources. The primary data source is obtained directly from the field or individual. This data source is in the form of data obtained orally or in writing. Meanwhile, supporting data sources are from literature related to research. The primary data sources in qualitative research are words and actions; the rest are additional data such as documents and others. This study's primary

data sources are the principal, vice principal, teachers, student affairs, and administration (TU).

This study used three data collection techniques: observation, documentation, and interviews. The researcher conducted direct observations of social phenomena that became the subject of the study. The documentation technique was used to collect data from records of events that occurred in the past, either in the form of writings, pictures, or monumental works. Meanwhile, interviews were conducted to get answers to questions asked by researchers to research subjects.

Data analysis was carried out before entering the field, during the field, and after completion. The data analysis was conducted interactively through data reduction, presentation, and verification. Data reduction is done by summarising, selecting the main things, and looking for themes and patterns. Data was presented in brief descriptions, charts, and relationships between categories. Verification was done by drawing conclusions and checking the validity of the data.

Checking the validity of the data was done in several ways, including extending the presence of researchers, more profound observation, and triangulation. The extension of the researcher's presence was carried out to obtain more complete data. More in-depth observations were made to learn more about the research location. Meanwhile, triangulation is a data validity-checking technique that utilizes something outside the data to check or compare the data.

Results & Discussion

Management of Inclusive Education at SDN Lawangan Daya II Pamekasan

This research explores the implementation of inclusive education management at SDN Lawangan Daya II Pamekasan, focusing on management planning, implementation, and evaluation to improve the quality of education.

Planning in the context of inclusive education management is a complex and multidimensional process. It involves collaborative meetings between educators and education personnel to formulate effective strategies and tactics. A clear and efficient division of tasks is also an integral part of this process, ensuring that each individual has a clear role and can contribute maximally to the inclusion goals.

Establishing a GPK (Guru et al.) is also essential in this planning. GPKs provide specialized support to special needs students, ensuring they have equal access to quality

education. School principals play a crucial role as motivators in this process. They lead and inspire their team, encouraging them to achieve inclusion goals.

This planning process is carefully designed to ensure that every individual in the education system has a clear role and can contribute effectively to the goal of inclusion. This reflects a student-centred approach, where each student's needs and abilities are valued and considered.

Overall, strategic planning in implementing inclusive education management is a dynamic and iterative process that requires commitment, collaboration, and creativity from all parties involved. It is the first important step in creating an inclusive and supportive learning environment where students have equal opportunities to learn and develop.

The first strategy is to provide specialized guidance for students with disabilities. This guidance is tailored to each student's needs, ensuring they get the necessary support to reach their full potential in an inclusive learning environment.

The second strategy is curriculum modification. The curriculum is adjusted to meet the needs of students with disabilities, enabling them to learn in a way that is most effective for them. This ensures they are not left behind in the learning process and can participate fully in their learning experience.

The third strategy is to maintain strong communication with student guardians. The school understands the importance of parental involvement in the educational process and strives to ensure they are actively involved in their children's education. This enables guardians to provide the necessary support at home and ensure that the needs of children with disabilities are met both at school and at home.

The fourth strategy is to engage professionals and experienced educators in inclusive education. They have the necessary knowledge and skills to support students with disabilities in achieving their learning goals.

Implementing these strategies reflects the school's commitment to creating an inclusive and supportive learning environment. It reflects the values of inclusion and equity in education, ensuring every student has equal opportunities to learn and develop regardless of their needs. This inclusive education management implementation shows how education can be designed to meet the needs of all students and how an inclusive approach can help improve the quality of education for all students.

The implementation of inclusive education management at SDN Lawangan Daya II Pamekasan has significantly improved the quality of education. This impact can be seen in

two main aspects: changes in student behaviour and improved academic achievement of students with special needs.

Changes in student behaviour reflect their increased empathy and understanding of diversity and inclusiveness in the school environment. This shows that inclusive education has succeeded in shaping students' characters to be more inclusive and empathetic.

In the context of inclusive education, educational management evaluation is an essential component that ensures the effectiveness and efficiency of the academic approach implemented. This evaluation is conducted through two main methods: general and special evaluation for students with disabilities.

The general evaluation involves all students and aims to assess the overall effectiveness of the inclusive education approach. This includes evaluating the quality of teaching, the learning environment, and student learning outcomes.

The particular evaluation for children with disabilities is designed specifically for these students. These evaluations are tailored to their ability levels and usually involve oral assessment. The aim is to ensure that children with disabilities get the support they need and can reach their full potential in an inclusive learning environment.

This approach shows that evaluation in inclusive education management is student-centered. It reflects a commitment to ensuring that every student, regardless of their needs, gets a quality education that meets their needs. It also enables schools to continuously improve and adjust their approach to inclusive education. Overall, implementing inclusive education management has successfully improved the quality of Education at SDN Lawangan Daya II Pamekasan.

Implementation strategies for inclusive education management

Implementing inclusive education management requires a comprehensive and well-planned strategy (Ruwandi, 2012). One effective strategy is the development of an inclusive curriculum, which includes learning accessible to all students without exception. This curriculum should support the diversity of students, including those with special needs, so every student has equal opportunities to learn and develop (Mayya & Sa'ud, 2019).

In addition, collaboration between education stakeholders such as teachers, parents, educators, and experts in inclusive education is essential. This close collaboration will ensure that each student gets the proper attention and learning strategies that suit their needs (Ariani,

2022). With good cooperation, it will be easier to identify barriers and find practical solutions in the teaching-learning process.

The findings on the urgency of management in inclusive Education at SDN Lawangan Daya II Pamekasan are in line with those of Robiyansah (2020), who emphasized that with the right implementation strategy, inclusive education management can be an effective solution for improving the quality of education and creating an inclusive learning environment for all students.

The first challenge is the lack of understanding and awareness about inclusive education among teachers, parents, and the general public.

Although inclusive education management has many benefits, its implementation is not free from challenges. One of the main challenges of SDN Lawangan Daya II Pamekasan is ensuring that all educational facilities are truly inclusion-friendly and accessible to all students. Wulan and Aedi revealed the urgency of investing in developing adequate infrastructure and changing the design of more inclusive learning spaces.

In addition, training for teachers and educators is also a challenge that needs to be addressed. Sufficient time and resources are required to organize quality training so that they can effectively implement inclusive learning approaches.

Another challenge is the stigma and discrimination against students with special needs. Society and even some parties in the educational environment often still have a less inclusive view of them; therefore, Kauliņa, Voita, Trubina, & Voits (2016) revealed the need for efforts to increase understanding and awareness of the importance of inclusive education in society.

Maintaining consistency and continuity in implementing inclusive education management can also be challenging. It requires a long-term commitment from all relevant parties to keep the program running sustainably. This involves careful planning, sound monitoring, and regular evaluation to ensure that inclusive education remains a priority in the education system.

In the face of these challenges, SDN Lawangan Daya II Pamekasan considers it essential for all relevant parties to work together synergistically, not only in terms of collaboration but also in allocating resources and monitoring implementation progress. With the awareness of these challenges, it is expected that efforts to improve inclusive education management can be continuously enhanced to create a truly inclusive and supportive educational environment for all students. The steps taken by SDN Lawangan Daya II Pamekasan align with the findings of Temuan (Asitah et al., 2021), which suggest continuity

in improving inclusive education management by involving all parties to create synergy in its implementation.

Improved management of inclusive education

Based on research findings, to improve inclusive education management, all education stakeholders need to be actively involved (Tanjung et al., 2022). A strong awareness of the importance of inclusive education must be built not only as a concept but as a practice that must be carried out to optimize each individual's potential (Tarnoto, 2016).

In addition, investment in inclusive training and skills development for teachers and educators should be a priority (Rusmono, 2020). Continuous and structured training programs are needed to ensure that inclusive learning approaches can be implemented correctly in every educational context (Tanjung et al., 2022).

Equally important is the support and cooperation of education authorities, public policies, and related institutions to ensure the allocation of adequate resources and policies that support the implementation of inclusive education as a whole (Astawa, 2021).

By bridging the gap between theory and practice and involving all relevant parties in the process, it is hoped that inclusive education management can be continuously improved to create a truly inclusive and empowering learning environment for all students.

This study has provided valuable insights into implementing inclusive education management at SDN Lawangan Daya II Pamekasan. While this study has successfully explored various aspects of inclusive education management, including planning, implementation, and evaluation, some limitations must be acknowledged.

Firstly, this study focuses on one particular school, SDN Lawangan Daya II Pamekasan. Therefore, the findings and conclusions may not be generalizable to other schools or educational contexts. Secondly, this study mainly focuses on the perspectives of educators and education personnel. While this perspective is critical, further research may need to consider other perspectives, such as those of students and parents.

Thirdly, this study did not specifically explore the challenges and barriers faced by children with disabilities in the teaching and learning process. Understanding these experiences and challenges could provide further insights into improving inclusive education management.

Conclusion

This study explores the implementation of inclusive education management at SDN Lawangan Daya II Pamekasan, focusing on planning, implementation, and evaluation. In planning, this study emphasizes the importance of collaborative meetings, a clear division of tasks, and establishing a special assistant teacher (GPK) to support special needs students. Implementing inclusive education management involves providing specialized guidance, modifying the curriculum, maintaining strong communication with guardians, and involving professional and experienced educators. The evaluation of inclusive education management involves general and specific assessment of students with disabilities. The implementation of inclusive education management has had a significant impact on improving the quality of education and changing student behaviour.

There are some recommendations for further research to improve inclusive education management. *Firstly*, further research could be conducted in other schools or different educational contexts to understand how inclusive education management is implemented in various environments. *Secondly*, further research could consider students' and parents' perspectives on inclusive education management. Understanding these perspectives may provide further insights into how inclusive education management can be improved to meet the needs of all parties involved. *Thirdly*, further research could explore the challenges and barriers faced by students with disabilities in the teaching-learning process. Understanding these challenges can help formulate more effective strategies and interventions to support children with disabilities in inclusive education. Overall, further research in this area could help optimize the implementation of inclusive education management, aiming to create an inclusive and supportive learning environment for all students.

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