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Management Analysis of Inclusive Education Services in Inclusive Elementary Schools

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Abstract

Inclusive education as a new construction in the educational context both on an international and national scale. Inclusive education aims to provide the best service for general students and students with special needs by providing adequate access and support. School principals as school managers, teachers and school human resources have a very vital role in carrying out their management to improve the quality of education and services in an inclusive manner. An inclusive approach to education aims to provide equal learning opportunities for all children, regardless of their background, abilities or special needs. This research aims to analyze, understand, interpret and discover new theories and practices in quality management of inclusive education services, to create quality services that can be implemented by schools at the elementary school (SD) level in the city of Banda Aceh. This researcher uses qualitative methods with a case study design . The location of this research is at SD Negeri 25 Banda Aceh City. Data collection techniques are interviews, observation, and documentation, then the analysis techniques used are data reduction, data presentation, and drawing conclusions. The results of this research management of inclusive education services in inclusive primary schools aims to create a fair and inclusive learning environment for all students. It requires co-operation from various parties as well as continuous planning and evaluation to overcome the challenges and achieve better educational outcomes.
Keywords: *Service Management, Inclusive Education, Elementary School*

Introduction

Education is one of the fundamental development transformation processes that plays an important role in development. Because education is the first thing to do to improve human resources. So education is a process of changing the attitudes and behavior of a person or group in an effort to mature through the teaching and training process. The role of teachers in inclusive education must have the competence or ability to manage the learning of students with special needs which consists of aspects of knowledge, understanding, abilities, values, attitudes and interests, as a set of intelligent, responsible actions that teachers have as a requirement for considered capable by the community in carrying out teacher duties (Khayati. et al., 2021). Adequate training and qualifications are a very important basis for ensuring that teachers can teach effectively in an inclusive environment (Ramadhan, 2023). Teachers who are qualified and equipped with relevant knowledge and skills are the main key to providing inclusive education for all students (Sukomardojo, 2023).

Educational service management refers to systematic efforts to ensure the implementation of educational services that are effective, efficient and responsive to the needs of students and the educational community as a whole, Michael Fullan, in Iswahyudi, (2023). Successful management of educational services involves a deep understanding of student needs, close collaboration among teaching staff, and school administration, and implementation of best practices to ensure the success of each student, (Leithwood, Seashore Louis, Anderson, and

Wahlstrom). In elementary schools that have implemented an inclusion policy, it is clear that there are additional services aimed at supporting students with special needs. Management of inclusive education services in elementary schools has resulted in real changes in the provision of educational services.

According to the latest data from the Central Statistics Agency (BPS) in (2023), the number of school -age children who are not attending school in Indonesia is still significant. The results of the National Socio-Economic Survey (Susenas) carried out in March 2023 show that there are around 4.3 million children who are not in school. Of this number, around 950,000 children are children with special needs (ABK). The implementation of inclusive education often faces obstacles due to its complex nature. Situations still occur where some inclusive schools refuse to accept children with special needs, even though related policies and training already exist. ABK rejections also vary, for various reasons. This is because there are no special accompanying teachers, infrastructure, no zoning and also some due to miscommunication. For example, the case of one of the crew members being rejected was because the crew member who lived in Syiah Kuala District, Banda Aceh City, was deemed to have jumped too far from the educational zoning in their territory, aka a different rayon. So even though the target school is inclusive, ABK is still rejected.

The Aceh government guarantees education for people with disabilities through Regional Regulation Number 5 of 2008 concerning the Implementation of Education. stated in article 1 and article 33. In article 1, it is said, inclusive education is education aimed at students with special needs to get the opportunity to study in regular schools with special services according to their needs. Meanwhile, article 33 states that the Aceh Government and district/city governments are eliminating obstacles that could prevent every student from fully participating in education by providing adequate services for special education and inclusive education.

Inclusive education has become a major focus in efforts to ensure that all children, including those with special needs, receive a quality, inclusive education. One of the important issues in education management is equality of access. The importance of equal access includes equal access to quality education, equal access for students with special needs, and also equal access for students from economically disadvantaged backgrounds Pratiwi, (2021). Inclusive education aims to provide the best service for all students, both general and those with special needs, by providing adequate access and support.

In implementing inclusive learning methods, concrete strategies are key. One strategy in implementing inclusive learning methods is to involve a differentiation approach. Assessment in inclusive learning has a crucial role in supporting the development and success of every student, including those with special needs. In an effort to provide good quality services, schools need to pay attention to service management principles. This is very important to do so that you can have a positive experience while using the educational services provided. The principles of educational service management cover various aspects of planning, organizing, motivating, controlling and developing human resources, in the educational context. Some key principles include: independence, partnership, participation, and transparency.

By integrating policies, curriculum adjustments and inclusive environments, as well as supporting teachers through ongoing professional development, schools can ensure that all students, including those with special needs, receive a quality, inclusive education. According to Chopra (2008) and Musyafira & Hendriani (2021), and Wulandari & Hendriani (2021), the success of inclusive education is influenced by the school's views and policies, collaboration between class teachers and special education teachers, as well as the teacher's teaching abilities. By monitoring, and evaluating on an ongoing basis, schools can identify areas that need improvement, and take the necessary actions to improve their inclusive practices.

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Overall, continuous improvement in the management of inclusive education services is key to ensuring that all students, including those with disabilities, receive a quality and inclusive education. With an approach that is continually refined and perfected, every individual will have an equal opportunity to develop and reach their full potential.

Inclusive education is a noble idea, which aims to provide equal learning opportunities for all individuals, including those with special needs. This includes recognizing different values, developing a friendly learning environment for all students, and providing the necessary support so that each individual can reach their optimal potential. Management of inclusive education services in elementary schools has resulted in real changes in the provision of educational services. By implementing this approach, we can see the addition of services aimed at supporting students with special needs.

However, the challenges in managing inclusion services should not be ignored. Thus, inclusion policy is not just a policy change, but a catalyst for a more inclusive and sustainable educational transformation. Through targeted inclusion service management, elementary schools can become places where every student feels accepted, supported, and given the opportunity to develop optimally.

Based on the data presented in the background, several schools accept children with special needs without rejection. Some schools realize that the children they accept are children with special needs, but some schools do not realize that the children accepted at school are children with special needs. Likewise, Banda Aceh State Elementary School 25 is a school that accepts children with special needs. Therefore, researchers are interested in studying further about the Quality Management of Inclusive Education Services at SDN 25 Banda Aceh City.

Method

This researcher used a qualitative approach with a case study design. With a qualitative approach, researchers obtain empirical reality based on phenomena that occur in depth and detail. Qualitative research appreciates human interaction and explores subjective meaning through descriptive data. This method is used to understand beliefs, opinions, human perceptions, and social context. The aim is to explain phenomena descriptively using the scientific method Adlini (2022). Creswell (in Roosinda 2021, p. 7) states that qualitative research methods are a research process and basic understanding of methodology that investigates social phenomena and human problems.

A technique for obtaining valid data from research subjects is known as data collection techniques. In this research, three instruments were used for data collection techniques, namely interviews, observation and documentation. There are three main components in data analysis techniques, as developed by Miles & Huberman (Satori & Komariah, 2020; Rijali, 2019), namely, data reduction, data obtained from complex fields needs to be grouped first, then determine the important things from the results found, and in the end the data will provide a clear picture and of course make it easier for researchers to carry out the analysis stage. Inclusive education management requires thorough planning, effective implementation, continuous evaluation and support from all parties to create an equal learning environment for all students. The next step is to present the research data in the form of a brief description or relationship chart between categories. Then draw conclusions from the data that has been collected and presented. This discovery can be in the form of a description or picture of a particular object that was previously unclear so that after examination it becomes clearer .

Results

Based on the results of interviews conducted with several respondents , it was concluded that the management of inclusive education services at SDN 25 Banda Aceh City applies SERVQUAL concepts, in this concept the school can ensure that all students receive services that meet their needs effectively and sustainably. The SERVQUAL model, developed by Parasuraman, Zeithaml, and Berry in 1985, identifies five main dimensions of service quality: Goodness, Reliability, Responsiveness, Assurance, and Empathy. These dimensions serve as a framework for organizations to assess, and improve the quality of their services based on customer perceptions, and expectations. By using SERVQUAL as a guide, organizations can find out which parts of their services can be improved to meet customer expectations , and achieve service excellence.

Apart from that, the curriculum used by SDN 25 Kota Banda Aceh as an inclusive school follows the applicable national curriculum, but with a few touches of modification necessary to suit the needs and characteristics of each student. These modifications include the allocation of time needed, content of learning materials, methods, facilities and infrastructure, learning environment, and classroom management. In inclusive education, the principle of the curriculum is designed and developed flexibly, namely that there are adjustments using escalation, duplication, modification, substitution and osmosis models.

Not only does the curriculum require modification and have principles, in learning activities also inclusive education at SDN 25 Banda Aceh City applies PAIKEM learning principles. PAIKEM itself is an active, innovative, creative, effective and fun learning model. In this model the teacher understands the uniqueness, characteristics and competencies of each student. Apart from that, learning objectives are designed and prepared simply but implemented effectively and efficiently. This model is also able to build courage within students to be able to express themselves, show their feelings and express their opinions freely and responsibly.

The inclusive education model can run optimally when the school organization has a special body that focuses on dealing with issues related to inclusion. One way to accomplish this is to add a special education division or similar term. This division consists of at least three main elements, namely psychologists, Guidance and Counseling (BK) teachers, and Special Assistant Teachers (GPK). The presence of a psychologist in a school does not have to be full-time, but is sufficient to provide regular services according to the school's needs. Psychologists have an important role in supporting students' emotional, social and academic development, Schools that implement inclusion service planning well show readiness in dealing with student diversity. Evidence in the form of student needs assessment documents, adapted curricula and special budgets for inclusion facilities show that planning has been well thought out. Teachers in inclusive schools who have received specialised training are better prepared to handle students with special needs, as evidenced by the increase in students' active participation and their understanding of the material. Classroom observations showed a variety of learning methods tailored to students' learning styles. In addition, reports of collaboration with parents and the community also provided additional support for students at home.

Regular evaluation reports on student progress and programme effectiveness demonstrate ongoing monitoring efforts. Evaluation data shows improvements in the academic and social development of students with special needs in an inclusive school environment. From the analysis, the challenges identified such as limited facilities, lack of trained teachers and social stigma towards inclusive students received special attention. Examples of resolution efforts that have been implemented are the school's cooperation with external institutions to complete facilities, as well as regular training for teachers. Government support in the form of funding

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and regulation is evident through the provision of affirmative BOS funds for inclusive schools and regular teacher training. This evidence suggests that government policies have a positive influence on the sustainability of inclusion programmes in primary schools.

Discussion

Education management is an orderly organizational structure, and is in the world of education. Educational management is an activity that contains cooperation, runs in a process, has a system framework to achieve educational goals by utilizing existing resources. Education is an effort to find quality sources and convey them to students, Diding Nurdin, (2021). The education referred to in this case is education that is focused on providing education for students with disabilities (Andriani, 2024) .

Inclusive education has become a major focus in efforts to ensure that all children, including those with special needs, receive a quality, inclusive education. One of the important issues in education management is equality of access. The importance of equal access includes equal access to quality education, equal access for students with special needs, and also equal access for students from economically disadvantaged backgrounds Pratiwi, (2021). Nevertheless, efforts to improve the quality of education continue to be made, one of which is through improving service management,janariani, (2023) .

Education management plays an important role in shaping the character of students, Lesmana, Salsabilah, & Febrianti, (2021). This involves principal leadership, teacher-student communication, and school environmental support. The quality of good educational management has an impact on the overall quality of education, including the formation of students' character (Palettei & Sulfemi, 2021).

Educational planning must support innovation so that education can continue to develop and improve its quality. This means adopting new teaching methods, educational technology, and innovative management approaches to ensure education remains relevant and effective. Good educational planning must consider various complex and interrelated aspects. This involves a deep understanding of learner needs, national development goals, and the efficient use of resources. A comprehensive, systematic and responsive approach is essential to ensure that education can meet current and future demands, and contribute significantly to human and societal development. With this approach, educational planning can become an adaptive and sustainable instrument in meeting the educational needs of society and supporting long-term development progress.

Inclusive education carries a broader vision, namely bringing changes in the more traditional educational paradigm, which may be limited to providing educational services to only a small portion of the population (Rahma, 2023). This paradigm is based on the fundamental principle that every individual, regardless of background, ability, or physical and mental condition, has an invaluable right to obtain high quality education (Sappaile et al., 2023)

Inclusive education is a policy that aims to improve the quality of learning and participation of all students, increase school capacity in responding to student diversity and eliminate/minimize obstacles for students in learning. This concept has gained attention in recent years, and the government has made efforts to promote inclusive education through various programs and activities (Hikmat, 2022). Inclusive education is built on the understanding that every child has the human right to education. This reflects educators' global commitment to providing equal opportunities for all children, including those with special needs, to receive educational services.

other words , inclusive education requires that the school must adapt to the demands of the individual needs of students, not students who adapt to the school system. The advantage of inclusive education is that children with special needs and ordinary children can interact with each other naturally in accordance with the demands of daily life in society and their educational needs can be met according to their respective potential.

Conclusion

Inclusive education is not only about integrating students with special needs into regular classes, but also about changing the mindset and school culture to become more inclusive as a whole, where every individual feels valued and accepted in the learning process . Schools providing inclusive education must provide adequate educational facilities and infrastructure, and ensure the smooth running of educational programs. In order for the implementation of inclusive education to show positive benefits, the learning environment and learning process must be carefully constructed to provide extraordinary learning opportunities for all students.

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