



Article

**ANALYSIS OF IMPLEMENTATION OF INCLUSIVE EDUCATION  
IN MATARAM CITY  
(CASE STUDY IN SD NEGERI 34 CITY OF MATARAM)**

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**Abstract**

The purpose of this study was to determine program management, management, implementation, and factors that became obstacles in implementing inclusive education at SDN 34 Mataram. This research is a type of descriptive qualitative research. The subjects of this study were selected by purposive sampling. Data collection techniques include: observation, interviews, and documentation and perform analysis by triangulation of data. The research subjects were school principals, accompanying teachers for children with special needs, children with special needs. The results showed that the first step of the inclusive education management program carried out by the principal of SDN 34 was to send delegates from the school several teachers in the field of study and homeroom teachers to receive training. There are inhibiting factors in developing an inclusive management program where the inhibiting factors are lack of funds and lack of facilities and infrastructure.

**Keywords:** *ABK, Inclusion, Education*

**Introduction**

According to Kustawan (2013: 50) management can be defined as the process of planning, organizing, leadership, and controlling the efforts of organizational members and the use of all existing resources in the organization to achieve the organizational goals that have been set. About education management, E Mulyasa in Kustawan (2013) explained that education management is a process of developing collaborative activities of a group of people to achieve predetermined educational goals, the activities include planning, organizing, actuating, and supervising. controlling) as a process to turn the vision into action.

Inclusive education is the process of changing the attitudes and behavior of a person or group of people to mature humans through teaching and training efforts, actions, ways of educating. Education is every effort, influence, protection, and assistance given to children. The assistance provided to children referred to here is someone's effort to teach or foster material intelligence, character, social behaviour, how to interact with others, and emotional processing in

children so that children can behave in accordance with the rules that exist in the environment. social (Sholawati, 2019).

In essence, education is not only purely theoretical, but the efforts of educators to educate students must be responsible for the morale of students and in accordance with well-planned management/strategies as the basis for educators to build the character of students. Education can take place in a social environment, not necessarily in a broad social environment. When children interact with other people, their families, teachers, and friends, then in these interactions there are educational activities that take place (Friend Marilyn, 2015).

In Law Number 20 of 2003 concerning the National Education System it is explained that every citizen of the Republic of Indonesia has the same opportunity to obtain education, including children with special needs (Lukitasari et al., 2017). Therefore, children with special needs such as blind, deaf, mentally retarded, quadriplegic, tundra, children with learning difficulties, and inclusive children have the right to get the same education as other children. Human rights, which emphasize that education is the most basic human right of children, make educators try to be more active and expand access to education to all students from various backgrounds (Ikramullah & Sirojuddin, 2020). The expansion of education is not only carried out by educators in this case teachers or schools, but requires the participation of families, communities, and the state which are expected to be able to complete the education gap in Indonesia (Siswanto & Susanti, 2019).

Inclusive education programs have been implemented oriented towards services to children, so that the needs of every child are met. Inclusive education programs are not only applied to children who have special needs but to all children because basically every child has characteristics, uniqueness, and diversity naturally already exists in the child. These characteristics of each child must be facilitated in all levels of education in general and early childhood education.

Law No. 20 of 2003 concerning the national education system which regulates that every citizen has the same right to obtain good quality basic education who has physical, mental, emotional, intellectual disabilities, has special talents, and who lives in remote areas. This law on the education system explains that inclusive education is not only for children who experience physical needs but also for children who have different cultures, social, geography and languages to get the same educational services according to the needs of each child so that can stimulate the development, knowledge, and skills of children (Setianingsih, 2018).

Children with Special Needs (ABK) usually attend Extraordinary Schools (SLB) according to their respective specialties. In order to overcome this, it is necessary to make a breakthrough in the form of providing opportunities and opportunities for children with disabilities to obtain education in public schools (Dadang Garnida, 2018; Rusmono, 2020). This pattern of education is called inclusive education (Wati, 2014). Inclusion can be viewed as a process to address and respond to diversity among all individuals through increasing participation in learning, culture and society and reducing exclusion both in and from educational activities (Wathoni, 2013).

## **Methods**

The method used in this study is a qualitative research method. This study uses a "Case Study" approach or qualitative research with a case study approach. The advantage of a case study approach is that the researcher will get a broad and complete picture of the subject being studied. Furthermore, Sarwono (2006) states that this research is carried out if the researcher wants to 1) understand the underlying meaning of participant behaviour, 2) describe the setting and participant interactions, 3) explore to identify new information, 4) understand the limited circumstances and

want to know. in depth and detail, 5) describe the phenomenon to create a new theory. The reason researchers use this method is because this method is closely related to the focus and formulation of the research problem to be studied.

Data collection techniques could be carried out by observation, interviews, questionnaires, documentation studies and data triangulation which were used to test the validity, credibility, and constancy of research data. The data obtained in this study are primary data and secondary data.

Data analysis in qualitative research is the process of systematically tracking and arranging interview transcripts, field notes and other materials collected to increase understanding of these materials so that their findings can be interpreted to others (Zuriah, 2015).

The data analysis of this research in the form of inclusive education in its application in the city of Mataram was carried out by researchers using the steps according to the interactive model of Miles and Huberman (1994). To check the validity, credibility and consistency of the data, triangulation of research data was carried out. As stated above, this research data triangulation was carried out by comparing the data obtained from various data collection techniques, several data sources, and several data collection times.

This research data analysis activity was carried out in three stages, namely analysis before entering the field, while in the field, and after finishing from the field (Sugiyono, 2011). Data triangulation was carried out during the stages during the field and finished from the field.

## **Results**

### **1. Inclusive Education Program in 34 Mataram State Elementary Schools**

Based on the results of the research that has been done, it can be concluded that the principal together with the teachers in the preparation of the inclusive education program, where all the plans have been arranged in the program. The initial step taken by the principal of SD Negeri 34 was to send delegates from the school several teachers in the field of study and homeroom teachers to receive training. After attending the training, the teachers went into the community to provide counselling about inclusive education programs.

The implementation of inclusive education will lead to efforts to improve the quality of education which is strongly influenced by teachers in carrying out their duties operationally. For this reason, the principal of SD Negeri 34 Mataram once a month supervises operational activities, it goes well

### **2. Implementation of Education Management in 34 Mataram State Elementary Schools**

The results showed the implementation of education management at SD Negeri 34 Mataram in the fields of:

#### **a. Curriculum**

Subject teachers have modified the curriculum according to the abilities and characteristics of students. The curriculum used in the implementation of inclusive education basically uses the regular curriculum that applies in public schools. However, because the diversity of obstacles experienced by students with special needs varies greatly, ranging from mild, moderate to severe, in its implementation, the regular curriculum needs to be modified (aligned) in such a way that it fits the needs of students. So, the curriculum used in the inclusive class is the same as the regular curriculum.

#### **b. Learners**

There are 2 students with special needs at SD Negeri 34 Mataram. The relationship between students with special needs and normal students. The results of observations made by the author, that children with special needs with normal students establish a good friendly relationship. Normal students embrace and support children with special needs, even playing together, studying together, without any bullying. So that children with special needs have high confidence in learning.

c. Learning Process Management is related to Planning, Implementation and Evaluation of Learning at SDN 34 Mataram.

In general, the management of the learning process begins with learning planning which includes the activities of Inclusive Education Management at SDN 34 Mataram, analysing SKL and KD and making modified RPP. The learning process in the inclusive class is carried out in accordance with the lesson plans used by the teacher.

Teachers also balance the learning context when dealing with students with special needs. In addition, evaluation for students with special needs includes 3 aspects of assessment, namely affective aspects, knowledge, and skills, by applying modified value standards according to students' conditions.

3. Constraints faced in the implementation of inclusive education

a. Education Financing

The results of the observations showed that the facilities and infrastructure at SD Negeri 34 Mataram were still less accessible. Regarding this, the school gave reasons because funds had not been allocated for the provision of school facilities and infrastructure. The school financial component is a production component that determines the implementation of teaching and learning activities with other components.

b. Facilities and infrastructure

From the observations of researchers at SD Negeri 34 Mataram, there are no facilities and infrastructure that support inclusive education programs. Educational facilities and infrastructure in learning have a function as a tool to explain the message conveyed by the teacher. Educational facilities and infrastructure also function as individual learning tools where the position of educational facilities and infrastructure fully serves the learning needs of students.

## **Analysis**

The analysis of primary and secondary data in this case study research in the city of Mataram was carried out by data triangulation. The data obtained are the implementation of inclusive education at SD N 34 Mataram, the management of the implementation of inclusive education, and the challenges of implementing the inclusive education.

## **Discussion**

1. Inclusive Education Program in 34 Mataram State Elementary Schools

Based on the results of the research that has been done, it can be concluded that the principal together with the teachers in the preparation of the inclusive education program, where all the plans have been arranged in the program.

Planning is the determination of organizational goals and the determination of strategies, policies, programs, projects, methods, methods, budgets and so on that are needed to achieve goals.

The initial step taken by the principal of SD Negeri 34 was to send delegates from the school several teachers in the field of study and homeroom teachers to receive training. After attending the training, the teachers went into the community to provide counselling about inclusive education programs.

The implementation of inclusive education will lead to efforts to improve the quality of education which is strongly influenced by teachers in carrying out their duties operationally.

Sugiarmun (2011:87), the essence of inclusion is about the right of every student to individual, social, and intellectual development. Students should be given the opportunity to reach their potential. To achieve this potential, the education system must be designed by considering the differences that exist in students. Those who have special disabilities and/or have extraordinary learning needs must have access to high-quality and appropriate education.

Hallahan (2010:65), inclusive education is education that places all students with special needs in regular schools throughout the day. In this kind of education, the teacher has full responsibility for the students with special needs.

Permendiknas Number 70 of 2009 states that what is meant by inclusive education is an education system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to attend education or learning in an educational environment together with students in general. Inclusive education is an educational program that is feasible, challenging, but tailored to the abilities and needs of each student as well as the help and support that teachers can provide, so that children succeed. Inclusive education is intended as an educational service system that includes children with special needs studying together with their peers in regular schools closest to their place of residence. The spirit of implementing inclusive education is to provide the widest possible opportunity or access for all children to obtain quality education and in accordance with the individual needs of students without discrimination.

## 2. Implementation of Education Management in 34 Mataram State Elementary Schools

Inclusive education management is a systematic, systemic, and comprehensive collaborative process in order to realize the goals of national education. National goals are achieved by working with people to achieve effective educational goals. Efforts to apply management principles in the field of inclusive education are carried out to utilize all human resources, money, materials, and equipment as well as methods to achieve educational goals effectively and efficiently. A series of activities or the whole process of controlling the cooperation of a group of people to achieve educational goals in a planned and systematic manner held in a certain environment, especially formal educational institutions. The process of integrating all efforts to utilize personal and material resources, as an effort to effectively improve the development of human quality.

The expected resources include planning, organizing, leading, controlling educational staff, educational resources to achieve educational goals, educating the nation's life, developing whole people, namely human beings who believe, laugh at God Almighty, have noble character, have knowledge, skills, physical and spiritual health, a strong, independent personality, and social and national responsibility. Activities combine educational resources so that they are focused on achieving predetermined educational goals.

Management of inclusive education is the overall process of joint activities in the field of inclusive education which includes planning, organizing, managing, and evaluating by using and utilizing available facilities, both personnel, material, and spiritual to achieve educational goals

effectively and efficiently. Evaluation of inclusive education is carried out to assess whether all forms of activities that have been carried out have achieved the stated goals.

In general, the management of the learning process begins with learning planning which includes the activities of Inclusive Education Management at SDN 34 Mataram, analysing SKL and KD and making modified RPP. The learning process in the inclusive class is carried out in accordance with the lesson plans used by the teacher. Teachers also balance the learning context when dealing with students with special needs. In addition, evaluation for students with special needs includes 3 aspects of assessment, namely affective aspects, knowledge, and skills, by applying modified value standards according to students' conditions.

Curriculum Management (teaching program) for Inclusive Schools includes modifying the national curriculum according to the initial abilities and characteristics of students (exceptional children), elaborating the educational calendar, compiling lesson schedules and division of teaching tasks; regulate the implementation of the preparation of semester teaching programs and lesson preparation, regulate the implementation of the preparation of curricular and extracurricular programs, regulate the implementation of assessments, regulate the implementation of grade promotions, make reports on student learning progress, regulate efforts to improve and enrich teaching. The curriculum is based on a model that regulates the curriculum to fit what has been planned. The inclusive education curriculum model consists of 3 model components which will be explained as follows, namely:

- a) Regular curriculum model, namely a curriculum that includes students with special needs to follow the regular curriculum just like other friends in the same class.
- b) The regular curriculum model with modifications, namely the curriculum modified by the teacher on learning strategies, types of assessment, as well as in other additional programs while still referring to the needs of students with special needs. In this model there can be students with special needs who have PPI.
- c) Individual Learning Program (PPI) curriculum model, which is a curriculum prepared by the PPI program teacher which was developed with a development team involving classroom teachers, special education teachers, principals, parents, and other relevant experts.

Student management aims to regulate various student activities so that teaching and learning activities in schools can run smoothly, orderly, and regularly, and achieve the desired goals. Admission of new students to inclusive schools should provide opportunities and opportunities for extraordinary children to be accepted and attend education at the nearest inclusive school. For the initial stage, in order to facilitate class management, each inclusion class should be limited to no more than 2 (two) types of extraordinary children, and the number of both of them is no more than 5 (five) children. Student Management includes, among others:

- 1) New student admission
- 2) Guidance and counselling program
- 3) Grouping of student learning
- 4) Student guidance
- 5) Student assessment.

### 3. Constraints faced in the implementation of inclusive education

- a. Components of facilities and infrastructure

The component of facilities and infrastructure in the inclusive education system is one of the important components. Seeing the characteristics of children with special needs, the educational facilities and infrastructure needed of course adjust to the needs of children. In addition to school components such as land, buildings, offices, school buildings, laboratories, monuments, residences and so on, specific tools are also needed such as special rooms for low vision children, soundproof rooms for deaf children, various kinds of teaching aids for autistic children. as well as learning aids, all of which are expected to support children to learn effectively and maximally

b. Management of Educators and Education Personnel (teacher development and staff development)

Educational personnel are tasked with organizing teaching, training, researching, developing, managing, and/or providing technical services in the field of education. Educational staff at the school include Educators (Teachers), Education Unit Managers, Librarians, Laboratory Assistants, and Learning Resource Technicians.

Teachers involved in inclusive schools are Class Teachers, Subject Teachers (Religious Education and Physical Education and Health), and Special Guidance Teachers. Management of education personnel, among others, includes:

- 1) Employee inventory.
- 2) Proposing the formation of employees.
- 3) Proposals for appointments, level increases, periodic promotions, and mutations.
- 4) Regulate welfare efforts.
- 5) Set the division of tasks.

c. Public Relations Management

The implementation of inclusive education is not only the responsibility of the government. Other educational institutions such as the community should always be involved in advancing education. Moreover, in the spirit of regional autonomy, where education is also a decentralized field, community involvement is a must. In order to attract the sympathy of the community so that they are willing to participate in advancing the school, various things need to be done, including by informing the community about school programs, both programs that have been implemented, are being implemented, or will be implemented so that the community gets a clear picture of the school. concerned.

The community should be fostered "a sense of belonging" to schools in the surrounding area. The progress of schools in their environment is also a shared responsibility of the local community. So that it is not only the Principal and the Teacher Council who think about the progress of the school, but the local community is also involved in thinking about it.

To attract public sympathy so that they are willing to participate in advancing the school, various things need to be done, including by informing the community about school programs, both programs that have been implemented, are being implemented, and those that will be implemented so that the community gets a clear picture of the school. concerned.

d. Financing Management

The school financial component is a production component that determines the implementation of teaching and learning activities along with other components. In other words, every activity carried out by the school requires a fee. In the context of implementing inclusive education, it is necessary to allocate special funds, which include, among other things, identification of student input, curriculum modification, incentives for involved education personnel, provision of infrastructure, empowerment of community participation, and implementation of teaching and learning activities.

At the pioneering stage of inclusive schools, assistance funds are needed as a stimulus, both from the central government and local governments. However, for the implementation of further programs, efforts are made so that schools together with parents and the community (Education Council and School Committees), as well as local governments can overcome them. In practice, financial management adheres to the principle of segregation of duties between the functions of the authorization, Ordinator, and treasurer. Authorizers are officials who are authorized to take actions that result in budget receipts and expenditures. Ordinator is an official authorized to test and order payment for all actions taken based on the authorization that has been determined. Treasurer is an official authorized to receive, store, and disburse money and is required to make calculations and accountabilities.

The principal, as a manager, functions as an authorization and is entrusted with the function of an Ordinator to order payments. However, it is not justified to carry out the function of the treasurer because he is obliged to carry out internal supervision. Meanwhile, the treasurer, in addition to having the functions of a treasurer, is also entrusted with the function of a coordinator to examine the right to payment.

#### e. School Culture and Environmental Management

Management of school culture and environment is one of the government's efforts to develop the positive character of students. The management of culture and the school environment is carried out so that the school environment can become a conducive place for seeding and developing the character of optimism, developing reasoning, enlightening reason, equipping the skills and attitudes needed to make students honest, polite, creative, productive, independent, and independent. useful to each other. Because the school environment is one of the places where students interact, in addition to the family and community environment to carry out the socialization process, namely the socialization of values, knowledge, attitudes, and skills.

Schools which incidentally as an institution need to be managed with good management methods. Cultural management and the school environment have a great opportunity to produce graduates who have good character values so that education can take place as an earnest effort to create a learning atmosphere and conducive learning process so that it can produce students who are not only cognitively intelligent but students who have good character positive.

#### f. Special Service Management

Because the students of inclusive schools consist of normal children and extraordinary children, so that extraordinary children are not neglected, special service management can be carried out. The management of this special service includes student management, curriculum, education personnel, infrastructure, financing, community relations, as well as culture and the environment. The principal can appoint his staff, especially those who understand PLB's, to carry out the management of this special service. Special service management involves all components



of education in the whole process from planning, organizing, managing, and evaluating, namely regarding teachers, students, parents, and the community.

Parents and the community participate in the whole learning process. Teachers are given opportunities and challenges to learn various learning methods according to children's needs. Teachers use cooperative learning methods that involve collaboration between children and teachers interactively. Participation and cooperation between all components are increasingly enhanced, especially the collaboration between parents and teachers starting from lesson planning to follow-up evaluation.

## Conclusion

Based on the results of the research above, it can be concluded as follows:

1. The principal together with the teachers carry out the preparation of an inclusive education program, in which all plans have been arranged in the program.
2. The relationship between normal students and children with special needs is good, harmonious, there is no bullying, even normal students support children with special learning needs.
3. The curriculum used in the implementation of inclusive education basically uses the regular curriculum applicable in public schools. However, because the diversity of obstacles experienced by students with special needs varies greatly, in its implementation, the regular curriculum needs to be modified (aligned) in such a way that it fits the needs of students.
4. Evaluation for students with special needs includes 3 aspects of assessment, namely affective aspects, knowledge, and skills, by applying modified value standards according to students' conditions.
5. The constraint factors are the obstacles to financing education and infrastructure

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