

Inclusive Education Management For Children With Special Needs at SMP Lenterahati Islamic Boarding School, Indonesia

Reni Agustina¹, Hari Witono¹, Fahrudin¹, Sudirman¹, Dadi Setiadi¹

¹ *University of Mataram*

Jl. Majapahit No 62 Mataram, Nusa Tenggara Barat, Indonesia

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Corresponding Author:

Reni Agustina

reniagustinaauri@gmail.com

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Abstract. This study examines the management of inclusive education at SMP Lenterahati Islamic Boarding School, focusing on its implementation and effectiveness for children with special needs. The research method used is descriptive qualitative, through observation, interviews, and document analysis. The study results indicate that the management of inclusive education at SMP Lenterahati includes various aspects, such as an adaptive curriculum, teacher training, supporting facilities, and parental involvement. Implementing an adaptive curriculum allows children with special needs to follow lessons according to their abilities. Teacher training is routinely carried out to improve understanding and skills in teaching students with special needs. In addition, the school provides supporting facilities such as special study rooms and learning aids. Parental involvement in the education process is also an important factor in supporting the success of inclusive education. Overall, the management of inclusive education at SMP Lenterahati Islamic Boarding School has proven effective in meeting the needs of children with special needs and creating an inclusive learning environment. However, challenges still need to be overcome, such as limited resources and increasing awareness of all school staff. This study enriches the literature on inclusive education and can be a reference for other schools that want to implement inclusive education.

Keywords: Management; Inclusive Education; Children.

INTRODUCTION

Inclusive education results from implementing a global policy of Education for All, which was rolled out in 1990. It aims to actualise the Universal Declaration of Human Rights Proclamation in 1949, which stipulates the right of every individual to receive an education. Children have the right to receive an education without any barriers of geography, ethnicity, religion, language, gender, or academic ability. This is a natural manifestation of this right [1].

Based on Article 1 of the Regulation of the Minister of National Education of the Republic of Indonesia No 70 of 2009 concerning inclusive education for students with disabilities and potential intelligence and/or special talents, inclusive education is defined as a learning delivery system that provides opportunities for all students with disabilities and individuals with potential intelligence and/or special talents to

participate in learning in the general environment. Article 2 of the regulation emphasises that inclusive education aims to provide equal opportunities for all children to receive quality education, regardless of physical, emotional, mental, or social, as well as certain intelligence or talents. Every student who has a physical, emotional, mental, or social disability and/or has potential intelligence and/or special talents needs to receive educational services that are to their needs and rights. Thus, inclusive education aims to realise education that respects differences and diversity and is free from discrimination. To encourage inclusive education, the government needs to maintain balance by providing support from various parties so that its implementation can follow the guidelines listed in the established policy. Inclusive education is directed to overcome the limitations of children with special needs (ABK) and meet their needs comprehensively. Due to the

significant differences in logical and reasoning abilities between students with special needs and regular students, integrating learning in one class in the context of inclusive education can be a significant challenge.

During the initial observation on November 27-30, 2023, the management and implementation of inclusive education faced several challenges, including the following: in its implementation, the standardisation of facilities and infrastructure was considered inappropriate. This is due to the requirement for schools that provide inclusive education to follow the rules set by applicable regulations, requirements, and certain criteria. The standardisation in question involves tangible goods, especially school facilities and resources that support students with disabilities in the education process.

The disparities between students with special needs and regular students in general are still problems. Limited accessibility to students can result in discriminatory actions against them. In addition, inappropriate treatment of students with special needs in the classroom reflects problems in terms of accessibility.

Furthermore, teacher knowledge related to handling students with special needs and socialising inclusive education to other regular students is still considered less than optimal. Often, only teachers and other educators are responsible for implementing the education system in schools. According to the initial objectives of the inclusive education system, not all school residents can understand and implement it. However, for teachers as educators, who should be able to play a role and involve students with special needs and regular students in the classroom, both in academic and social aspects, this can be a challenge for teachers.

In addition, various difficulties arise related to the need for information. This is caused by the irregular management of information from the management related to comprehensive training. Because schools do not collect online data, individuals must visit the appropriate office in person to obtain the latest and accurate information. Data collection is one of the main tasks of the education office. The figures from the data collection results can be used to identify conditions in the area. In this case, the service must manage data storage to archive and analyse the collected data. Hierarchical limitations in collecting information from previous years' infor-

mation are also a problem that, if not addressed, can hinder correlation with the following year's information. The results of planned, coordinated and feasible progress require accurate and undeniable information.

However, despite the problems in implementing inclusive education at SMP Lenterahati Islamic Boarding School (further - SMP), this school is considered quite good in its inclusive education services and management. This can be seen from the flow and data that clearly, unlike other schools that tend to give educational responsibility to the homeroom teacher alone. At SMP, students who are classified as children with special needs will be given special services when they are considered unable to follow learning in class, not only the homeroom teacher who guides but also assisted by inclusive teachers who are therapists for children with special needs and school psychologists who are not yet available in inclusive schools in general, especially in West Lombok. For example, the Special School in Mataram does not yet have a teacher with a bachelor's degree in psychology.

Based on the background phenomena, the researcher was interested in exploring inclusive education management for children with special needs in junior high schools. This research will provide input and answers to several existing questions and problems.

METHOD

This research was conducted at SMP located on JL. Ireng Jaya, Jati Sela, Gunung Sari District, West Lombok Regency. SMP is a private school that was established in 2018. The number of students in the 2023/2024 Academic Year is 241, divided into 10 study groups with 136 male and 105 female students. This school is located in Gunung-sari District, West Lombok Regency, and implements inclusive education. Of the students listed, 16 are classified as Children with Special Needs from grades VII to IX.

This study uses a descriptive qualitative approach. Data were collected through direct observation, in-depth interviews with teachers, school staff, and parents, and document analysis related to inclusive school policies and programs. In this study, the author used a purposive sampling technique. This sampling technique was chosen because of the lack of time, network, and cost in collecting research information. However,

this technique certainly will not reduce the reliability of research data and is very suitable for study. This is because it gives researchers freedom or flexibility in finding participants who can provide accurate information in answering research questions. The data analysis technique used is thematic analysis to identify main patterns and themes related to inclusive education management. The data that has been collected through observation, interviews and documentation is then carried out in the following steps: display data, reduction data and conclusion drawing/verification.

RESULTS AND DISCUSSION

Planning. SMP was found to be planning at the beginning of each semester or new school year. All parties involved carry out this planning and adjust it to the needs of students. At the planning stage, SMP determined the use of an Adaptive curriculum. SMP develops a curriculum that can be adapted to children with special needs and abilities. This curriculum is designed to provide flexible teaching methods and learning materials so each student can learn most effectively.

Part of the planning of inclusive education at SMP is determining the types and levels of ABK accepted. The queue accepted at the SMP is placed in the category of special needs students first by showing a certificate from a child development doctor or psychologist. Students will receive therapy with a relevant psychologist if they want to attend public schools. After the psychologist or child development doctor provides a recommendation letter to study at SMP, an accepted student at the school, the diagnosis made by the psychologist or paediatrician is to determine whether the student's special needs are included in the low, moderate, or severe category. If the student is still classified as low or average, they will be accepted, but if they are at a severe level, they will be advised to attend a special school in the relevant area.

Some of the objectives of implementing inclusive education at SMP for ABK include equalising education. This inclusive education initiative is expected to significantly benefit students with special needs in the classroom and ensure that no more students with special needs are registered.

At this planning stage, various aspects are involved, such as teachers, parents, principals and TU. At this stage, in addition to discussing the cri-

teria for students accepted and the curriculum to be used, SMP also discusses the learning strategies used by teachers later. Not only that, the discussion at the planning stage also concerns the costs that parents will pay later. At this planning stage, parents will receive the cost, and the kind of financing scheme carried out because regular students are different from students with special needs.

At this planning stage, SMP also involves parents or guardians of students in the planning process. This is intended so that at the implementation stage, parents are also deeply involved and know the development of their children. Thus, it can provide the best learning from the school, and the program can be implemented or continued at home.

Implementation. The first thing to do in the implementation stage is to conduct the selection and acceptance of students. This is what was stated during the planning. Accepted students are students with needs who meet several requirements previously determined in the planning process. File adjustments in the form of a certificate from a child development doctor or psychologist accompany this acceptance process. This is done with the aim that when conducting student assessments at school, there are no mistakes in diagnosing and providing services to children with special needs.

At this implementation stage, the implementing coordinator has been determined at the planning stage. This coordinator is an inclusive teacher tasked with reporting all problems and explaining how inclusive education is run at SMP. The inclusive teacher is also tasked with determining the distribution of students in the same year so that they do not pile up in one class. In learning for children with special needs, a coordinator and other factors will support implementing this inclusive education.

Teacher Training Teacher training is regularly held to ensure teachers have the knowledge and skills to teach students with special needs. This training covers various topics, such as differentiated teaching strategies, using learning aids, and understanding the different types of special needs.

Parental involvement in the educational process is highly emphasised at SMP. The school regularly meets with parents to discuss child development and effective educational strategies. This

involvement helps create a good partnership between school and home in supporting child development.

At this implementation stage, the management or arrangement of facilities and infrastructure that will support the management of inclusive education at SMP is also carried out. The facilities and infrastructure in question are learning tools or media appropriate to the needs of children, as well as places or environments that support learning for children with special needs. Lenterahati provides a special room for students with special needs, which functions as a place for handling when children with special needs experience conditions that cannot be controlled by teachers in the classroom and disrupt the learning process.

Control. One of the control efforts is an evaluation by the principal and committee. Children with special needs are evaluated to determine how they can reach their best potential when attending SMP. It is known that every student with special needs will be evaluated in terms of cognitive, emotional, and psychomotor strategies. The results of this evaluation will later be applied to which ones are suitable for children with special needs at SMP.

This evaluation or control is carried out on implementing inclusive education management at SMP. The most important evaluation is certainly carried out on the learning line because it is closely related to student development as a priority. For this reason, SMP conducts evaluations in stages and prioritises the things that are the school's main priorities at that time.

One form of control carried out by SMP is communicating with and involving parents in the implementation stage. This is done so that parents and the school can provide input to each other for better development of students with special needs. In this case, parents work together with teachers who teach students with special needs by continuing the program provided by the school at home. Thus, the program or learning provided at school can be repeated at home so that students with special needs can understand the learning content more easily. Control on other lines is carried out by reviewing and reporting any obstacles and support needed to improve.

Supporting and inhibiting factors. There are several supporting factors for the management of education at SMP, namely the presence of assis-

tant teachers, therapists, and psychologists, support and cooperation of parents, positive attitudes, commitment and confidence of all teachers, school staff and parents - availability of special services and adaptation of the physical environment and equipment. Support systems, such as the availability of great teachers and appropriate policies and procedures to monitor the progress of individual students with disabilities, including ensuring their safety, include a flexible curriculum, effective teaching strategies, and community involvement and support. Not only that, but the presence of special assistant teachers at Lenterahati and the role of therapists and parents are also very helpful in implementing inclusive education management at SMP.

Meanwhile, one inhibiting factor SMP feels is supporting facilities such as special stairs for the disabled and others. This causes the management carried out to be quite hampered at the implementation stage because students with physical strength disorders are not properly accommodated. For this reason, SMP hopes that support regarding the facilities and infrastructure in this section can be resolved immediately. Meanwhile, another factor that inhibits the implementation of inclusive management at SMP is that no teachers with special education specifications exist. Some parents are less cooperative when asked to cooperate by SMP Lenterahati Islamic Boarding School.

CONCLUSIONS

From the results and discussions conducted, several important points can be concluded regarding the management of inclusive education policies at SMP:

Planning Elements. The goals of inclusive education are clearly defined, organisational structures are established, and human resource management strategies are developed. Student admission is based on low to moderate special needs categories, requiring a letter of recommendation from a psychologist or child development doctor.

Implementation Elements. Implementing a modified curriculum to meet the needs of students with special needs, developing lesson plans, and facilitating intensive interaction between teachers and students with special needs to ensure effective integration in the learning environment.

The management of inclusive education at SMP shows that with the right commitment and strategy, schools can create an inclusive learning environment and support the development of children with special needs. Although there are challenges to overcome, the experiences and practices implemented in this school can be an example and reference for other schools that want to implement inclusive education.

This research enriches the literature on inclusive education in Indonesia and shows that it is possible and beneficial for all parties involved.

Control Elements. Tasks are divided effectively to achieve the set goals. Organisational education includes classifying instructors per special education regulations and improving teacher competency through appropriate training programs. To measure the ability of students with special needs to follow regular education using adapted cognitive, affective, and psychomotor evaluation methods.

Supporting and Inhibiting Factors. In the implementation of inclusive education at SMP Lenterahati, there are accompanying teachers who accompany the learning process, psychologists who help monitor the development and obstacles faced by students with special needs, support and cooperation from parents, positive attitudes, commitment and confidence of all teachers, and school staff. Availability of special services and adaptation of the physical environment and equipment. System Supporter, such as the availability of great teachers and appropriate policies and procedures to monitor the progress of individual students with disabilities, including ensuring their safety. Flexible curriculum, effective teaching strategies, and community involvement and support. Limited facilities and infrastructure include the absence of special stairs for students with special needs and the lack of educators with special education backgrounds for inclusive classes.

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