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Implementation of inclusive school program management

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Abstract:

This thesis discusses the Implementation of the Inclusive School Program Management at SMP Negeri 14 Bandar Lampung. The problem is discussed through a field study. This type of research is qualitative research. The data was obtained by using, observation, interviews and documentation. All data obtained were then analyzed using qualitative data analysis. The results of the study found that: 1) Inclusive school planning is carried out by planning students, curriculum and teaching staff. infrastructure, and financing. 2) Organizing inclusive schools at SMP Negeri 14 Bandar Lampung by dividing tasks, there is someone appointed as the person in charge of implementing inclusive education, assisted by class teachers, subject teachers and accompanying teachers; 3) The implementation of inclusive schools uses the modified K-13 curriculum and the learning model uses Two Teachers, which is learning carried out by two teachers; 4) Monitoring of the inclusive school at SMP Negeri 14 Bandar Lampung is carried out every three months. This monitoring is also carried out by sharing the evaluation results of students with special needs which will be submitted to the students' guardians. In addition, every month a monthly meeting is held as a way of direction and control.

Keywords: Inclusive school; Management implementation; Program

Introduction

Inclusive schooling is an educational concept that ensures full access and participation for all students, regardless of their different abilities or needs (Sukadari, 2020). The basic principle of inclusive schooling is that every individual has the right to a quality education in a supportive and inclusive environment (Wardhani, 2020). To realize this goal, the implementation of inclusive school program management is very important (Alfina & Anwar, 2020).

So far, the inclusion program in schools has only had an impact on schools that implement inclusion programs with good management (Bahri, 2022), while other schools do not receive special services in the field of inclusion due to the lack of management program efforts in its development (Baharuddin & Saidang, 2020).

SMP Negeri 14 Bandar Lampung is one of the schools in the area that is committed to implementing an inclusive approach to education (Rusmono, 2020). By adopting the principles of inclusion, the school aims to create a friendly, open and inclusive learning environment for all students, including students with special needs (Nuraini, 2019).

The implementation of the inclusive school program management at SMP Negeri 14 Bandar Lampung involves various important components that must be considered (Maria et al., 2023). First, the initial identification and evaluation of students' needs must be done carefully (Djuanda, 2020). This allows the school to plan appropriate measures to support the development and learning progress of each student (Fatimah, 2020).

Next, the school needs to involve all relevant stakeholders, including teachers, school staff, parents and students (Diaty et al., 2022). Good communication and cooperation between all parties is key in implementing an effective inclusive program (Setiawan et al., 2020). In this regard, schools need to provide adequate training and support to teachers so that they can develop inclusive teaching strategies and overcome challenges that may arise (Lembong et al., 2023).

In addition, school facilities and physical environments also need to be adapted to support the needs of all students (Anggraeni, 2019). This includes welcoming settings for students with special needs, adequate accessibility and the provision of supporting resources such as technological equipment or appropriate learning materials (Gusti, 2021; Taufik & Rahaju, 2021).

Last but not least, it is important for schools to promote a culture of inclusion among all students (Hanjarwati et al., 2019). This can be done through social activities, awards and extracurricular activities that involve all students without discrimination (Ramadhanti & Handayani, 2020).

In the context of implementing inclusive school program management at SMP Negeri 14 Bandar Lampung, these steps will be the foundation for creating an inclusive, equitable and meaningful learning environment for all students (Irawati et al., 2022). Thus, each individual will have an equal opportunity to grow and develop according to their potential, and feel accepted and valued in the school community (Suryana, 2021; Syahrul & Nurhafizah, 2022). Therefore, the existence of inclusion program management in education is expected to solve one of the problems in handling inclusive education so far, so that it can easily find out how

the implementation of inclusive education management programs in inclusion-based schools (Baharuddin & Saidang, 2020; Safitri et al., 2022; Setianingsih & Listyarini, 2019).

Methods

This shows that the implementation of this research does occur naturally, as it is, in a normal situation that is not manipulated by the circumstances and conditions, emphasizing natural descriptions. Data collection methods by means of observation, interviews and documentation conducted at public junior high school 14 Bandar Lampung, Indonesia.

Results and Discussion

The stages of planning according to Handoko are a) Setting a goal or set of goals, b) Formulating the current situation, c) Identifying all facilities and obstacles, and d) Developing a plan or series of activities to achieve the goal. This stage has been implemented in SMP Negeri 14 Bandar Lampung. Although the objectives have not been specifically formulated, the vision and mission made at SMP Negeri 14 Bandar Lampung have accommodated the objectives of education in general and the objectives of inclusive education in particular.

The vision, mission and objectives developed at SMP Negeri 14 Bandar Lampung are not only intended for normal children who attend school there. But also for children with special needs who attend SMP Negeri 14 Bandar Lampung. For example, one of the school goals is for students to be excellent and have character. This goal is not only intended for normal children but for all students who study at SMP Negeri 14 Bandar Lampung.

In addition to school goals, of course, there are specific goals for each student with special needs. These goals are compiled based on the results of observations of students. The goals of each learner with special needs are different from one another. It depends on the special needs of each learner with special needs.

The next stage after determining the objectives is to formulate the current situation and identify it. The current situation is explained that at SMP Negeri 14 Bandar Lampung it is still less than perfect. This is due to the lack of assistants in the school. To overcome this problem, it is necessary to collaborate between the inclusive education coordinator and the class teacher as a substitute for assisting students with special needs. The plan that has been prepared is then developed into activities because the goals that have been set can be achieved.

Based on data obtained from interviews, observations and documentation, the implementation of inclusive learning activities will be carried out smoothly and well if the learning services provided by class teachers and assistants are able to apply discipline to students with disabilities, know the level of ability of each student both in terms of material, understanding in the learning process in class. Therefore, the implementation of inclusive education learning requires the presence of class teachers and companion teachers and in learning activities without underestimating each other.

This is in accordance with Takdir Illahi's opinion that, inclusive education is regular education tailored to the needs of students who have abnormalities or have special potential intelligence and talents in regular schools in a systemic unit.

In the observation of data obtained by researchers at SMP Negeri 14 Bandar Lampung, inclusive education is developed in such a way as to develop the curriculum in regular schools, but in certain parts it is modified and adjusted to the abilities of each child with disabilities.

Because of the diversity and needs of students in the curriculum, it must be adapted to the abilities of each student and sometimes those of children with disabilities are lower than the targets of normal students. Inclusive education uses three curriculum models: the general curriculum, the modified curriculum and the individualized curriculum. The modified curriculum is the regular curriculum that is modified and adapted to the abilities of students with special needs.

Modifications can be made by modifying the time allocation or material. In connection with the implementation of inclusive learning at SMP Negeri 14 Bandar Lampung, the curriculum uses the K13 curriculum but the curriculum model is modified, meaning that the curriculum used is a regular curriculum that is modified and adapted to the abilities of students with special needs, who modify it, namely the accompanying teacher and adapted to the needs of each individual with special needs. Because every child with special needs has obstacles that are not the same as slowleaners and they are difficult to assist, so the lesson plans used are tailored to the needs of students, both from attitude competencies and basic competencies and are consulted again with the principal, inclusion leader, and parents of children with disabilities.

This is done because SMP Negeri 14 Bandar Lampung pays attention to the implementation and learning activities that will be developed and refer to the inclusive education curriculum. So, inclusive education is very beneficial for all, especially for students with special needs.

In the implementation of learning, there is a learning model in the inclusion class stated by Kustawan and Hermawan that the learning model is very different, especially in this class there are ordinary students and normal children. The two-teachers model is a learning model for children with special needs using two teachers, namely the class teacher and the special mentor teacher (GPK). The pull out class model is moving from one service to another.

In the results of field observations, the data obtained by researchers at SMP Negeri 14 Bandar in the implementation of learning, namely using the Two Teacher learning model (two teachers), in learning the Two Teacher model can improve the quality of children's learning experience in class, namely the presence of class teachers and accompanying teachers will better help children in terms of communication, participating in class, socialization, and controlling their behavior. Companion teachers help, as well as guide and direct children with special needs to learn more independently in the classroom learning process.

In addition, there is a pull out class, namely children with special needs can flexibly move from one form of service to another, such as a form of regular class with pull out, where inclusion children learn with other children (normal) in the regular class, but at certain times children with special needs are pulled from the regular class to a special room (therapy) to study with special assistants. So children with special needs are also unstable in mood, sometimes they feel bored when they are in class all day. Therefore, the accompanying teacher who understands the characteristics of each child and brings them to a special room (therapy) to be given guidance and direction.

This is done because the inclusive education institution at SMP Negeri 14 Bandar Lampung wants to really foster, guide and encourage children with special needs to learn together with normal students. Because the main part of implementing an inclusive school starts with learning services for children with needs in the inclusion class.

An inclusive class means a class where the class teacher and regular students in it can accept students with special needs including their needs and characteristics. An inclusive class ensures

that students with special needs can be comfortable in learning activities and obtain equal rights in obtaining education.

The supervision stage carried out at SMP Negeri 14 bandar Lampung is the leader's effort to find out all matters concerning the implementation of work, especially to find out the smooth work of employees in carrying out tasks to achieve goals. Supervisory activities are often referred to as control, assessment, monitoring or supervision. Control is also often referred to as supervision. Supervision can be defined as a process to ensure that the objectives of the organization and management can be achieved.

The main purpose of supervision is to determine the level of achievement of goals and avoid fraud. The Principal of SMP Negeri 14 Bandar Lampung conducts supervision regularly. Monitoring and evaluation is carried out once a month, namely by holding a school meeting. The school meeting held by SMP Negeri 14 Bandar Lampung does not only contain directions from the Principal. But also the performance report of Educators and Education Personnel every month. Has it achieved the expected goals or is it just running in place.

Evaluation of this program evaluation is carried out so that the desired goals can be achieved on time. It should even be able to exceed the desired target. It is not much different from supervision in inclusive education. Every month the inclusive education coordinator must report on the activities he has carried out during the month. The report is submitted both in writing and orally. The evaluation carried out at SMP Negeri 14 Bandar Lampung is not only a program evaluation, but also an evaluation of teaching and learning activities.

Evaluation of teaching and learning activities is carried out every three months. And the results of the evaluation are submitted to the student's guardian. For students with special needs, students also conduct evaluations every three months. However, with different competencies. Questions for evaluation are usually prepared by the accompanying teacher.

Based on the description above, it can be seen that inclusive education management is considered as an overall process of cooperation by utilizing all available and appropriate personnel and material resources to achieve predetermined educational goals. The expected sources include the process of planning, organizing, leading, controlling education personnel, educational resources to achieve educational goals, educate the lives of the people, develop whole human beings, namely humans who believe in, laugh at God Almighty, have noble character, have knowledge, skills, physical and spiritual health, a steady personality, independent, and responsible for society and nationality. The activity of integrating educational resources to be centered in an effort to achieve predetermined educational goals. Inclusive education management 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 set goals. Inclusive education is a new development of integrated education. In inclusive schools, every child according to his or her special needs is sought to be optimally served by making various modifications and / or adjustments, ranging from curriculum, infrastructure, teaching and education personnel, learning systems to the assessment system.

In other words, inclusive education requires the school to adjust to the demands of the

individual needs of students, not students who adjust to the school system. The advantage of inclusive education is that children with special needs and ordinary children can interact with each other naturally according to the demands of daily life in the community, and their educational needs can be met according to their respective potential. The consequence of implementing inclusive education is that schools are required to make various changes, from perspectives, attitudes, to educational processes that are oriented towards individual needs without discrimination.

As for the findings conducted at SMP Negeri 14 Bandar Lampung starting from the planning, organizing, implementing and supervising stages, the principal's leadership and communication have been very good in motivating all elements of the school in carrying out the program of the inclusive school program management. The principal must always monitor directly how the implementation of the program is going well. The findings in the field through interviews and observations that the examination of the management of improving the quality of students is good and in accordance with existing theories. But it is better if the madrasa head must be diligent in monitoring the program implemented by teachers and students, so that the results can be maximized. Inspection activities must align the plan and program implementation. If the implementation is not in accordance with the plan, it must be dealt with directly.

Conclusion and suggestion

The results of the research conducted at SMP Negeri 14 Bandar Lampung starting from the planning, organizing, implementing and supervising stages, the principal's leadership and communication have been very good in motivating all elements of the school in carrying out the program of the inclusive school program management. The principal must always monitor directly how the implementation of the program is going well. The findings in the field through interviews and observations that the examination of the management of improving the quality of students is good and in accordance with existing theories. But it is better if the madrasah head must be diligent in monitoring the program implemented by teachers and students, so that the results can be maximized. Inspection activities must align the plan and program implementation. If the implementation is not in accordance with the plan, it must be dealt with directly.

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