

School Management Policy Analysis on The Implementation of Inclusion Education in Primary Schools

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ARTICLE INFO	ABSTRACT
Article history Received Feb 03, 2024 Revised April 07, 2024 Accepted June 30, 2024	This research investigates school management practices in implementing inclusive education in state elementary schools in Banda Aceh City. Using a qualitative approach with a descriptive research design, the study involved ten subjects: 1 Head of the Elementary School Department of Education and Culture, three principals, three class teachers, and three subject teachers from SD Negeri 1, SD Negeri 24, and SD Negeri 32 in Banda Aceh City. Data were collected through observation, interviews, and documentation and analyzed using qualitative descriptive analysis with data reduction, presentation, and conclusion. The research findings are as follows: 1) Planning for inclusive education in Banda Aceh City public elementary schools needs clear program steps; 2) Implementation of inclusive education has been carried out well, but guidelines are not thoroughly followed due to insufficient resources and program planning; 3) Supervision by principals occurs every three months but is not optimal due to a lack of specific monitoring for inclusive education programs; 4) Evaluation of learning by teachers is periodic but does not align with the principles and criteria for inclusive education assessment; 5) Obstacles include a lack of teacher knowledge about inclusive education, limited school resources, a lack of a specific budget, and insufficient parental understanding in handling children with special needs.
Keywords School Management Inclusive Education Elementary Schools	

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I. Introduction

Education is a transformational process that an individual engages in to progress in a more positive path. Regarding human resources, education is essential to a country's progress. Education seeks to improve the nation's life and the quality of each individual's education (Intania & Sutarna, 2020; Komariah & Nihayah, 2023; Madani, 2019). Thus, everyone has the right to an education regardless of background. According to Article 5, paragraph 1 of Law Number 20 of 2003, about the National Education System, "Every citizen has the same right to obtain quality education."

Looking at developments over time, education has begun to vary because the government has issued educational policies for exceptional children or children with special needs (Francisco et al., 2020; Tohara et al., 2021). According to Lisinus and Sembiring (2020), "Children with special needs require care tailored to their individual needs because they differ from other children in their community in terms of physical, cognitive, and psychological characteristics." In line with current educational developments, students with special needs can

study at regular schools that accept children with special needs, known as inclusive schools.

According to Nurfadhillah (2021), "Inclusion education is a system of educational services where kids with special needs attend conventional schools near their homes and study among kids their age." Inclusive education has the nature of being open to variations in student characteristics and trying to accommodate these differences without disturbing other students (Farmer et al., 2019; Lindner & Schwab, 2020; Materechera, 2020). In the context of inclusive education, differences in student characteristics are considered valuable learning opportunities and are expected to provide benefits for all students. (Keskin & Yurdugül, 2020; Maatuk et al., 2022; Paulsen & McCormick, 2020). Efforts to mutually understand differences between students and fair treatment of these differences are considered positive aspects that support the success of inclusive education. (Dewsbury & Brame, 2019; Mortier, 2020; Paulsrud & Nilholm, 2023).

However, to adopt inclusive education, schools must modify the curriculum, the educational infrastructure, and

the learning processes to meet the unique needs of each student. In Banda Aceh City, numerous primary schools still require adequate setup to offer inclusive education. Teachers are not able to be proactive and friendly towards all children. Because there are not enough educators with special education training, kids with special needs often get teased. Lack of availability of relevant learning facilities and materials, as well as lack of attention to the needs of each student. Apart from that, a school culture that is not yet fully inclusive is also a challenge; where stigma and prejudice against kids with special needs persist, it can impede a welcoming and inclusive learning environment for all students. Another problem is the need for more effective coordination and communication between various related parties, such as teachers, parents, health workers, and other associated parties, which is needed to align support efforts for children with special needs in the school environment. Therefore, to overcome these problems, schools must optimize their management well and effectively.

Management has a role in achieving the school's vision and mission. The management process starts with planning, organizing, implementing, controlling, and evaluating. The active role of the organizational structure and the utilization and empowerment of organizational resources is also vital so that organizational goals are achieved effectively and efficiently. Schools can create better programs with good school management because school resources can be processed directly according to student needs (Apriana et al., 2019; Komalasari et al., 2020). School management is also responsible for establishing a school culture conducive to learning and creating a safe, comfortable, and inclusive environment for all stakeholders, including students, teachers, parents, and the surrounding community (Khaleel et al., 2021; Nursita, 2024; Prasetya et al., 2021). School management plays a vital role in building a school culture that is inclusive and friendly towards diversity (Gómez - hurtado et al., 2021; Nishina et al., 2019; Óskarsdóttir et al., 2020). School management includes building a supportive learning environment for all students, increasing awareness and understanding of individual student needs, and overcoming stigma and discrimination that may arise in the school environment (Archambault et al., 2022; Franklin & Harrington, 2019; Mahoney et al., 2021).

Several studies have highlighted school management in inclusive education, such as that conducted by Yulistiyanto et al (2021) Stating that the role of the school principal is vital in education management who has the highest authority in making decisions, influencing the direction of the institution, and achieving educational inclusion, with collaboration and effective communication between school principals, class teachers, special guidance teachers, and the community, as well as an approach to dividing and prioritizing problems resolved by the relevant agencies or services. Research by Ikramullah & Sirojuddin (2020) Explains that the most basic factor in school

management regarding the implementation of inclusive education is the budget. Research conducted by Lestari (2022) It shows that teachers, as school officials who directly interact with students and teach in class, play a significant role in inclusive learning. However, some of this research has yet to focus on state or general schools that accept students with special needs. So, the author is interested in studying the process of implementing school management policies towards implementing inclusive education in several state elementary schools in Banda Aceh City.

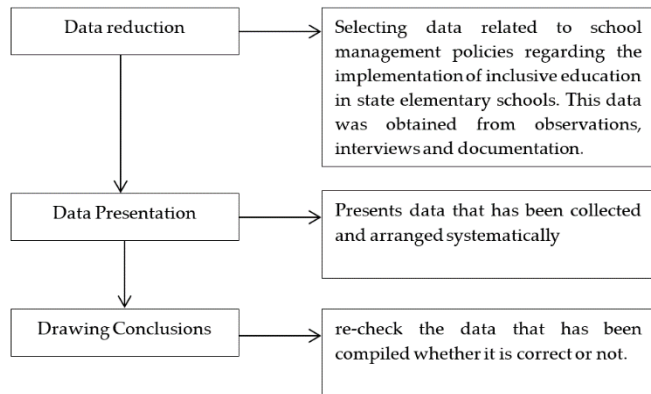
II. Method

This research uses a descriptive method with a qualitative research type to determine the implementation of school management regarding inclusive education in state elementary schools in Banda Aceh City. The participants in this research were ten people consisting of 1 Head of the Elementary School Department of Education and Culture, three school principals and 3 class teachers, and three subject teachers from each school, each of whom came from SD Negeri 1, SD Negeri 24 and SD Negeri 32, Banda City. Aceh. Participants were selected randomly according to the criteria of schools that accepted students with special needs.

This study used observation, interviews, and documentation as data-gathering methods. Observations were done to collect data relevant to the implementation of school management in public primary schools in Banda Aceh city, such as learning activities, relationships between instructors and pupils, and the school's physical condition and infrastructure. To obtain a deeper understanding of how school management is implemented in providing inclusive education in primary schools, as well as the perspectives and experiences of principals, teachers, and other school staff regarding inclusion efforts, structured interviewing techniques were used to conduct interviews. Structured interviews also seek to remove bias, get consistent answers, and make it easier to compare responses to increase the objectivity and dependability of the hiring process. Data from associated papers were gathered through documentation, including school policies, assessment reports, inclusion support programs, and other vital records that offer more details and enable thorough data analysis.

This study employs the Miles & Huberman (1992) data analysis methodology, which comprises phases for data reduction, data presentation, and conclusion drafting. The data reduction stage is carried out by selecting and simplifying the raw data that has been recorded by filtering, categorizing, interpreting, and discarding data that is considered useless and arranged in such a way that data interpretation can be done easily. The data presentation stage is carried out to systematically present the collection of data or information that has been obtained so that it is easy to understand. Finally, the stage of

concluding is carried out by re-checking the correctness of the data that has been previously collected from the interview process with the resource person. The data is then compared through a literature review, including statements, opinions, and major theories contained in the literature study. After that, a conclusion is drawn in the form of a description or description of the school management policy regarding the implementation of inclusive education.



III. Results and Discussion

A. School Planning in Implementing Inclusive Education in Banda Aceh City Public Elementary Schools

The results of research from SD Negeri 1 Banda Aceh City show that inclusive education planning is carried out when obtaining a decree from the department as an inclusive school, after which a team formation meeting is held to plan the program of activities to be carried out. This activity was carried out at the beginning when the school was designated as an inclusive school, namely around 2017. Currently, SD Negeri 1 Banda Aceh City has not yet carried out planning for the implementation of inclusive education, planning is carried out only based on this initial plan. However, the stages in accepting new students are still accepting children with special needs by carrying out identification and assessment to get to know the child's condition.

The results of research from SD Negeri 32 Banda Aceh City show that the planning carried out in the inclusive education program is to carry out initial observations through identification and assessment activities to find abnormalities in children with special needs so that learning can be adjusted.

According to SD Negeri 24 Banda Aceh City research findings, the school has yet to plan to implement an inclusive education program. Nonetheless, it still allows teachers to work with and embrace students with modest special needs. This is how the inclusive education program at SD Negeri 24 Banda Aceh City is modified to fit the needs of students receiving regular instruction.

At Banda Aceh City State Elementary Schools, the inclusive education program's planning phase begins with the admission of new students. The primary objective of instituting inclusive education is establishing a system for admitting additional pupils. To promote more access to educational services, Raharjo et al., (2020), "State that this regulation aims to guarantee the admittance of new students in an impartial, open, accountable, non-discriminatory, and equitable manner."

After the recruitment stage for new students at Banda Aceh City State Elementary Schools, further planning is carried out through identification and assessment activities to find symptoms of abnormalities in children. According to Yuwono & Utomo (2021), "To provide the right educational services for children who encounter abnormalities or deviations (physical, intellectual, social, emotional, or behavioural), identification is the effort made by someone (parents, teachers, or other educational professionals) to conduct a screening process."

Furthermore, service programs that suit their needs can be provided in the form of medical treatment, therapy and educational services to develop their potential. Based on the General Guidelines for the Implementation of Inclusive Education (By Minister of National Education Regulation No. 70 of 2009), it is explained that: "To obtain optimal and accountable results, the identification and assessment process in its implementation needs to involve experts such as doctors, psychologists, and other related professions." According to Irdawarni (2019) Stated that "The results of the identification and assessment will be important materials for planning appropriate education for them."

Furthermore, as every student with special needs has unique needs, the identification and evaluation outcomes are included in curriculum development. This leads schools to develop curricula that are modified according to the needs of students. For example, SDN 1 Kota Banda Aceh teachers adapted the subject matter by using more interactive and visual teaching methods, such as pictures, videos, or concrete learning aids. SDN 24 Kota Banda Aceh teachers by providing additional time to complete tasks or simplifying instructions to make them easier to understand. In addition, the physical learning environment can be modified to ensure accessibility, as is the case at SDN 32 Banda Aceh, which provides physical aids or assistive technology that support students' engagement in learning activities. Collaboration between classroom teachers, support teachers, and inclusive education specialists is also essential in designing and implementing individualized learning plans (ILEs) that suit the unique needs of each student. Teachers have a very large role in achieving quality education in general. In planning the teaching staff, must be planned well so that each student has a special supervising teacher so that the child's development can be monitored regularly. This is in line with Bhroin & King (2020) who stated that " Teachers

with specialized knowledge of the learning process and development of children with special needs must assist inclusive schools."

However, from the research results, Banda Aceh City State Elementary Schools do not provide accompanying teachers. Especially for children in the heavy category, the school will direct the students' parents to find their accompanying teacher or be assisted by the school and the parents will pay the accompanying teacher's honorarium independently. However, children with special needs who are in the mild category, do not use an accompanying teacher. The service is completely carried out by teachers at regular schools. This was done by the school because of budget limitations in paying special accompanying teachers so the relevant agencies and schools were unable to provide accompanying teachers for each school.

In implementing inclusive education, teachers in regular schools also need to be equipped with additional knowledge about special education. According to Sukadari (2019) stated that: "Especially for educators in inclusive schools where there are children with special needs, they must be able to serve them academically, psychologically and psychologically." Regarding developing the skills needed in inclusive schools, it is necessary to develop professional staff through education, training, and certification.

B. Implementation of Inclusive Education in Banda Aceh City State Elementary Schools

The research results from SD Negeri 1, SD Negeri 24, and SD Negeri 32 in Banda Aceh City show that implementing education in inclusive classes is generally like learning in regular classes. Learning is carried out based on the curriculum that applies at school. However, in its implementation, teachers must adjust the material provided to the conditions and abilities of students with special needs. This may involve using more varied and interactive teaching methods, adjusting tasks and assessments, and providing necessary learning aids. Teachers also need to pay more attention to the individual needs of each student, ensuring that all students can follow the lessons well and get the maximum benefit from the learning process.

C. Implementation of Inclusive Education in Banda Aceh City State Elementary Schools

The research results from SD Negeri 1, SD Negeri 24, and SD Negeri 32 in Banda Aceh City show that implementing education in inclusive classes is generally like learning in regular classes. Learning is carried out based on the curriculum that applies at school. However, in its implementation, teachers must adjust the material provided to the conditions and abilities of students with special needs. This may involve using more varied and interactive teaching methods, adjusting tasks and assessments, and providing necessary learning aids. Teachers also need to pay more attention to the individual

needs of each student, ensuring that all students can follow the lessons well and get the maximum benefit from the learning process.

Table 1. Planning Stage for Each School

No.	School	Planning Stage
1.	SDN 1 Banda Aceh City	Not yet planning the implementation of inclusive education Accepting students with special needs by carrying out identification and assessments to get to know the child's condition
2.	SDN 24 Banda Aceh City	Not yet planning the implementation of inclusive education Accepts light crew members and can still be served by school teachers
3.	SDN 32 Banda Aceh City	Has implemented inclusive education planning by carrying out initial observations through identification and assessment to find abnormalities in students with special needs.

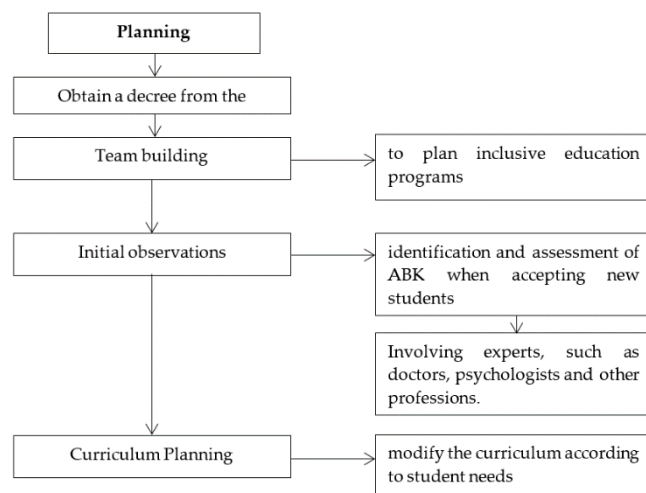


Fig. 1. School Management Planning Stage in Implementing Inclusion Education

The implementation of learning carried out by teachers in inclusion classes at Banda Aceh City State Elementary Schools is appropriate, but no learning planning document has been modified in writing. The implementation of inclusive learning requires learning media that is appropriate to the needs of students and is an important part of the learning process. According to Sutiah (2020) Stated that: "Learning media for children with special needs who receive educational services at inclusive schools can be grouped according to the child's obstacles. in the study."

The learning media used by teachers at Banda Aceh City Public Elementary Schools does not meet the needs of all children with special needs. The learning media used in general are the same as normal children, namely the learning media available at school. However, there are several special learning media available at SD Negeri 1 and SD Negeri 32, Banda Aceh City, one of which is letter

cards and number cards which are used for children with reading difficulties.

Then, in organizing inclusive classes, teachers carry out various classroom arrangements, from arranging seating fairly to creating a friendly and enjoyable learning environment for all children. In organizing inclusive classes, teachers also motivate all students to continue to consider the existence of children with special needs so that they feel appreciated and consider their existence the same as normal children. This is supported by Yusra et.al (2019) Stating that: "Inclusive classroom arrangements aim to create effective teaching and learning processes or activities by inviting children to appreciate differences.

Table 2. Implementation Stages for Each School

No.	School	Implementation Stage
1.	SDN 1 Banda Aceh City	<p>The learning process is the same as a regular class</p> <p>The learning media used is not yet to students' needs, so the media for students with special needs is still little developed, such as letter and number cards</p> <p>Organize classes fairly and create a friendly learning environment for all children</p>
2.	SDN 24 Bana Aceh City	<p>The learning process is the same as a regular class</p> <p>The learning media used is not for students' needs</p> <p>Organize classes fairly and create a friendly learning environment for all children</p>
3.	SDN 32 Banda Aceh City	<p>The learning process is the same as a regular class</p> <p>The learning media used is not yet to students' needs, so the media for students with special needs is still little developed, such as letter and number cards</p> <p>Organize classes fairly and create a friendly learning environment for all children</p>

D. Supervision of Inclusive Education in Banda Aceh City State Elementary Schools

Research results from SD Negeri 1, SD Negeri 24, and SD Negeri 32 Banda Aceh City show that the supervision carried out by the principal and supervisor of SD Negeri Banda Aceh City is general learning supervision and has not been carried out by the program. Supervision activities are carried out every 3 months to monitor the development of teacher resources in teaching. The supervision carried out includes adjusting the teacher's teaching process to the administration that has been completed and making improvements and improvements. Supervision is carried out in order to observe and monitor the educational process by the desired objectives. As stated by Wiliyanto (2022) "Supervision is the most important part of management to carry out because with supervision you will be able to find

out whether a program is running smoothly or whether there are obstacles.

Table 3. Supervision Stage for Each School

No.	School	Supervision Stage
1.	SDN 1 Banda Aceh City	<p>Supervision is carried out by school principals and supervisors of SDN Banda Aceh City</p> <p>supervision has not been carried out by the established program</p> <p>Supervision activities are carried out every 3 months to monitor the development of teacher resources in teaching</p>
2.	SDN 24 Bana Aceh City	<p>Supervision is carried out by school principals and supervisors of SDN Banda Aceh City</p> <p>supervision has not been carried out by the established program</p> <p>Supervision activities are carried out every 3 months to monitor the development of teacher resources in teaching</p>
3.	SDN 32 Banda Aceh City	<p>Supervision is carried out by school principals and supervisors of SDN Banda Aceh City</p> <p>supervision has not been carried out by the established program</p> <p>Supervision activities are carried out every 3 months to monitor the development of teacher resources in teaching</p>

3. Evaluation of Inclusive Education in Banda Aceh City State Elementary Schools

The results of research from SD Negeri 1, SD Negeri 24, and SD Negeri 32 Banda Aceh City show that the evaluation carried out at SD Negeri Banda Aceh City for children with special needs follows that of normal children. Where children with special needs take the same exams as regular children. Starting from daily tests, and mid-semester exams to class promotion exams.

However, in the learning process, teachers assess children's development individually. Children with special needs are not required to have academic abilities but rather their non-academic development. The scores from the exam results taken by children with special needs are not a benchmark, but the assessment carried out is based on the child's abilities and development during the daily learning process. The assessment standards for children with special needs are adjusted to their respective abilities. The assessment standards for children with special needs are generally the same as normal children but with different achievements.

Evaluations carried out at Banda Aceh City Public Elementary Schools do not use special assessment tools

but use the same assessment tools as normal children. This is due to the teacher's lack of understanding about how assessments are carried out for children with special needs, that the assessments carried out must use special tools according to the characteristics of the students. According to Nuraini (2023) stated that "The quantitative assessment reporting system for students with special needs must be equipped with a narrative description, to avoid ambiguity and emphasize the type and quality of competencies that children are more skilled at."

Furthermore, the grade promotion system at Banda Aceh City Public Elementary Schools is the same as for normal children, as seen from the completeness of learning outcomes with the standard KKM scores at each school. Of course, compared to typical students, children with special needs have different total learning outcomes since they are tailored to their capacities rather than having to meet learning objectives on par with other students. Children with exceptional needs have the same KKM or graduation standards but must meet them differently. Diplomas and learning outcome reports for kids with extraordinary needs are the same as those for typical kids. The same indications and learning capacities are included in the learning outcomes report for children with exceptional needs; however, the grades assigned correspond to the graduation requirements or KKM restrictions that are in effect at the school.

Table 4. Evaluation of several schools in Banda Aceh City

No.	School	Supervision Stage
1.	SDN 1 Banda Aceh City	Evaluations for students with special needs are equated with evaluations of normal children, such as continuing to take the same exams students with special needs are not required to have academic abilities, but rather non-academic development Assessment is carried out on abilities and developments during the daily learning process The assessment standards are the same as normal children, but the achievements are different. Do not use special assessment tools The class promotion system is based on the KKM which is different from normal children
2.	SDN 24 Bana Aceh City	Evaluations for students with special needs are equated with evaluations of normal children, such as continuing to take the same exams Students with special needs are not required to have academic abilities, but rather non-academic development Assessment is carried out on abilities and developments during the daily learning process The assessment standards are the same as normal children, but the achievements are different. Do not use special assessment tools

No.	School	Supervision Stage
3.	SDN 32 Banda Aceh City	The class promotion system is based on the KKM which is different from normal children Evaluations for students with special needs are equated with evaluations of normal children, such as continuing to take the same exams students with special needs are not required to have academic abilities, but rather non-academic development Assessment is carried out on abilities and developments during the daily learning process The assessment standards are the same as normal children, but the achievements are different. Do not use special assessment tools The class promotion system is based on the KKM which is different from normal children

E. Obstacles faced in the Inclusive Education Program in Banda Aceh City State Elementary Schools

The results of research from SD Negeri 1, SD Negeri 24, and SD Negeri 32 Banda Aceh City show that lack of budget to meet the needs of inclusive students. This was said by the Ministry of Education and Culture, "A sufficient budget for inclusive education programs will help support members of the human resources group who have special needs to obtain education that suits their needs." Such as the budget for providing special accompanying teachers, facilities and infrastructure, special learning media, and implementing teacher training on inclusion. So, in the process, inclusive education does not run optimally and tends to follow the learning process of regular students.

Another obstacle faced is the parents' lack of understanding of their child's disorders. So, it is difficult for teachers to communicate with parents to provide suggestions or input regarding student development. According to Putri & Lutfianawati (2021), "Parents' understanding of the condition of children with special needs allows them to see the child's strengths and weaknesses as a whole so that the care provided can be optimal." With good understanding, students' parents can maintain relationships with the school, act as main mentors, and support all educational processes carried out by students effectively and efficiently.

IV. Conclusion

Planning, implementation, supervision, evaluation, and obstacles in inclusive education in three Banda Aceh City Public Elementary Schools depict a complex picture. Initial planning was carried out in 2017 after the school was designated as an inclusive school, but currently only relies on this initial plan. Meanwhile, planning at SDN 32

involves initial observations to adapt learning according to the needs of children with special needs, while SDN 24 has not specifically planned an inclusion program. However, all schools implement a mechanism for accepting new students through a zoning system. The implementation of inclusive education tends to be uniform with regular students because the national curriculum is not modified, but teachers try to adapt the material to the diverse needs of students. Supervision is carried out every three months to monitor teacher professionalism, but follow-up still needs to be improved due to a lack of program planning and resources. The evaluation follows the principles of national curriculum assessment, but assessment and graduation standards are adjusted to the abilities of children with special needs. The obstacles faced include a lack of teacher knowledge, resources, budget, and parental understanding in handling children with special needs.

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