Learning Management for Inclusive Students

Holila[1], Istikomah[2)]
Universitas Muhammadiyah Sidoarjo[1,2]

ABSTRACT

This study aims to determine learning management for inclusive students at MI Zainul Yasin. This type of research is descriptive qualitative research. Data collection techniques using observation, interviews, and documentation. The results of this study are inclusive learning management for inclusive students, including planning, organizing, implementing, and controlling learning. This inclusive learning plan is the initial stage of the learning management function, where teachers prepare to deal with included students in regular classes. So that the curriculum and infrastructure facilities are also well prepared. This is well organized by selecting the main priority strategies according to the material presented. While the implementation of inclusive learning includes three things, namely initial activities, core activities, and final activities. At its peak, inclusive learning management instructs teachers to continually evaluate their knowledge every day, every week, every month, and every year.

KEY WORDS AND EXPRESSIONS: Learning Management; Inclusive Students.

INTRODUCTION

Learning management is an effort to achieve effective and efficient learning by applying management functions to learning activities. The desired function consists of at least four activities: planning, organizing, implementing, and evaluating learning.[1] An educator should be able to create a conducive learning atmosphere, build good interactions between educators and students, and maintain an effective class organization as a supporter of student development, which is expected to follow learning objectives and avoid those that are not appropriate.[2] In line with that, learning management skills for educators is considered important enough to achieve learning goals. Learning management skills are closely related to planning, namely determining learning for students based on a competency-based curriculum and organizing interactions between existing learning resources. Can function optimally such as providing facilities and infrastructure according to needs and compiling flexible teaching materials based on competency standards, actuating (implementation), namely implementing learning programs and organizing students in class according to plans that have been prepared, and controlling (controlling), namely determining the value of learning expected.[3][4][5][6]

Learning planning means selecting, determining, and developing learning tools such as approaches, methods, techniques, materials, and assessment tools to calculate the success of learning.[7] After planning can be carried out, educators can continue organizing learning based on plans that are prepared to fit the objectives. Organizational learning can be done by selecting and compiling material, preparing tools, materials, and media for learning, preparing assignment instruments for students individually and in groups, and giving responsibility students during the learning process. When assessing learning, educators can then apply valid assessments to gain insight into student readiness, learning processes, and learning outcomes.[8] This is done to direct the learning process to achieve more effective, efficient, and proactive learning objectives.[9][10][11]

Furthermore, in implementing learning for inclusive students, it is felt that they need extra attention, especially students still at the Madrasah Ibtidaiyah level.[12] This is supported by several problem notes, which ideally can be a support, such as a special curriculum related to several subjects, limited learning time shared with other students, the absence of special guidance in learning, and the addition of minimal media availability in each lesson.[13][14] Meanwhile, inclusive education provides opportunities for all children, including children with special needs, to access educational services. As

summarized in the concept of inclusive education by Sapon Shevin O'Neil in his book, inclusive education as an education service system must verify that all children with special needs are cared for in a school. They need to be given services and cared for in general classes with their peers and adapted to each child's individual needs.[15][16]

Researchers can find several diverse students with a unique level of inclusiveness, which makes each student need additional assistance. When we noticed these inclusive students could not concentrate on learning and were busy with their activities. In planning the lesson, educators are expected to be able to pay special attention to some inclusive students. (Researcher Observation, 16 November 2022)

When stepping into this research, the researcher first reviewed the results of the study that had previously been carried out by other researchers so that it could become a comparative point of view, and there was no repetition of the discussion. Researchers have reviewed and examined previous studies, including "The Problem of Islamic Religious Education for Autistic Students," compiled by Hayyan Ahmad Ulul Al-Bab in the 2015 Academic Journal. This research examines the problems educators face during the PAI learning process with students with autism in a high school in Surabaya and its efforts to overcome it.[17] The difference in the research lies in the study that we compiled, which tends to examine all aspects of management in learning for inclusive students and does not only focus on problems and solutions so that the discussion is towards the process of managing to learn for inclusive students to achieve learning goals. The following study, "Management of PAI Learning for Children with Special Needs at Special Schools in Medan City," compiled by Suhendri in the Sabilurrasyad Journal 2017. This research resulted in a discussion of learning management of Islamic Religious Education at Special Schools in Medan City for students with special needs.[1] The difference in this research is related to the location of the study. Where our study was placed in Madrasah Ibtidaiyah, which incidentally is a public school, while previous research was set in Special Schools, which are special.

METHOD

This research is part of a field study. This in-depth analysis is more technical in nature, highlighting the interactions that occur at MI Zainul Yasin in the form of a management review so that it can provide a broader and more in-depth picture. In this study, researchers used qualitative research methods to comprehensively describe the social context related to education management, with data presented in the form of detailed descriptive sentence notes. This study examines how inclusive education can be managed so that problems do not occur which hinder the effectiveness of implementing inclusive education by MI Zainul Yasin in achieving learning objectives. This research was conducted to determine the planning, organization, and evaluation of the implementation of inclusive education at MI Zainul Yasin.

RESEARCH RESULTS AND ANALYSIS

One of the schools providing inclusive education is Zainul Yasin Private Madrasah Ibtidaiyah, located in Kanigaran District, Probolinggo. Based on observations and information obtained, since 2017 until now, MI Zainul Yasin has recorded ± 4 students identified as students with special needs (deaf, learning difficulties, behavioral and intellectual disorders). They all get the same educational services as other students without discrimination. Observations made by researchers directly describe the implementation of inclusive education management at MI Zainul Yasin, such as the learning process, supporting facilities and infrastructure, and the programs implemented. Interviews were conducted between researchers and school principals to obtain information on program activities and their management, with class teachers to obtain information on the learning process, and with accompanying teachers to get information about their learning and forms of parenting for inclusive students at MI Zainul Yasin.

A. Definition of Learning Management

Management is needed to achieve human goals in the organization and to manage various organizational resources such as facilities and infrastructure, time, human resources, methods, and others in a practical, innovative, creative, solution-oriented, and efficient manner. In the view of the Indonesian people, the meaning, mission, and goals of Education are regulated in articles 1 and 3 of the National Education System Law No. 20 of 2003, formulated "Education is a conscious and planned effort to create an atmosphere and learning process for students to actively develop their potential in the fields of religion, spiritual strength, self-control, personality, intelligence, and noble character and the skills he, society, nation, and state. Management activities have several functions that must be carried out. Gasperz, in Ariani, stated that management could be all activities of management functions: planning, organizing, coordinating, and evaluating or controlling.

Management of learning for inclusive students means empowering the planning, organizing, and evaluation functions in learning to achieve goals that have been set effectively and efficiently for students who experience mental development disorders caused by nervous system disorders or external trauma resulting in difficulties in communicating and interacting socially.[18] In Permendiknas No. 41 of 2007 concerning teacher qualification standards, a teacher must have pedagogical competence. The indicator is that the teacher must be able to make a complete lesson plan for activities in class and outside, and in the laboratory.[3]

According to Mrs. Lilik Hindun, one of the educators at MI Zainul Yasin, several things must be prepared before conducting learning in class, namely preparing lesson plans, syllabi, and others that are by PPI standards based on an analysis of students' needs in education. In line with these needs, educators must be careful and able to study and accommodate the different needs of each student to make learning more effective and according to student needs.

B. Inclusive Education Learning Planning at MI Zainul Yasin

Planning is an activity of determining goals that can be achieved and ways to achieve these goals.[13] Planning is selecting or determining institutional plans or regulations and establishing strategies, policies, projects, programs, procedures, methods, systems, budgets, and standards to achieve the stated objectives. Decision-making and politics are deeply embedded in this management function.[19] Learning planning for inclusive students at MI Zainul Yasin is adjusted to Permendikbud Number 22 of 2016, which consists of preparing learning tools, selecting learning resources, and designing learning evaluations.[18]

Planning is the earliest function in management that will determine the direction and goals of an organization. For planning to achieve its goals properly, there needs to be staged. The stages are:[20]

Table 1. Stage of Planning Objective

Planning
Set goals
Establishing the current state
Identify all rooms and obstacles
Develop a plan

Learning planning at MI Zainul Yasin is carried out to prepare teaching materials, learning objectives, learning methods, learning approaches, learning media, and learning evaluations adapted to the conditions of the inclusive students being handled. Improving learning planning management is very important for educators to do. In addition to indicators of the suitability of teaching materials, other indicators that must be considered are the selection of learning models, methods, and media. Educators must develop skills in determining good learning models and methods.

Based on the results of observation in implementation of inclusive learning for students at MI Zainul Yasin planning is still being carried out by preparing a teacher's daily journal, which is used as a reference in teaching and learning activities accompanied by an assessment format. The teacher's daily journal has the same function as the lesson plan, but modifications are made to the learning activities and the evaluation system.

C. Learning Organization

Organizing is an attempt to complement the plans made with the implementing organizational structure.[13][19] Organizing learning as a structural strategy refers to ways to sequence and synthesize related facts, concepts, procedures, and principles. However, this research also adds a new review related to the organization of learning, namely: organizing learning that is carried out through teachers who are allied in one subject, materials, selection of content, arrangement of content sequences, integrating academic quality so that they excel in international science olympiads without leaving behind values student character values and quality output through the principles of (a) clarity of duties and responsibilities, (b) division of labor based on professionalism, (c) unity of policy direction, (d) regular, (e) discipline, (f) fair (balanced), (g) initiative, (h) enthusiasm (i) togetherness, (j) synergy, and (k) sincere. Each teacher can become a leader in a predetermined class to manage and organize the class. In organizing this, it is necessary to pay attention to all their strengths and resources. They are organizing learning by organizing learning enriched by the Olympic curriculum in science, language, and religion, organizing the allocation of learning time.

Based on the results of an interview with one of the accompanying teachers for inclusive students at MI Zainul Yasin, the organization of learning at MI Zainul Yasin is carried out to gather learning resources and organize and use them as effectively and efficiently as possible so that the implementation of learning can achieve its goals. The organization carried out by MI Zainul Yasin includes organizing learning resources, class management, and the learning process.

D. Implementation of Learning Management

The word learning management, namely the word management, and learning. The word management can be interpreted as "management." Management is a word that comes from English: "Management" means direction and management. Management is the evolution of structuring activities carried out by the administrative function. Of course, it becomes a benchmark to measure success in achieving mutually agreed goals.[21][22][23]

The implementation ensures all team members achieve goals according to management planning and organization. From this understanding, during the implementation of activities, the manager or leader tries to activate the elements of his subordinates so that they want to work and achieve the desired goals.[23][24]

Implementation of learning is the implementation of lesson plans. Implementation of education includes preliminary activities, core activities, and closing activities.

Table 2. Indicators of Implementation of Learning Activities

Preliminary Activities	Core Activities	Closing Activities
A. Prepare students mentally and physically before engaging in the learning process	a. Research: Involve students in searching for broad and in-depth information about the subject matter to be studied	A. Make a summary of what you learned with students
B. Asking for prior knowledge about the material being studied	B. Development: Familiarize students with reading and writing in various ways through special, meaningful assignments	B. Always evaluate the actions taken
C. Clarify the learning outcomes or critical competencies to be achieved	C.Confirmation: provide positive feedback and recognition in the form of verbal and written cues and reward student success	C. Provide feedback on the process and learning outcomes and submit the lesson plans at the next meeting

Based on the results of observations at MI Zainul Yasin, in the preliminary stage, before educators carry out learning activities, it begins by praying and asking for news while observing students' readiness psychologically and physically. After that, the teacher invited the students to do ice-breaking. During the observation, the researcher found that the ice breaking was meant through physical activities, from clapping their hands to stomping their feet. Students were invited to read one or two short surahs of Al-Qur'an verses.

Furthermore, in the recalling stage, the educator asks several questions about the knowledge learned before entering the study material. After that, the teacher conveys the lesson that will be delivered that day and explains the purpose of the class.

At the core activity stage, educators invite students to read material books to find information about the studied material. Furthermore, students are invited to understand the material through educators' explanations through writing or related questions.

At the closing activity stage, the educator invites students to provide opinions on the learning outcomes as the output of the learning activities that they have obtained as a summary that has been submitted and conduct an assessment of these results for evaluation material. With notes, for students with special needs, the above activities can be adjusted to the needs and conditions of these students.

E. Learning Management Control

Assessment of students with special needs is very diverse. The types and models used are adjusted to the competencies and learning indicators to be achieved, the nature of the learning materials, and the purpose of the assessment itself. There are two types of assessment, namely tests, and non-tests. The exam includes an oral exam, a written exam (description and objectives), and an aptitude test. While the non-test includes attitude scales, checklists, surveys, case studies, and portfolios. An experiment is a series of questions with a right or wrong answer. Non-tests include questions or statements that have no right or wrong answers.[19]

Evaluation is a systematic assessment of the utility or usability of an item.[13][25] In evaluation, there is a function to determine the program's value so that there is an element of assessment in the

program's value. So there is a subjective element. Measurement and evaluation results are needed for evaluation. Evaluation subjects are programs whose results have many dimensions, such as creativity, attitudes, interests, skills, and others. Therefore, the measurement tools used in the evaluation also vary depending on the type of information to be collected.[24]

Based on the results of observations made by researchers, the evaluation activities implemented at MI Zainul Yasin for students with special needs are by looking back at the effects of students' work or assignments and reviewing notes regarding the conditions of either progress or setbacks in inclusion students as a reference for consideration in future learning planning so that it is maximized by looking at the behavior of the learning load, the time and condition of the inclusive students during the learning process.

CONCLUSION

Learning planning at MI Zainul Yasin is carried out to prepare teaching materials, learning objectives, learning methods, learning approaches, learning media, and learning evaluations adapted to the conditions of the inclusive students being handled. Improving learning planning management is very important for educators to do. In addition to indicators of the suitability of teaching materials, other indicators that must be considered are the selection of learning models, methods, and media. Educators must develop skills in determining good learning models and methods.

Organizing learning at MI Zainul Yasin is carried out by preparing a teaching teacher's daily journal, which is used as a reference in carrying out teaching and learning activities accompanied by an assessment format. The teacher's daily journal has the same function as the lesson plan, but modifications are made to the learning activities and the evaluation system.

Implementing learning for inclusive students at MI Zainul Yasin begins with preliminary activities such as praying, reading short letters, greeting each other, asking how they are doing, ice breaking, and recalling. Next, the core stage is the presentation of the material, from reading literature to working on questions related to the material. Entering the closing stage, students are invited to provide opinions regarding the material, which is summarized into a joint conclusion. The educator offers an assessment of students through the work that students have completed.

The evaluation that is implemented at MI Zainul Yasin for students with special needs is by looking back at the results of students' work or assignments and reviewing notes regarding the condition of either progress or setbacks in inclusive students as a reference for consideration in planning future learning so that it is more optimal using the look at the behavior of learning load, time and conditions of inclusion students during education takes place.

And the learning management process for inclusive students at MI Zainul Yasin, starting from planning, organizing, and implementing to evaluating, is carried out with consideration and suitability of the needs of inclusive students.

REFERENCES

[1] Suhendri, "Manajemen Pembelajaran Pai Di Slb Kota Medan," *Sabilarrasyad*, vol. II, no. 2, pp. 45–67, 2017.

[2] A. Erwinsyah, "Manajemen Pembelajaran Dalam Kaitannya Dengan Peningkatan Kualitas Guru," *Tadbir J. Manaj. Pendidik. Islam*, vol. 5, no. 1, pp. 69–84, 2017, [Online]. Available: https://www.journal.iaingorontalo.ac.id/index.php/tjmpi/article/view/517.

[3] A. Fatmawati, "Manajemen Pembelajaran Di Sekolah Dasar Negeri 4 Kecamatan Baolan Kabupaten Tolitoli," *Eklektika J. Pemikir. dan Penelit. Adm. Pendidik.*, vol. 5, no. 2, pp. 138–149, 2017.

[4] M. El Widdah, K. Pendidikan, and A. Islam, "Pendidikan Agama Islam Di Sekolah Menengah Pertama (Smp)," vol. 1, no. 1, pp. 47–61, 2022.

[5] D. Desmita, Z. Saam, and H. Faizah AR, "Pelaksanaan Pendidikan Inklusi Ditinjau Dari Fungsi Manajemen Di Sd Negeri 40 Dan Sd Negeri 117 Pekanbaru," *J. Manaj. Pendidik. Penelit. Kualitatif*, vol. 5, no. 1, p. 22, 2021, doi: 10.31258/jmppk.5.1.p.22-29.

[6] I. Z. Eliska W. Dayoh, Sulistiyani, Sofia Rizqa A, "Peran Wakil Sekolah Dalam Manajemen Kurikulum di Sekolah Inklusi SDN Banua Anyar 4 Banjarmasin," 2020, [Online]. Available: https://osf.io/wzvs7/download.

[7] H. Puspitasari, "Standar Proses Pembelajaran Sebagai Sistem Penjaminan Mutu Internal di Sekolah," *Muslim Herit.*, vol. 2, no. 2, p. 339, 2018, doi: 10.21154/muslimheritage.v2i2.1115.

[8] Musdalifa and S. A. Panu, "Implementasi Fungsi Manajemen Pembelajaran Berbasis Komputer di Sekolah Menengah," *Meraja J.*, vol. 2, no. 1, pp. 117–142, 2019, [Online]. Available: https://merajajournal.com/index.php/mrj/article/view/47.

[9] Hadie Efendy, "Manajemen Pembelajaran dalam Penjaminan Mutu Pendidikan (Studi Multi Situs di SMA Negeri 1 dan SMA 3 Pamekasan)," *FIKROTUNA J. Pendidik. dan Manaj. Islam*, vol. 8, no. 2, p. p-ISSN, 2018, [Online]. Available: http://ac.els.cdn.com/S187704281504094X-main.pdf.

[10] P. Y. Mukti and A. C. Harimi, "Manajemen Pendidikan Karakter Bagi Anak Berkebutuhan Khusus Pada Kelas Inklusi di SD Terpadu Putra Harapan Purwokerto," *J. Pemikir. dan Pengemb. …*, vol. 9, no. 1, pp. 74–83, 2021, [Online]. Available: https://ejournal.umm.ac.id/index.php/jp2sd/article/view/15561.

[11] M. Y. Goo, "Manajemen Peserta Didik Anak Berkebutuhan Khusus Melalui Pendekatan Lingkungan Inklusi Ramah Pembelajaran (LIRP) Pada Sekolah Dasar Reguler," *J. Pelayanan Pastor.*, vol. 1, no. 1, pp. 33–39, 2020, doi: 10.53544/jpp.v1i1.141.

[12] P. S. N. Wardhani, "Implementasi Pendidikan Multikultural Dalam Menyikapi Keberagaman Di Sekolah Inklusi," *J. Fascho Educ. Conf.*, vol. 1, no. 1, pp. 124–136, 2020, [Online]. Available: https://ppjp.ulm.ac.id/journal/index.php/pkn/article/view/4313.

[13] Masturin, "Manajemen Pembelajaran Agama Islam Berbasis Multikultural," vol. 6, p. 51, 2022.

[14] L. Hanum, "Pembelajaran Pai Bagi Anak Berkebutuhan Khusus," *J. Pendidik. Agama Islam*, vol. 11, no. 2, pp. 217–236, 2017, doi: 10.14421/jpai.2014.112-05.

[15] E. Ariani, "Manajemen Pembelajaran Inklusi di TK Islam Al Hikmah Selokerto Kecamatan Sempor Kabupaten Kebumen," *Media Manaj. Pendidik.*, vol. 4, no. 3, pp. 448–461, 2022, doi: 10.30738/mmp.v4i3.10040.

[16] R. Tanjung, Y. Supriani, O. Arifudin, and U. Ulfah, "Manajemen Penyelenggaraan Pendidikan Inklusi pada Lembaga Pendidikan Islam," *JIIP - J. Ilm. Ilmu Pendidik.*, vol. 5, no. 1, pp. 339–348, 2022, doi: 10.54371/jiip.v5i1.419.

[17] H. A. U. Albab, "Poblematika Pembelajaran Pendidikan Agama Islam bagi Siswa Autis," *Akademika*, vol. 9, no. 2, pp. 202–2015, 2015, [Online]. Available: http://digilib.uinsby.ac.id/3524/2/Cover.pdf.

[18] A. Kholidin and M. Mas'ad, "Manajemen Pembelajaran pada Mata Pelajaran PAI untuk Anak Autis di Tingkat Sekolah Dasar," *Quality*, vol. 9, no. 1, p. 157, 2021, doi: 10.21043/quality.v9i1.9014.

[19] C. Budi, *Manajemen Pembelajaran*. 2018.

[20]   I. Yasmita, M. Mahdum, and R. S. Kartikowati, "Manajemen Penyelenggaraan Pendidikan Inklusi Untuk Siswa Berkebutuhan Khusus Di Sds Cendana Duri," *J. Jump. (Jurnal Manaj. Pendidikan)*, vol. 10, no. 1, p. 62, 2022, doi: 10.31258/jmp.10.1.p.62-76.

[21] E. I. Yunita, S. Suneki, and H. Wakhyudin, "Manajemen Pendidikan Inklusi dalam Proses Pembelajaran dan Penanganan Guru Terhadap Anak Berkebutuhan Khusus," *Int. J. Elem. Educ.*, vol. 3, no. 3, p. 267, 2019, doi: 10.23887/ijee.v3i3.19407.

[22] A. Lestari, F. Setiawan, and E. Agustin, "Manajemen Pendidikan Inklusi di Sekolah Dasar," *Arzusin*, vol. 2, no. 6, pp. 602–610, 2022, doi: 10.58578/arzusin.v2i6.703.

[23] N. R. Wiliyanto, "Manajemen Pendidikan Inklusi di SMAN 1 Padangan," *Mudir J. Manaj. Pendidik.*, vol. 4, no. 1, pp. 144–152, 2022, doi: 10.55352/mudir.v4i1.490.

[24] C. Chabbott, "Constructing education for development: International organizations and education for all," *Constr. Educ. Dev. Int. Organ. Educ. All*, vol. 15, no. 2, pp. 1–196, 2013, doi: 10.4324/9780203055991.

[25] T. Susilowati, S. Trisnamansyah, and C. Syaodih, "Manajemen Pendidikan Inklusi dalam Meningkatkan Mutu Pendidikan," *JIIP - J. Ilm. Ilmu Pendidik.*, vol. 5, no. 3, pp. 920–928, 2022, doi: 10.54371/jiip.v5i3.513.