



Management of Inclusion Education in Elementary Schools

Bayu Saputra Dullah

IAIN Sultan Amai Gorontalo

Emai: bayu@iaingorontalo.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui pengelolaan Pendidikan Inklusif di Sekolah Dasar. Metode yang digunakan adalah literature review dari artikel sebelumnya yang dianalisis untuk memenuhi manajemen pendidikan inklusi di sekolah dasar. Berdasarkan hasil kajian pustaka diketahui bahwa manajemen adalah proses perencanaan, pengorganisasian, pengarahan, dan pengawasan terhadap usaha anggota organisasi dan penggunaan sumber daya organisasi lainnya untuk mencapai tujuan organisasi yang telah ditetapkan. Pembelajaran inklusif tidak menuntut anak berkebutuhan khusus untuk mengakrabkan diri dengan kehidupan warga negara yang berakal tetapi dapat berpartisipasi dalam kehidupan warga negara secara aktif. Dalam pembelajaran inklusi, pembelajaran dimulai sebagai upaya memberdayakan seluruh kemampuan secara optimal dan terpadu agar semua anak nantinya dapat berkontribusi dalam kehidupan warga untuk kepentingan hidup bersama. Berangkat dari pemikiran di atas, dalam pembelajaran inklusi bukan anak yang dituntut untuk menyesuaikan dengan kurikulum tetapi kurikulum yang harus membiasakan diri dengan kebutuhan anak untuk mengembangkan segala kemampuannya. Konsekuensi dari prinsip tersebut adalah diperlukannya program pembelajaran adaptif di Indonesia yang dikenal dengan program pembelajaran individual yang dirancang berdasarkan kebutuhan khusus anak.

Kata kunci: *Manajemen, Pendidikan Inklusi, Sekolah Dasar*

Abstract

This study aims to determine the management of inclusive Education in elementary schools. The method used is a literature review from previous articles analyzed to comply with the management of inclusive Education in elementary schools. Based on the results of the literature review, it is known that management is the process of planning, organizing, directing, and supervising the efforts of members of the organization and using other organizational resources to achieve the goals of the organization that have been set. Inclusive learning does not require children with special needs to familiarize themselves with the lives of reasonable citizens but can participate in the lives of citizens actively. In inclusive learning, learning is started as an effort to empower all abilities optimally and integrated so that all children can later contribute to the lives of residents for the benefit of living together. Departing from the above thoughts, in inclusive learning, it is not children who are required to adapt to the curriculum but the curriculum that must familiarize themselves with the needs of children to develop all their abilities. The consequence of such a principle is that adaptive learning programs are needed in Indonesia, known as individualized instructional programs, designed based on children's special needs.

Keywords: *Management, Inclusive Education, Primary School*

INTRODUCTION

Education is closely related to manumit or intelligent living things as educators or students. Education is a basic right for all individuals, even for all situations and conditions of an individual, because Education is the foundation for lifelong learning (Anjarsari., et al., 2018). Education is an important element in creating quality, open, innovative, and competitive human resources and improving the welfare of all Indonesian citizens (Suwandayani, 2019).

Education is every effort, influence, protection, and assistance given to a child. The assistance given to children referred to here is a person's effort to teach or foster material intelligence, ethics, social behavior, how

to interact with others, and emotional processing in children so that children can behave by the rules in their social environment (Sholawati, 2019). According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 1, paragraph 1, states that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State (Hasbullah, 2015).

Law Number 20 of 2003 concerning the National Education System also explains that every citizen of the Republic of Indonesia has the same opportunity to obtain Education, including children with special needs (Lukitasari, et al., 2017). Therefore, children with special needs, such as blind, deaf, mentally impaired, mentally impaired, hearing impaired, hearing impaired, children with learning difficulties, and children with inclusion, are entitled to the same Education as other children. Human rights, which affirm that Education is the most basic human right of children, make educators strive to be more active and expand access to Education to all students of various backgrounds (Ikramullah and Sirojuddin, 2020).

The expansion of Education is not only carried out by educators, in this case, teachers or schools. Still, it requires participation from families, communities, and countries that are expected to be able to solve the existing education gap in Indonesia (Siswanto and Susanti, 2019). Every child essentially has a complete dependence on their parents from various aspects of life, one of which is in terms of Education (Supriyanto, 2019).

This is also inseparable from the rights children with disabilities or special needs must obtain. But there are many sentiments and negative judgments of people towards children with special needs, so they are sometimes underestimated by most society (Tamoto, 2016). All of these children are gifts obtained from the Almighty despite their limitations. However, the sidelining attitudes of the community towards children with disabilities cause them to be excluded, especially in their right to receive proper Education in the community (Lisdiana, Supriyanto & Tarsidi, 2018).

This also affects the ability of parents to fulfill their right to provide Education to their children with disabilities. Some parents force their children to attend ordinary and extraordinary schools for other special children (Rofia, Nurul Hidayati & Ina Rafiana, 2017). Therefore, in this case, it is necessary to have a forum or school that specifically provides services as needed for children with disabilities through inclusive Education (Ashraf & Ishaq, 2020).

So far, in the world of Education, people with disabilities are often separated from society. In the education system, this is commonly known as the segregation system. This system separates students with disabilities by placing them in Special Schools (SLB). This separation is what causes people with disabilities to tend to be considered strangers in society. Finally, stigma and discrimination are created in society when there are people with disabilities who participate in activities that are not specific to them (Marwati, 2021). There is an assumption that children with special needs are considered different from normal children because they are considered helpless figures, so they must be helped and pitied. Of course, this view is not entirely true, and every child has disadvantages and advantages. Therefore, we must look at children with special needs and their abilities and disabilities. Children with special needs need attention in love, Education, and social interaction to develop their potential optimally (Wijaya, 2019).

Then to answer these problems, the Indonesian government, in its efforts to meet the educational needs of people with disabilities without discrimination, organized inclusive Education. Permendiknas No. 70 of 2009 requires the district/city government to appoint at least one elementary school and one junior high school in each sub-district. And a secondary education unit to organize inclusive education is required to accept students with special needs (Ministry of Education and Culture, 2019). In addition, one of the international agreements that encourage the realization of an inclusive education system is the *Convention on the Rights of Persons with Disabilities and Optional Protocol*, ratified in March 2007. Article 24 of this Convention states that every State must implement an inclusive education system at every level of Education. One of the goals is to encourage the realization of full participation of special needs groups in community life (Darma dan Binahayati Rusyidi, n.d).

Inclusive Education is an education delivery system that provides opportunities for all students who have disabilities and have special intelligence and talent potential to participate in Education or learning in an educational environment with students in general. Because every child has the right to get proper Education as a basic service that must be provided by the State (Ministry of Education and Culture, 2019). Inclusive Education is

a process of responding to the diverse needs of all children through increased participation in learning, culture, and society and reducing exclusivity and community. Inclusive Education can also be viewed as a form of concern in responding to a wider spectrum of student learning needs, with the intention that both teachers and students, both allow them to feel comfortable with diversity as a challenge and enrichment in the learning environment. Diversity is not a problem (Rosliana and Rina Hizriyani. 2019). Therefore, inclusive Education is an implementation of the human right to obtain Education. The necessary consequence of this right is that all children have the right to receive Education without discriminating against physical, intellectual, social, emotional, and linguistic conditions, including children with special education needs (Yuliastut, 2019).

The practice of inclusion is a new challenge for school administrators. The existence of inclusive Education causes new challenges for teachers, namely in terms of making significant changes to education programs and preparing teachers to face all student needs, both students with special needs and non-special needs (Putri & Hamdan, 2021). Schools, as places that implement the ideology of inclusive Education, must recognize and respond to the different needs of each student, such as accommodating various learning styles and ensuring the provision of quality education to all students.

For that, it must go through good management, proper curriculum preparation, good organization, selection of the right teaching strategy, best use of resources, and raising partnerships with the surrounding community. And people with disabilities generally use certain facilities to support their education process. Certain facilities are also difficult to find and require enough funds to get them, especially for children with visual disabilities, such as tools for printing Braille, providing speech computers, CCTV for people with *low vision* impairments, and so on (Adriadi, 2014). Therefore, it is also very important for the participation and role of the community in the implementation of inclusive Education, and their role is accommodated in forums such as school committees, education councils, and discussions that observe inclusive Education. The role can be direct or indirect, such as expert assistance, financing support, facilities and infrastructure support, and graduation distribution. At the same time, indirect support is thought to help with policy-making, network access assistance, and supervision (Adhi dan Ni Putu Seniwati, 2017).

In addition, in implementing inclusive Education, good Education Management support is needed so that Education is carried out for all students, including students with special needs. The management of inclusive education is closely related to the goals, effectiveness, and efficiency of implementing the education system for all students, including students with special needs. Inclusion education management stands out in the emphasis on managing inclusive education programs. Planning is the basic function of management because organizing, actuating, and controlling must first be planned. All activities, actions, and policies should be planned in advance for the risks to be relatively small.

The organizing function (organizing = division of labor) is closely related to the planning function because organizing must also be planned. Implementation (Actuating) is moving people to work by the tasks given to them to achieve their goals. The main duties and functions given by superiors to subordinates or members must be carried out with a full sense of responsibility, totality, and maximum. There needs to be good cooperation from superiors to subordinates or members and between fellow members in carrying out tasks. So that the goals to be achieved can be realized. Supervision (controlling) is an important part of management because supervision will know if a program is running smoothly or tugged into an obstacle. Supervision oversees the planned programs to run optimally and properly (Wiliyanto, 2022).

However, in reality, the implementation of inclusive Education in Indonesia is still not in sync with the goals and guidelines for implementing inclusive schools, both facilities and infrastructure, qualifications of teachers, students, and the support of parents and the community (Jannah., et al. I, 2021). Schools appointed as inclusive school organizers continue to implement inclusive Education even though the quality of inclusive school implementation is not very good (Jannah., et al., 2021). In addition, conditions on the ground are still many schools, in general, are not ready to implement inclusive education programs in addition to the unpreparedness of human resources and infrastructure and ignorance of the goals and benefits obtained by children, both normal children and children with needs.

The implementation of Education in the field tends to assess if children with special needs are given the same educational services. At the same time as normal children, it will only interfere with the educational process and negatively influence normal children. This education pattern will impact children with special needs and

normal children, namely apathy, disrespect, not confidence, individualism, and not ready to live in society even though this inclusion education program provides Education about the value of differences and religions so that children will respect and help each other as a provision to face community life. This is to the concept of the Indonesian State, which has a variety of cultural, linguistic, social, geographical, religious, etc. diversity. All of that is what we must teach to early childhood concretely through inclusive education programs (Bahri, 2022).

It can be understood that the implementation of inclusive Education in Indonesia still has many problems, ranging from the ability of schools, regulations and policies, education systems, teacher qualifications, facilities, and infrastructure, traditions or culture in schools, and even support from parents and the community (Jannah, et al. I, 2021). Although inclusion schools continue to improve in various aspects until now, from the ideal side, inclusion schools are excellent for children with and without special needs. The environment created is very supportive of children with special needs. They can learn from spontaneous interactions with their peers, especially from social and emotional aspects. Meanwhile, children who do not have special needs provide opportunities for them to learn to empathize, be helpful and have care. In addition, other evidence exists that those without special needs have good achievements without feeling disturbed (Darma dan Binahayati Rusyidi, n.d).

METHOD

The type of research used in this study is a qualitative research method with a qualitative descriptive study approach. Data was collected through *library research*. Literature research studies scientific literature and books related to research problems. The theories found will be reviewed and analyzed to obtain good results.

RESULTS AND DISCUSSION

Basic Concepts of Inclusive Education

Inclusive learning is a government policy striving for Education so that every community can enjoy learning regardless of children with special needs and children so that they can go to school and obtain proper and quality learning for the future of their lives. Special learning organized by the government for children with a specialty with inclusive Education is new in Indonesian learning. According to (Wati, 2014), the definition of comprehensive Education is educational assistance aimed at students who have special educational needs in indigenous schools (elementary, junior high, high school, and vocational schools), which is called unprecedented in terms of disability, learning delays, and other learning challenges.

Inclusive learning is a school that accommodates learning for all that all children can learn in the same area, both normal children and children with special needs (ABK), regardless of physical or mental abnormalities, without discrimination from the learning area and mutual respect for diversity which aims to create the widest possible opportunity for students with special needs to obtain quality learning to improve talents and His interests are by his needs and conditions, namely educators, education staff, facilities and infrastructure, curriculum, and evaluation systems and evaluations must also be packaged according to the needs of students, both students in general and children with special needs.

Inclusive Education Model

Inclusive learning has two models. First, the full inclusion model. This model includes students with special needs to receive individualized Education in regular classes. Second the partial inclusion model. This partial model includes students with special needs in some education in regular classes and some in pull-out classes with the encouragement of special partner teachers.

There is an inclusive learning service model in Indonesia—first, regular classes (full inclusion). Children with special needs learn with other children (normal) during the day in regular classes using the same curriculum—second, regular courses with clusters. Children with special needs learn with other (normal) children in regular classes in special groups. Children with special needs learn with other children (normal) in regular classes but are pulled from regular classes to the resource room to remember with special guidance teachers at certain times. Fourth, regular classes with clusters and pull-outs of children with special needs learn with other children (normal) in regular classes in particular groups. At certain times are pulled from regular classes to the resource room to study with special guidance teachers. Fifth, special classes with various integrations of children with special needs

learning in classes in regular schools, but in specific fields, can learn with other children (normal) in regular classes. Sixth, special classes full of children with special needs learn in special classes in regular schools (Henry Clay Lindgren, 1996).

Background of Inclusive Education

The term inclusive learning or inclusion began to emerge in 1990 when the world conference on Learning for All continued with the statement on inclusive learning in 1994. Inclusive learning in its implementation is the responsibility of the learning system to educate all children (UNESCO, 1994). Inclusive learning is concerned with sharing good reactions to a broad spectrum of learning needs in official and non-formal learning.

Indonesia's commitment to persons with disabilities is manifested by enacting Law No. 19 of 2011 concerning the Ratification of the Convention On The Rights of Persons with Disabilities and the enactment of Law No. 8 of 2016 concerning Persons with Disabilities. To do so, departments/agencies, local governments, and citizens must distribute protection to children with disabilities. The Department of Women's Empowerment and Child Protection (KPPPA) has produced the Minister of Women's Empowerment and Child Protection Regulation No. 10 of 2011 concerning the Policy for Handling Children with Special Needs. Still, the Ministerial Regulation needs to be changed, considering that it has not been adjusted to protect and fulfill the rights of children with disabilities by Law No. 19 of 2011 concerning the Ratification of the Convention On The Rights of Persons With.

One of the developments of learning for children with special needs with inclusive Education. The development of inclusive learning is not only in Indonesia but throughout the world, especially in Western European countries. In inclusive learning, children with special needs are integrated into universal schools by using all available facilities optimally and supporting the school area. The application of inclusive learning is based on the belief that all people are a valuable part of the togetherness of citizens, whatever their differences. This learning means that all children, regardless of their abilities or disabilities, cultural or linguistic background, religion, or gender, are integrated into the same school community. It is hoped that with various alternative types of learning services (schools), parents can choose great schools suitable for children's learning.

Goals and Objectives of Inclusive Education

One of the goals of inclusive Education is to urge the realization of full participation of children with special needs in the lives of citizens. Another goal is to share the widest possible opportunities for all children to get a decent education by their integrity, help strengthen the completion program must learn quality learning, help improve the quality of education dropout rates, next is to produce a learning system that respects diversity, is not discriminatory, and friendly to Education. Inclusive Education also aims to provide Education for students who are difficult to learn and require special education services so that existing potential (cognitive, affective, and psychomotor) can develop optimally and get an independent life with normal children through educational principles and play a role in building the nation and State.

Characteristics of Inclusive Education

Schools for children with special needs are the same as kindergartens in general. However, because of the conditions and characteristics of disorders children with special needs carry, schools are specifically designed according to their types and characteristics. There are several types of schools for children with special needs, including; Special Schools (SLB), Integrated Schools (mainstreaming), and recently inclusive schools have emerged. SLB is a school specifically designed for children with special needs from one type of disorder. In Indonesia, it is known that there is SLB Part A specifically for blind children, SLB Part B specifically for deaf children, SLB specifically for children with intellectual disabilities, and so on. An inclusive school is a learning service for children with special needs, regardless of their physical, intellectual, social, emotional, and other conditions to learn with normal children in regular schools. Inclusive schools are learning services provided for children with special needs to obtain formal learning.

The development of inclusive learning is not only in Indonesia but throughout the world, especially in Western European countries. In inclusive learning, children with special needs are integrated into universal schools

as optimally as possible, as all available facilities and support school areas can be public. The application of inclusive learning is based on the belief that all people are a valuable part of the togetherness of citizens, whatever their differences. This learning means that all children, regardless of their abilities or disabilities, cultural or linguistic background, religion, or gender, are integrated into the same school community. It is hoped that with various alternative types of learning services (schools) as above, parents can sort out great schools suitable for children with abnormalities.

According to IDEA, children with limitations must be educated in areas that can least hinder them (Least Restrictive Environment, LRE). This condition means condition that may be similar to the condition of children who do not have limited Education. Schools must strive to educate children who have disabilities in regular classes. Educating children who have disabilities in regular classes is said to be mainstreaming. But the term was changed to inclusion, which means educating a child with special learning needs full-time in a regular classroom. A recent study found students' academic performance with limitations in regular classes. Educating children who have disabilities in regular classes is said to be mainstreaming. But the term was changed to inclusion, which means educating a child with special learning needs full-time in a regular classroom. A recent study found that the academic performance of students with educational disabilities benefits from inclusive schools.

Inclusive Education Principles

Children with special needs are thought to be different from normal children. People think they are helpless forms, so they need help and pity. This thinking is incorrect and needs to be corrected. Because every child has shortcomings but at the same time has advantages. Therefore, looking at children with special needs is mandatory to look at their skills and disabilities. Children with special needs need attention, whether in the form of attention, affection, Education, or social relationships, not to be pitied or isolated. With positive and correct behavior towards children with special needs, they can improve their abilities optimally and maximally.

A child's disorder has levels ranging from very mild to very severe, from single, multiple to complex disorders related to emotional, physical, psychological, and social. It is a heterogeneous group in various social strata and spreads in urban and rural areas, let alone remote regions. A person's abnormality does not look at an ethnicity or nation. This condition requires an unusual approach in distributing learning services for children with special needs, and some children do not allow them to come to school due to different circumstances.

Learning for children with special needs should be given from childhood. However, educating children with physical, mental, or social attitudes is not the same as educating normal children because it requires a unique approach and a particular strategy. This is because it relies on the situation felt by children with disorders or special needs. Therefore, through unique techniques and methods in educating children with abnormalities, it is hoped that children with disabilities: 1) can accept their conditions, 2) can carry out socialization well, 3) can struggle according to their abilities, 4) have the required skills, and 5) realize as citizens of the country and members of the community. Children with special needs need a special method of Education.

A variety of movement patterns are believed to improve the ability of students with special needs in educational activities (related to body making, emotions, socialization, and reasoning energy). Creativity is the essence of movement patterns that can improve the ability of children with special needs (Refika Aditama, 2006). Not only that, the development of special approach principles that can be used below to educate children with abnormalities, among others:

1. The principle of affection.

The principle of affection is to accept them as they are and strive so that they can live and live normally, like other normal children. Therefore, efforts need to be tried for them, namely a) not pretending to be indulgent, b) not pretending to be indifferent to their needs, and c) distributing tasks that match the child's expertise.

2. Individual Service Principle.

Individual services in the context of the Education of children with disabilities need to obtain a large ratio because each child with disabilities in the same type and degree often has unique problems that differ. Therefore, efforts that need to be tried for them during their Education namely a) the number of students served by teachers is no more than 4-6 people in each class, b) curriculum arrangements and lesson schedules can be flexible, c) class arrangements must be designed in such a way, so that teachers can reach all students easily, and d) modification of teaching aid equipment.

3. The principle of readiness.

To receive something, a particular lesson requires readiness. Especially the enthusiasm of children to obtain the lessons to be taught, especially prerequisite knowledge, both the requirements of learning, mental and physical, needed to support the next lesson. For example, children with intellectual disabilities, before being taught sewing lessons, need first to be taught how to stick needles. Another example of children with disabilities, in general, tends to get bored and tired when receiving lessons. Therefore, teachers in this situation do not need to give new lessons but are given fun and relaxing activities. After fresh again, new teachers can continue giving lessons.

4. Demonstration Principle.

The smooth running of Education in children with disabilities is strongly supported by using teaching aids as the media. In addition to making it easier for teachers to teach, another use of teaching aids as an educational medium for children with abnormalities, namely facilitating student descriptions of the modules presented by the teacher. Props used for media should be attempted to use imitations or at least sketches. For example, introducing various fauna to deaf children with the method of children being told to stick their pictures on a flannel board is better than the teacher telling in front of the class. Blind children are introduced to the form of star fruit, so it would be better if they brought the original goods rather than imitations because not only can children recognize the form and dimensions can also understand the taste.

5. The principle of motivation.

This motivation principle focuses more on teaching methods and providing assessments tailored to the circumstances of children with abnormalities. For example, blind children pursuing orientation and mobility emphasizing fauna voice recognition will be more excited and impressed if invited to the fauna garden. For children with intellectual disabilities, it would be more interesting to explain the four healthy five perfect meals if the original ingredients were demonstrated after it was given to children to eat, rather than just pictures.

6. Principles of Learning and Group Work.

The direction of emphasizing the principle of learning and group work as one of the learning conditions of children with abnormalities so that they, as community members, can make friends with the residents of their environment without having to feel inferior or inferior to ordinary people. Therefore, selfish or self-centered dispositions in deaf children due to not living feelings and rude and destructive children with disabilities must be minimized or eliminated through study and group work. Through these activities, it is hoped that they can master how to make friends with others properly and normally.

7. Principles of Learning Skills.

The skills given to children with abnormalities play a selective, educative, recreative and medical role. They can also be used as provisions in their later lives—particular means to appropriately concentrate the attention, talents, skills and feelings of children with abnormalities. Educative standards guiding children with disabilities to think logically have subtle textures and the ability to work. Recreative implies that the elements of activity demonstrated are very exciting for children with disorders. Treatment means that the skill activity given can be one of the facilities for habilitation due to abnormalities or disabilities that he carries.

8. Principles of Instillation and Improvement of Behavior.

Physically and psychologically, the attitude of children with disorders is not good. Hence, efforts need to be made so that they have good behavior and are not always the attention of others. For example, blindness in the visually impaired is the habit of shaking the head left and suitable or shaking the body unconsciously, or deaf children tend to be suspicious of others due to their inability to catch other people's chatter and others.

Inclusive Education Issues

The core issue of inclusive Education in early childhood concerns the education process. Education is essentially a process of interaction between students and their environment so that there is a change in behavior for the better. In this interaction, many aspects influence it, both internal and external. Early children with special needs still struggle to cooperate with others in each center or learning activity center. In Education, the most important task of teachers is to condition the environment to support the formation of behavior change for students.

Most teachers do not master children's extraordinary abilities or abilities at an early age. Limited knowledge

and data teachers possess cause children's expertise not to grow. Teachers find it difficult to design, design, and organize learning resource centers that fit the curriculum suitable for children with special needs. The team teaching system is, of course, needed to support coordination and cooperation between children so that they continue to be compact in teaching and learning activities. The problem of the teaching system also does not guarantee the success of children with special needs in capturing modules, and this is due to the lack of educational facilities and media. Support systems in applying inclusive learning must be recognized as still insufficient. The support system is from parents who do not give full attention to their children to attend regular schools for fear of abuse from the immediate environment. The problem of inclusive schools in early childhood also requires action and attention from all parties. Many children with special needs at an early age have not received services that match the characteristics of the specificity they experience. Appropriate enforcement related to special needs that must be tried on children with special needs has not been optimal. The implementation of the education system tried by many Inclusive ECCE institutions does not have a special learning system, and the education process runs like ordinary regular schools. The educational environment is conceptualized and built to make children with special needs and regular children safe and special ABK can familiarize themselves with the area well.

Inclusive Education Management

Management is the process of planning, organizing, directing, and supervising organizational members' efforts and using other corporate resources to achieve predetermined organizational goals (Stoner, 1992). The management process involves the main functions that are lent by a manager or leader, namely planning, organizing, leading, and controlling.

Learning is the implementation of the plan that has been made and is the main indicator that greatly affects the effectiveness or failure of the learning implementation plan (Mulyasa, 2014). Learning is an activity that, in its implementation, involves teachers and students. According to Ambarita, Learning management is the ability of teachers (managers) to utilize existing resources through activities to create and develop cooperation so that learning is designed to effectively and efficiently achieve educational goals in the classroom. Learning activities in early childhood are essentially the development of a concrete curriculum in the form of a set of plans containing several learning experiences through play given to early childhood based on potential and developmental tasks that must be mastered to achieve competencies that children must possess (Sujiono, 2007).

Inclusive learning is a school that accommodates learning for all (Education for all) is that all children can learn in the same area, both reasonable children and children with special needs (ABK), regardless of physical or mental abnormalities, without discrimination from the learning area and respect diversity which aims to realize the widest possible opportunity for students with special needs to obtain learning. The quality to improve their talents and interests by their needs and conditions, are educators, education staff, facilities and infrastructure, curriculum, and evaluation and evaluation systems must also be packaged according to the needs of students, both students in general and children with special needs.

Inclusive learning does not require children with special needs to familiarize themselves with the lives of reasonable citizens but to be able to participate in the lives of citizens actively. In inclusive learning, learning is started as an effort to empower all abilities optimally and integrated so that all children can later contribute to the lives of residents for the benefit of living together. Departing from the above thoughts, inclusive learning is not for children who are required to adjust to the curriculum, but the curriculum is necessary to familiarize themselves with the needs of children to develop all their abilities. The consequence of such a principle is that adaptive learning programs are needed or, in Indonesia, individualized instructional programs designed based on children's unique needs.

To help understand these two concepts, it makes sense that comprehensive training and coordinated instruction cover all children with disabilities (with special needs) and those not in the same educational environment, for example, in a particular environment. Primary school. What makes it different is that the incorporation framework for children with disabilities must be adapted to the current projects and frameworks in primary schools. Therefore, within this mixed framework, some children are considered compatible, and some are deemed unfit to be incorporated. Meanwhile, in the idea of comprehensive training, education projects, and systems must adapt to the circumstances and needs of young people no matter what. Thus, because the school must adjust to the child's situation, all children can be admitted to elementary school. (Palipung, 2016)

CONCLUSION

Management is the process of planning, organizing, directing, and supervising the efforts of members of the organization and using other organizational resources to achieve the organization's goals. Inclusive learning does not require children with special needs to familiarize themselves with the lives of reasonable citizens but to be able to participate in the lives of citizens actively. In inclusive learning, learning is started as an effort to empower all abilities optimally and integrated so that all children can later contribute to the lives of residents for the benefit of living together. Departing from the above thoughts, inclusive learning is not for children who are required to adjust to the curriculum, but the curriculum is necessary to familiarize themselves with the needs of children to develop all their abilities. The consequence of such a principle is that adaptive learning programs, known as individualized instructional programs, are needed in Indonesia, designed based on children's unique needs.

REFERENCES

- Adhi, M. K., Ni Putu Seniwati. 2017. Buku Panduan Pendidikan Inklusif Sekolah Dasar. Denpasar: Percetakan Bali.
- Adriadi. (2014). Manajemen Pendidikan Inklusi Di Man Maguwoharjo Depok Sleman. Skripsi, UIN Sunan Kalijaga. Diunduh Pada 29 September 2022, dari <http://digilib.uin-suka.ac.id>.
- Agustin, I. (2016). Manajemen Pendidikan Inklusi di Sekolah Dasar Sumbersari 1 Kota Malang. *Education and Human Development Journal*, 1(1), 166-180. <https://doi.org/10.33086/ehdj.v1i1.290>
- Anjarsari, A. D., Muhammad Efendy., & Sulthoni. 2018. Penyelenggaraan Pendidikan Inklusi Pada Jenjang SD, SMP Dan SMA Di Kabupaten Sidoarjo. *Jurnal Pendidikan Inklusi*, 1 (2), 091-104. <https://journal.unesa.ac.id/index.php/ji/article/view/2585/1687>.
- Ashraf, S, Ishaq. M. 2020. Enabling Inclusion of Students with Visual Impairment at Higher Education Level. *Journal of Inclusive Education*. Vol 4 No 1, pp 43-60. <http://journal.aiou.edu.pk/journal1/index.php/JIE/article/view/950>
- Bahri, Syaiful. (2022). Manajemen Inklusi Di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4 (1), 94 – 100. <https://doi.org/10.31004/edukatif.v4i1.1754>.
- Darma, I. P., & Rusyidi, B. (n.d.). Pelaksanaan Sekolah Inklusi di Indonesia. *Riset & PKM* , pp. 147-300.
- Faiqtul Y, dkk. 2019. Hak mendapatkan Pendidikan bagi Anak Berkebutuhan Khusus dalam Dimensi Publik Hukum Pendidikan. *Jurnal Implementasi Pendidikan Inklusif*. <http://dx.doi.org/10.15408/sjsbs.v6i1.10454>
- H. M. Hasbullah. 2015. Kebijakan Pendidikan : Dalam Perspektif Teori, Aplikasi, dan Kondisi Objektif Pendidikan di Indonesia. Jakarta : Rajawali Pers, hal. 414-415.
- Hendarman, dkk. 2016. Kajian dan Pedoman Penguatan Pendidikan Karakter. Jakarta: Kemendikbud.
- Ikramullah, I., & Sirojuddin, A. (2020). Optimalisasi Manajemen Sekolah Dalam Menerapkan Pendidikan Inklusi di Sekolah Dasar. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(2), 131–139. <https://pasca.jurnalikhac.ac.id/index.php/munaddhomah/article/view/36>.
- Jannah, A. M., dkk (2021). Model Layanan Pendidikan Inklusif Di Indonesia. *Anwarul: Jurnal Pendidikan dan Dakwa*, 1(1), 121 - 136. <https://ejournal.yasin-alsys.org/index.php/anwarul>.
- Kemdikbud. (2019). Kemendikbud Ajak Daerah Tingkatkan Pendidikan Inklusif. Diakses pada 29 September 2022, dari <http://kemdikbud.go.id>.
- Kresnawaty, Anyta., & Rina Heliawati. (2019). Manajemen Pendidikan Inklusi Pada Anak Umur Dini. *Educhild: Jurnal Ilmiah Pendidikan*. 3 (1), 15 – 23. <http://ojs.uninus.ac.id/index.php/EDUCHILD/article/view/565/384>.
- Lambrecht, J, dkk (2020). The influence of school leadership on the implementation of inclusive education: how transformational and instructional leadership practices affect individual education planning. *International Journal of Inclusive Education*. 26 (9), 943-957. <https://doi.org/10.1080/13603116.2020.1752825>
- Lisdiana, Supriyanto & Tarsidi. 2018. Sikap Guru terhadap Pendidikan Inklusi (kecenderungan internasional). *JASSI ANAKKU*. Vol 19 No 1, pp 1-10. <https://doi.org/10.25215/0402.166>
- Lukitasari, S. W., Sulasmono, B. S., & Iriani, A. (2017). Evaluasi Implementasi Kebijakan Pendidikan Inklusi. *Kelola: Jurnal Manajemen Pendidikan*, 4(2), 121-134. <https://doi.org/10.24246/j.jk.2017.v4.i2.p121-134>.
- Luncqvist, J. (2018). Inclusive Classroom Profile (ICP): A Cultural Validation and Investigation of its Perceived Usefulness in the Context of the Swedish Preschool. *International Journal of Inclusive Education*. 25 (3), 411-427. <https://doi.org/10.1080/13603116.2018.1555867>
- Marwati, Shopa. (2021). Manajemen Pendidikan Inklusi Dalam Membangun Mutu Pendidikan Di SDN Betet I Kota Kediri. Skripsi, UIN Sunan Ampel Surabaya. Diunduh Pada 29 September 2022, dari <http://digilib.uinsby.ac.id>.
- Nurfatah & Arafat. Y. 2017. Pendidikan Inklusi sebagai Implementasi Nilai-Nilai Karakter Bangsa. *Jurnal Manajemen, Kepemimpinan dan Supervisi Pendidikan*. Vol 2 No 1. pp 244-259.

<http://dx.doi.org/10.31851/jmksp.v2i2.1472>

- Palsrud, D. (2020). Teaching for Inclusion: A review of research on the Cooperation between Regular Teachers and Special Educators in the Work with Students in need of Special Support. *International Journal of Inclusive Education*. 25 (4), 414-425. <https://doi.org/10.1080/13603116.2020.1846799>
- Putri, Yunita., & Stephani Raihana Hamdan. 2021. Sikap Dan Kompetensi Guru Pada Pendidikan Inklusi Di Sekolah Dasar. *Jurnal Pendidikan Inklusi*, 4 (2), 146-160. <https://journal.unesa.ac.id/index.php/ji/article/view/13575/5642>.
- Rofiah, Nurul Hidayati & Ina Rofiana. 2017. Penerapan Metode Pembelajaran Peserta Didik Slow Learner, Naturalistic. *Jurnal Kajian Pendidikan dan Pembelajaran*. Vol 2 No 1, 94-107. <https://journal.umtas.ac.id/index.php/naturalistic/article/view/108>
- Roslina, Lia., Rina Hizriyani. 2019. Implementasi Kebijakan Pendidikan Inklusif Pada Sekolah Paud (Implementation Of Inclusive Education Policy In Kindergarten). *Motiva: Jurnal Psikologi*, 2 (1), 32-39. <http://ejournal.untag-smd.ac.id/index.php/MV/article/view/4313/4155>.
- Rusmono. D. O. (2020). Optimalisasi Pendidikan Inklusi di Sekolah: Literature Review. *Jurnal Manajemen Pendidikan*, 7 (2), 67-81. <https://ejournal.uksw.edu/kelola/article/view/2859>
- Sholawati, S. A. (2019). Manajemen Pembelajaran Pendidikan Inklusi Pada Anak Berkebutuhan Khusus Di SDN Kalirungkut-1 Surabaya. *Abdau: Jurnal Pendidikan Madrasah Ibtidaiyah*, 2(1), 39-60. <https://doi.org/10.36768/abdau.v2i1.24>.
- Siswanto, S., & Susanti, E. (2019). Manajemen Pengembangan Kurikulum Sekolah Inklusi. *Tadbir : Jurnal Studi Manajemen Pendidikan*, 3(2), 113. <https://doi.org/10.29240/jsmp.v3i2.927>.
- Supriyanto, D. 2019. Teacher's Attitude towards Inclusive Education: A Literature Review. *Indoneian Journal of Disability Studies*. Vol 6 No 1. pp-29-37. <https://doi.org/10.21776/ub.ijds.2019.006.01.4>
- Suwandayani, Beti Istanti. 2019. Penerapan Pendidikan Inklusi Berbasis Kontekstual Di Sekolah Dasar. *ELSE Elementary School Education Journal*. 3 (1), 44 - 54. <http://journal.um-surabaya.ac.id/index.php/pgsd/article/view/2490/1794>.
- Tamoto, Nisa. 2016. Permasalahan-permasalahan yang dihadapi sekolah penyelenggara pendidikan inklusi pada tingkat SD. *Humanitas: Jurnal Psikologi Indonesia*. Vol 13 No 1, pp-50-61. <http://dx.doi.org/10.26555/humanitas.v13i1.3843>
- Wardah. E.Y (2019). Peranan Guru Pembimbing Khusus Lulusan Non-Pendidikan Luar Biasa (PLB) terhadap Pelayanan Anak Berkebutuhan Khusus di Sekolah Inklusi Kabupaten Lumajang. *Jurnal Pendidikan Inklusi*, 2(2), 154-167. <https://doi.org/10.26740/inklusi.v2n2.p93-108>
- Wijaya, David. 2019. *Manajemen Pendidikan Inklusif Sekolah Dasar* (Edisi Pertama). Jakarta: Kencana
- Wilayanto, Nanda Rizki. (2022). Manajemen Pendidikan Inklusi Di SMAN 1 Padangan. *Mudir: Jurnal Manajemen Pendidikan*. 4 (1), 144 - 152. <http://ejournal.insud.ac.id/index.php/mpi/index>.
- Windarsih, C.A, dkk. (2017) Implementasi Pendidikan Anak Umur Dini Inklusif di Kota Cimahi Jawa Barat. *Jurnal Ilmiah P2M STKIP Siliwangi*, 4 (2), 56-71. <http://dx.doi.org/10.22460/p2m.v4i2p7-11.636>
- Witasoka, Dyah. (2016). Manajemen Pendidikan Inklusif SMA Muhammadiyah di Kota Yogyakarta. *Inklusi: Journal Of Disability Studies*. 3 (2), 163 - 192. <https://doi.org/10.14421/ijds.030202>.
- Yasmita, Inda., Mahdun & Rr. Sri Kartikaowati. (2022). Manajemen Penyelenggaraan Pendidikan Inklusi Untuk Siswa Berkebutuhan Khusus Di Cendana Duri. *Jumped: Jurnal Manajemen Pendidikan*. 10 (1), 62 - 76. <https://jmp.ejournal.unri.ac.id/index.php/JMP/index>.
- Yunita, E. I., Sri Suneki., & Husni Wakhyudin. (2019). Manajemen Pendidikan Inklusi Dalam Proses Pembelajaran Dan Penanganan Guru Terhadap Anak Berkebutuhan Khusus. *International Journal Of Elementary Education*. 3 (3). <https://ejournal.undiksha.ac.id/index.php/IJEE/article/view/19407/11474>.
- Yuliasut, P. R (2019). Kompetensi Guru Dalam Menerapkan Nilai-Nilai Pendidikan Inklusif Di Sekolah Inklusi Satuan Pendidikan Sekolah Dasar. *Prosiding Seminar Nasional*. 28 September 2019. Yogyakarta: Universitas Sarjanawiyata Tamansiswa. pp. 358 - 367.