

# Concept of Inclusion Education Management in Private Education

(A managerial case)

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**Abstract**—The initiation of an inclusive education system is a solution which is a solution for generalizing access for all education consummators without discrimination and in its implementation to improve the quality of education at the middle level. However, in its implementation there are still some fundamental problems found related to the operational system of inclusive education in several schools. This study aims to study and analyze the management system of inclusive education at the private education at the middle level by looking at the management sector, so that the policies and their implementation are in accordance with the underlying concepts. This research uses a qualitative approach, in order to examine the procession of managerial systems of inclusive education in private education. The author uses case studies and data validation using source triangulation, which compares cases to related theories and analyzes the author as a human instrument. The result of this study is to see the development of managerial concepts of inclusive education applied in private education as a countermeasure for discrimination against education to equalize the right of education in all educational consummators without exception.

**Keywords**—component; management concepts; inclusive education; private education

## I. INTRODUCTION

Education is the key for humans to reach the world. In all parts of the world, human beings have the right to receive education to achieve hope and prosperity in the future. Education equips people with knowledge, skills, and also an accurate strategy to solve problems in life. Therefore, it can be said that education is a very vital element in human life as well as the country. The government states that education is the right of all people without exception and has the same rights and opportunities for education. To uphold this right, Indonesian government stipulated it in the 1945 Constitution of the Republic of Indonesia in a clear and explicit manner emphasizing the guarantee of the rights of all Indonesian citizens to receive education, reinforced by RI Law No. 20 of 2003 concerning the National Education System and also the 1945 Constitution as a reference for the implementation of education, mentioned in article 31 which reads: that every citizen has the right to education.

Education is a necessity that influences the life of the nation from the intensity and the number of education. Therefore, education is one of the strengths in national development in all sector, especially the education sector is the face of state identity in the eyes of the world. So, with the legal basis stated in the 1945 Constitution, the Government initiated a 9-years compulsory education program as an effort of the state to fulfill its citizens' rights to improve the education and to educate nation's people. Thus, access to leveling is intended to equalize the rights of all citizens to receive education valid for all groups, both normal and those with special needs. One of them is by conducting inclusive education initiated by the government as a solution alternative and supported by Law No. 8 of 2016, and the education minister's regulation No. 46 of 2014 concerning special education, special service education and/or special service learning in higher education. And also, in the 1945 law article 6 in Law no. 20 of 2003 article 5 which states that: "every citizen has the same right to obtain education".

It is unfair if the government and citizens only care about and pay attention to normal citizens' rights, then inclusive education is an innovative solution for the development of education and education leveling in all circles without exception, and its implementation in the education unit becomes the hope of the reformers education [1]. Inclusive education is an approach in the world of education which has become an alternative that is access to equalization of education in all circles, especially for children with special needs. Inclusive education is a form of education reform that emphasizes the anti-discrimination movement, equalizing the rights of everyone, upholding justice, and expanding access to education for all people as well as improving the quality of education. Minister of National Education Regulation No. 70 of 2009 concerns inclusive education for students who have abnormalities and have potential intelligence and/or special talents. The provision of this opportunity should be done at all levels of education so that this access can be felt by everyone and there is no disparity in every level of society.

Along with the development of education in Indonesia, the government seeks the implementation of education that is democratic and equitable without being discriminatory while

still positioning and prioritizing human rights, religious values, the culture of Indonesian nation and national plurality. That is, the government prepares education for all groups while paying attention to differences without discriminating them [1]. An example is the *SLB* (Special School) which is intended for people with disabilities and is equivalent to schools in general, whether elementary, middle or high school. Even for those who want to continue to higher education.

The concept of inclusive education in Indonesia continues to be modified and updated as the accessibility of complementary services that serve students with special needs at various levels of formal education. The concept of inclusive education is outlined in the education management procession that is applied in various educational units, so that in its implementation it can run in accordance with applicable regulations. Indonesia's attention in providing opportunities for education for persons with disabilities has been implemented since the 1960 s, but in its implementation, it has not been supported by a qualified system. Therefore, improvements to the system, concepts and management are continuously carried out so that all students can feel comfort, feasibility and satisfaction in the services provided by relevant agencies and institutions.

Inclusive education is different from extraordinary education based on its concept. Inclusive education is aimed at and directed at education for all and improving the quality of education in schools/universities that are integrated and synergized with the education system in general. This inclusive education is a form of modification of the special education system and education management to synergize the needs and quality of education services for all groups of synergized communities to improve the quality of education, services, accessibility to fulfill the rights of everyone without discrimination. Also supported by IDEIA and NCLB which are considered as human rights' support movements [1]. Inclusive-based education has been implemented at various levels of education in Indonesia, starting from elementary, secondary, and secondary schools to universities that aim to accommodate diversity. So, the concept and management of the management also need to integrate the possibilities and needs that support to accommodate all the components needed to realize the education system that is *Rahmatan Lil amin alamin*. The management of inclusive-based education has been implemented for a long time, but not optimally. So, until now there is still evaluation after its implementation at various levels of education. However, due to constraints by several limitations, the related parties sought to accommodate the needs of disabled students by conceptualizing education management and maximizing the facilities and infrastructure that functioned effectively and efficiently.

This full attention to children with special needs is no longer a social matter but has in the realm of attention and fulfillment of needs by equalization in all aspects of living space including obtaining access to appropriate education. The problems that occur with these rights are often limited by related parties as if there is hope for those with disabilities to feel the same rights as others. Education as an institution with an open system in the process of empowerment and civilization builds students' skills as a means of knitting life by developing

students' creativity in the learning process at school. However, the fact is that in terms of fulfilling the rights and leveling of education there are many gaps that occur in the field, there are several institutions or educational institutions that accept those who even do not accept them and even deny their existence. So far, children with special needs attend schools which accommodate their abnormalities, this condition will build an exclusive boundary for them. Especially with the current *PPDB* system that requires registration and the process to run online and the test can be said to be difficult to access for students with disabilities, even the acceptance is also limited. And other problems that occur are the lack of supporting facilities available to organize inclusive education, the competency of teachers who are not qualified even the curriculum used has not been able to accommodate the diversity of differences in children with special needs. So that the implementation seems like an experimental program. Therefore, education is expected to be critically and seriously pay attention to the overall needs in the implementation of inclusive education so that it can easily become a powerful weapon in changing the public order because education is a human investment that will become savings in the future.

The facts on the ground at this time indicate that inclusive education has not been carefully prepared both in concept, management, and standardization because in its implementation it is not as simple as the implementation of education in general. In management and the process has not been in accordance with the policies put in place; for example the characteristics of the types of specificity in unrestricted acceptance, the level of intelligence of children who are still below the average, and the limitation of acceptance of students with special needs and inadequate infrastructure, teachers who are not equipped with knowledge about mentoring and inclusive education.

The implementation of inclusive education in educational institutions has varied differences, starting from the concept, management and implementation model. This is what underlies this research, intended to examine the implementation of inclusive-based education management that is applied in several private education units. So that we will find out how the managerial of inclusive education in the education unit is, is it appropriate or far from the word in accordance managerially in its implementation?

The management concept applied in the education unit is varied. So, this study will discuss about; how is the management of inclusive education implemented in private schools? how is the accessibility and facilities provided by schools in the implementation of inclusive education?

## II. RESEARCH METHOD

The research method used is a case study by observing and exploring the facts of the field and juxtaposed with several related theories. The author analyzes and identifies the problems studied, then compared them with other related literature to validate the truth of the field facts with the theory presented and combined the results of the documentation related to the problems studied, and concluded the results of the

discussion of the problem and the fact that the field is examined becomes a meaningful conclusion.

This study used a qualitative approach, with random sampling from a population of private schools in the city of Bekasi. Data collection techniques with interviews and documentation with combined triangulation of several related literacy, descriptive comparative data analysis [2]. This study examines the management of inclusive education in several private schools in the city of Bekasi.

### III. RESULTS AND DISCUSSION

#### A. Overview of Inclusive Based Education Management in Private Schools in Bekasi City

Inclusion is an organizational strategy or practice to promote meaningful social and academic interactions among students who differ in their experiences, views, and traits as a reflection of justice [3,4]. The policy of implementing inclusive education has been implemented in schools for a long time. This effort was carried out to achieve the level of equality of education for students with disabilities in formal education [1]. The concept in management has long been modified to fit the needs and in accordance with the proportions needed in the process. Inclusion education is now a complement and refinement by guaranteeing access for children with special needs in educational institutions that are equalized and adjusted to their curriculum [1,4].

Of course, the purpose of inclusive education is to educate and fulfill their right to take proper education without discrimination which will harm certain parties. As Brown's decision; integration is needed for equality of opportunity [3]. Of course, all institutions need to improve education for the necessary conditions which then this integration is developed through active interactions that involve experiences with different student backgrounds to realize inclusion and increase tolerance as well as pedagogic benefits in multidimensional heterogeneity.

Various models of inclusive education come with different management concepts and curricula. The FE and government focus on innovation and development of integrated curricula in pedagogical practices [4]. As explained Sunardi & Sunaryo, as follows [5]:

##### 1) *Concept of child:*

- Every child has the right to education.
- Every child can learn and experience learning difficulties.
- Every child needs support in learning.
- Learning centers are children that benefit children in learning.

##### 2) *The concept of diversity and discrimination:*

- Eliminating exceptions and discrimination.
- Assuming diversity as a resource is not a problem.
- Inclusive education prepares students who can appreciate differences.

##### 3) *The concept of education and school:*

- Broader education is compared to formal schools.
- Flexible, the education system must be responsive.
- The educational environment must be child friendly.
- Schools always improve the quality of education effectively.
- Approach and collaborate with work partners.

##### 4) *The concept of inclusion promotion:*

- Identify and find solutions in inclusion.
- Increasing the active participation of all parties involved.
- Collaboration and partnership.
- Conduct research action research and collaboration.

##### 5) *Concept of resources:*

- Empower local resources available.
- Distribute available resources.
- Empower stake holders as key resources.
- Adequate supporting resources for children with special needs.

In fact, these concepts and models focus more on the direction of developing inclusive education systemically. Therefore, it is necessary to examine some of its managerial facts in the field so that it can be of concern to all education practitioners and academics to design inclusive education management that is in accordance with their proposals in the field.

With this pleasure the school is free to determine its design according to school needs. Some of the schools we interviewed have their own designs, management and concepts in overcoming the heterogeneity of their students.

*SMPIT* (Integrated Islamic Middle School) Taman Harapan is an A-accredited private school popular in the city of Bekasi. Based on information and results of interviews and observations; it proves that the management of inclusive education at *SMPIT* (Integrated Islamic Middle School) Taman Harapan has not been implemented optimally. Around 2% of these school students are children with special needs in the mental health class. The education system in this school still accepts students with special needs without discriminating them but with a note that there is a letter of introduction from a psychologist to ensure the smoothness of the educational process that they carry out.

According to some teachers; in learning using the Cluster model and regular class models, meaning that children with special needs (*ABK*) remain united with other normal children in the same class, but are not accompanied by a special accompanying teacher who accompanies them in learning [6]. However, the teacher and homeroom teacher pay more attention to the child when learning takes place. So that teachers are required to be extra in assisting the development of learning of students with special needs and teachers must have

an understanding that each student has a different learning style [4]. As in the USA teachers must have high qualification standards that are certified and competent in the field of special education [1]. And the school's efforts to cope with this by giving teachers debriefing and motivation related to handling these students. The teacher's duties include:

- Pay attention to and ensure understanding and development of learning for *ABK* students when learning is being conducted.
- Make progress reports of *ABK* students to the guardian of the student concerned.
- Analyze the disadvantages which become an evaluation and improvement (teacher's mission).
- Coordinate with student guardians to remain embarrassed to consult with a particular psychologist.

The 2006 Idol findings in Hudson recommend the need to prepare teachers to succeed in educating children with special needs in formal education [1]:

- Teachers must have basic knowledge of the characteristics of students with disabilities, and an understanding of their roles and responsibilities in special education.
- The teacher must understand how to differentiate instruction to meet the needs of students with various abilities.
- Effective class management strategies to see involvement in academic and pro-social matters and minimize disruption in the learning environment.
- Teachers need to learn strategies to communicate and collaborate effectively with special education teachers.

*SMPIT* (Integrated Islamic Middle School) Taman Harapan does not specialize in the facilities used, because the facilities provided by the school are more than enough to support the educational process for *ABK* students and other students. So, school facilities can be used and utilized by all students without exception.

Other schools, such as *MTSs* (Private Junior High School) Tarbiyatul Muhtadi'in has the concept of *Rahmatan Lil'alam*, a school with a modern salafy model using four collaborated curriculum. This specification is adjusted to the abilities of students. Based on this concept, the school continues to accept students with special needs (Deaf and Mute). This school is a boarding school, so that within 24 hours, the students are in schools and dormitories. Even though in terms of quantity, *ABK* are a minority but still focus on the needs needed.

When in school in learning, *ABK* children continued to study regularly with others because the numbers were still small, but they were still considered. Based on the information, this *ABK* child was put together with other children because academically he did not have difficulty in digesting the learning provided by the teacher. When in the dormitory, there are some specializations in activities carried out by the *Ustadz*

as instructors and counselors to provide therapy and guidance on spiritual and learning material.

Managerially, this school has not provided special training or understanding and debriefing on handling students with special needs. So that the services provided are still based on experience and design strategies that have not been integrated with the system and design of education in the school. However, the school still gave an appeal to the teacher to keep paying attention and focusing on students intensely.

Some schools provide supporting facilities, but some are still equated with others because the numbers are still small. *MTSs* (Private Junior High School) Tarbiyatul Muhtadi'in provides special facilities such as a small blackboard that is useful to help students understand the lessons given at school as well as in the dormitory. In general, the facilities in schools and dormitories have no specialization specifically for *ABK* students, meaning that facilities are equated with others.

Clearly it can be seen that the management applied in private schools leads to the management of *MBS* (School Based Management) that is tailored to the needs of their students. This means that the management of inclusive education needs to be considered and reviewed so that it is tailored to the needs of *ABK* starting from *PPDB*, the concept of education, curriculum and minimum service standards as well as graduation standards that need to be designed and updated. Education officials, academics, and education practitioners must pay full attention to improving the management of inclusive education in Indonesia, so that in the realm of implementation it can run following the concept determined by the state and policies in its implementation are harmonized so that there are no gaps and differences in perceptions that occur in the field.

#### IV. CONCLUSION

Managerially, the concept of management of inclusive education in Indonesia, especially in private schools, has not been thoroughly conceptualized, so that its implementation is still based on conscience and *MBS* (School Based Management) that apply in schools. So, there needs to be a policy on implementation that leads to the implementation of national inclusive education, starting from management, curriculum, systems, environment, learning methods, facilities and infrastructure to support the realization of inclusive education. Thus, there were no significant differences in concepts and management in the field. Below is some several recommendations:

- The need for national policies regarding the implementation of inclusive education.
- Integrated curriculum and accommodating the needs of children with special needs.
- Special debriefing for teachers in the education unit so that the implementation does not come out of the stipulated provisions.
- It is necessary to determine achievement standards and graduation standards for student with special needs.

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