Model of Human Resources Management in Inclusive Education at Elementary School East Java

Murtadlo
Departemen Pendidikan
Universitas Negeri Surabaya
Surabaya, Indonesia
murtadlo@unesa.ac.id

Mufarrihul Hazin
Departemen Pendidikan Manajemen Islam
Sekolah Tinggi Agama Islam Negeri Kediri
Kediri, Indonesia
mufarrihulhazin@stainkediri

Abstract—**The most urgent problem to be resolved is equity of education, especially for children with special needs. Education for All is a principle of education that should be a priority in Indonesia. But this is still far from reality. the limitations of human resources inhibiting inclusion education. So this study aims to develop a model of human resource management in inclusive education in primary schools in East Java.**

This Research uses qualitative approach with study multi-case. Subject of Research that used by differ its characteristic that is SDN Mriyunan 1 Gresik and SDN Lemah Putro 1 Sidoarjo. Data collecting Technique that used observation, interview, and documentation. Informant in this research amount to 20 people, its: headmaster, teacher, shadow teacher, and student.

The results of this study indicate that Model of Human resource management of inclusive education include 3 planning, empowerment, and human resource assessment. Human resource planning begins with conducting needs analysis, recruitment, selection and placement that is satisfied with willingness and ability. Empowerment and development of human resources can be done with two models, namely models that are individual and model of a group. Human resource appraisal is conducted by evaluation and monitoring and evaluation, after which it is not followed by giving compensation or reward in the form of material or non- material.

Keywords—human resources management; inclusive education; elementary school

I. INTRODUCTION

Inclusive education is a further consequence of the Education for All global policy proclaimed by UNESCO 1990 as a result of the world conference in Salamanca on 7-10 June 1994 and then followed by the Dakar Declaration in 2000 which is a framework for responding to the basic needs of citizens which outlines that education should be able to touch all levels of society without knowing the boundaries, races, religion, and potential ability possessed by each participant educate.

Permendiknas RI no 70 of 2009 [1] defines inclusive education as an education system that provides opportunities for all learners who have abnormalities and have the potential of intelligence and/or special talents to follow education or learning in one circle of education together with learners in general. Schools that run inclusive education are called inclusive schools. According to Steinbeck [2], the school of

inclusive education is a school that houses all students in the same class.

The concept of inclusion in early childhood education services has been a major issue in numerous research, practice and education policies worldwide over the past two decades (Florian, 2005, Frankel, Gold & Ajodhia-Andrews, 2010; Odom et al., 2004; Spiker, Hebbeler, & Barton, 2011; Wall, Kisker, Peterson, Carta, & Hyun-Joo, 2006, in Soukakou[3]). The US Reauthorization of the Disability Act (IDEA) in collaboration with the Division of Early Childhood of the Council for Exceptional Children (DEC) and The National Association for the Education of Young Children (NAEYC) has promoted quality inclusion education for children special needs of primary school age in 2004 [4].

According to data from the Directorate of Special Education and Special Education Services (DG PK-PLK) in Indonesia, there are still 330,000 children with special needs at the level of basic education. But of that number who received education as much as 116,000 children, so there are still 65% children with special needs that have not been served education. This shows that the mandate of the government to accommodate equality of educational opportunities for all children is still experiencing obstacles and can not be achieved perfectly.

In fact, there are still many educational units that have not implemented inclusive education services, due to lack of socialization, limited educators, management difficulties and internal and external conflicting reasons that occur in schools. Sometimes some schools are reluctant to accept new students with disabilities. In addition to cost-limited factors, many parents tend to hide their children because they feel embarrassed.

One aspect that must be adjusted in the implementation of inclusive education in primary schools is the provision of competent educators in the field of specialized educational services and adaptation of adaptable curriculum for children with disabilities.

Educators at inclusive schools are required to have more skills than the average educator. Teachers' abilities as owned by teachers in regular schools are not enough when compared to teachers in inclusive schools. The list of competencies of special needs education teachers, as Johnsen & Skjørten [5] suggests, published by The American Council of Exceptional

Children, is a common list found in the literature on areas of knowledge and skills expected by special needs education teachers. Each of these objectives requires competencies that tend to be characterized by aspects of professional knowledge, such as knowledge of (1) the philosophical, historical and legal basis of special education, (2) student characteristics, (3) assessment, diagnosis and evaluation, (4) content materials and teaching practices, (5) planning and management of learning and teaching environments, (6) behavioral management and students' social interaction skills, (7) collaborative communication and partnerships, and (8) professionalism and ethical practice.

The limitations of schools to provide educators with competencies in special needs education are the main obstacles that most schools face in implementing maximal inclusive education. One effort that can overcome these problems is to build human resource management from the planning, selection, placement, empowerment, and development of human resources that already exist in the school. Empowerment can be interpreted as an effort to release the potential that has been there in the individual in order to perform tasks better. According to Johnson [6], " Empowerment is the realization and actualization of the potential and opportunity of just waiting to be unleashed ." Empowerment provides an opportunity for every individual in the school to maximize his or her ability in the service of inclusive education.

Human resource management is indispensable to overcome any shortcomings and individual disabilities in implementing inclusive education services. So in this paper will be discussed about the human resource management model of inclusive education at the basic school in East Java.

II. METHOD

This Research uses approach qualitative with study type multi case. Subject of Research that used by differ its characteristic that is SDN 1 Mriyunan Gresik and SDN 1 Lemah Putro Sidoarjo. Research multi case is processes data collecting and information exhaustively, detail, holistic, and systematic about people, group, phenomenon or occurrence, and social.

Data collecting Technique that used [by] is pass by observation, interview, and documentation. Informant in this research amount to 20 people cover: headmaster, teacher, shadow teacher, and student. Miles, Huberman, and Saldana (2014: 30-32) that cover process: data condensation (merger and data reinforcement), presentation and conclusion withdrawal and verification data.

Validity test data that used by cover: test passability (pass by compilation of research result with, clear, and systematic), test dependability (pass by audit of entire research process), test dependability (pass by source triangulation and data collecting technique) and confirmability test (pass by publication of research result).

III. RESULT AND DISCUSSION

Inclusive education requires adequate human resources. Human resources in this research consist of class teachers, special escort teachers (GPK) and shadow. These three educators must be well managed. In order for a well-managed can requires a good management. The results suggest that human resource management in inclusive education must be well managed. The human resource management model in inclusive investigation is discussed into three parts: human resource planning (needs analysis of HRD, recruitment, selection, and placement), human resource development and empowerment, and human resources welfare.

The specificity of teacher management in the inclusion process is in the regulation of the division of tasks and patterns between teachers of special education with regular teachers. In general, there are differences between the findings of the field between SDN 1 Mriyunan Gresik and SDN 1 Lemah Putro Sidoarjo that is in SDN 1 Mriyunan more use special teachers (GPK) provided and managed by the school, while in SDN 1 Lemah Putro more shadow teacher provided and managed by the guardian. So for the management of human resources in both schools, it is much different although there are also equation.

A. Planning of Human Resource at Inclusive Elementary School

Source day a human in inclusive education must be supported and managed premises n well. Planning is the key early in the management of an educational institution, especially school inclusion. Human resource planning includes 4 things: HR needs analysis, recruitment, selection, and placement.

The results showed that in the planning conducted in inclusive schools starting from the analysis of the needs of human resources, ranging from a number of students and how many teachers or teachers needed. This is in accordance with the mentioned by Simamora (1995) employee requirement planning is to estimate demand for employees in the future , both in quality and quantity; comparing the expected demand with the current available workforce; as well as determining the shortcomings or the number of employees based on the organization's strategy and objectives.

After that done determination of a number of formation and occupation that will be occupied, hence held recruitment of human resources. Many ways and models are used in the recruitment process as Mathis and Jackson [7] recruitment roses internally can be done using organizational databases, job announcements, promotions and job transfers and use of existing employee references.

The findings of the research results, there are two ways of recruitment, namely recruitment of human resources from the center and recruitment conducted by local schools. Recruitment is done by the school center making needs of teachers and then submitted to the education department for processing, but for a special companion teachers are all still no central recruitment is done, everything is still local schools. Special assistant teacher recruitment (GPK) is conducted by the school by opening

vacancies and disseminating as well as recommendations from existing teachers. This happened at SDN Mriyunan using GPK system. For school SDN Lemah Putro 1, recruitment doing by guardian pupil, because the shape is shadow teacher.

After recruitment and selection in accordance with the competence, then the next step is the placement. Placements for a special teacher assistant school principal policy adjustability of the teacher. This placement is very important to note because if wrong placement then the performance will not be maximal. This is in accordance with the principle of human resources that is *the right man in the right place*.

The results showed that in inclusion schools have implemented placement in accordance with its competence. But there are still many, especially in the two schools studied, are still very minimal special escort teachers and shadow teacher graduates from education extraordinary, so for placement still using the principle of willpower.

B. Empowerment and Development of Human Resources at Inclusive Elementary School

Human resources that exist within an organization need to develop to a certain extent in accordance with the development of the organization. If the organization wants to develop it should be followed by the development of human resources. The development of human resources can be implemented through continuous education and training.

Education and training is an effort to develop human resources, especially for the development of intellectual and personal abilities.

The results showed that school has made various efforts to develop the competence of teachers and employees. Among them is through training, upgrading, workshops, seminars, and further studies. Hopefully, their competence is increasing. The competencies developed in the inclusion school consist of pedagogic competence, personality competence, social competence, professional competence, and professional service-specific competencies.

Competence deals with professional worlds containing understanding of ownership of the knowledge, skills, and abilities demanded by certain positions.

The findings also support the research done by O'Donoghuedan Chalmers [8] that teachers who teach in inclusion welds require sufficient knowledge, skills, and abilities to handle ABK.

Directorate General of Special Education Kemdikbud mentioned the development of special education teacher competence as the guidance issued by Dit-PLB [9]. Special education competencies based on the four core competencies above consist of three main capabilities, namely (1) general ability, (2) basic ability, and (3) special ability. General ability (general ability) is a must-have capability related to its role as a citizen in its environment. Basic abilities (basic abilities) is the ability to be held by teachers in understanding and serving children with special needs, design, implement, and evaluate learning ABK, have knowledge of the medical

aspects and implications of the implementation of special education. Specific abilities (specific abilities) are skill abilities chosen according to the interests and needs of educators in implementing learning.

The results showed that the development of competencies for regular teachers, special escort teachers were held individually and in groups. Individual empowerment and development is through the inclusion of teachers in various scientific activities, such as workshops, seminars, and trainings. While coaching is done in groups that is through the KKG (Teachers Working Group) both regular as well as special. This activity is done regularly in school.

In contrast to the guidance for shadow teacher in SDN Lemah Putro, because this is individual and not become part of the school, because innate from their respective parents, it is difficult to do coaching and development of the teacher's competence. This is the obstacle for schools to develop them, because they are bound and responsible to the guardians, but the coaching is a necessity.

Indeed every empowerment has the ultimate goal of the realization of cooperation between employees with the leadership. Working freely and openly enables all the wealth of skills and knowledge within the organization to be utilized to achieve organizational goals. The empowerment of human resources is done through cooperation in a team or group. managers who want to apply empowerment within their organization or department need to work with staff to carry out their work [10].

C. Performance appraisal and compensation of Human resource at Iclusive Elementary School

Assessment of performance in HR management is an evaluation process to assess the performance of teachers and human resources involved in the implementation of inclusive education. The results show that both schools have conducted periodic evaluations of existing human resources. For teacher, assessment is done through evaluation of 4 teacher competence by passing monitoring and questionnaire.

According to Dessler [11] performance appraisal can be defined as any procedure that includes 1) setting performance standards, 2) assessment of the actual performance of employees in relation to these standards, and 3) providing feedback to employees for the purpose of motivating the person to eliminate performance slump or continue to perform even higher. As a result of Matihs and Jackson [7], performance appraisal is a process of evaluating how well employees perform their work when compared to a set of standards, and then communicating the information to employees.

Thus, the assessment of HR performance is necessary. But it is not enough just to evaluate or evaluate, the next step that must be done is to compensate for the efforts and performance of teachers and academic community. This is done to motivate and reward them. According to Bernardin and Russell [12] Compensation is seen as 1) a reward system that motivates employees to carry out their work, 2) an important way of

communicating that organizations use to convey and reinforce values, culture, and desired behavior and 3) an important mechanism that enables organizations to achieve their business goals.

The results show that teachers in their inclusion schools are only required to carry out their obligations, but only compensation and welfare are rarely noticed. The compensation given by the salaries and allowances is still not enough, this is because the government's attention is still minimal. The two schools that are the sites of research have complained of the government's attention to their schools. Although there is no special budget for children ABK name is not sufficient in number. Especially for other benefits, they never get.

So also for the shadow teacher in SDN Lemah Putro, for compensation in the form of salary and allowances depending on the guardian of the pupil. Because for a while the management of funds and budgets managed by the guardians themselves. So the nominal varies from teacher to teacher.

Compensation as a form of reward can be distinguished for intrinsic and extrinsic compensation. According to Schuster [12] an intrinsic reward is an award derived from an individual's response to the work itself, which is derived from a transaction between an individual and his duties, regardless of the participation of a third party. Extrinsic rewards are compensations that are directly controlled and conveyed by organizations (third parties) and are more visible.

IV. CONCLUSION

Model of Human resource management of inclusive education includes 3 planning, empowerment, and human resource assessment. Human resource planning begins with conducting needs analysis, recruitment, selection and placement that is satisfied with willingness and ability. Empowerment and development of human resources can be done with two models, namely models that are individual and model of a group. Human resource appraisal is conducted by evaluation and monitoring and evaluation, after which it is not followed by giving compensation or reward in the form of material or non-material. The results of this study provide recommendations to the government to pay more attention to special escort teachers who have assisted many inclusive education programs, by raising GPK formation in civil servants, providing special GPK allowances and recognizing

the hours of teaching and learning activities conducted in regular class or special classes.

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