

## INCLUSIVE EDUCATION MANAGEMENT AT ALAM JOMIN SCHOOL

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**Abstract:** This study aims to find out what curriculum is used at the Alam Jomin school. This research was conducted using a qualitative direct field study approach. Data collection for theoretical studies uses books related to this material. Data analysis using descriptive narrative. The results of the study show that the teacher uses a modified curriculum that is adapted to the needs of the child. The learning model used is the classical model where students with normal and special needs attend learning in one class. This inclusive education is a philosophy as well as an innovative strategy in expanding access and improving the quality of education for all without discrimination.

**Keywords:** inclusive education, children with special needs, education management

### Introduction

ChildrenNeedsSpecialchildren who are in the process of growth or development experiencing physical, mental-intellectual, social and/or emotional abnormalities or deviations compared to other children of their age, so they need special educational services (Esti Arian, 2022).

Inclusive education is an innovative and strategic educational approach to expand access to education for all children with special needs, including children with disabilities. In a broader context, inclusive education can also be interpreted as a form of educational reform that emphasizes anti-discrimination, the struggle for equal rights and opportunities, justice, and expanding access to education for all, improving the quality of education, strategic efforts in completing the 9-year compulsory education, as well as efforts to change people's attitudes towards children with special needs. In the context of special education in Indonesia, inclusive education is not the only way to educate ABK with a view to replacing segregation education. Rather, it is an alternative, choice, innovation, or breakthrough/new approach besides segregation education which has been running for more than a century. This is because the setting for special education or special education in Indonesia adheres to the "Multi-track Approach" approach. It's just that the existence of Special Schools, which should be able to play a role as a support system or resource center in the implementation of inclusive education, has not been maximally empowered. Even though formally inclusive education in Indonesia has only been implemented

in the last decade, it is believed that naturally inclusive education has been going on for a long time.

This cannot be separated from the philosophical, social and cultural factors of Indonesia which really appreciate and uphold diversity or diversity. These factors can certainly become the basic capital for the development of inclusive education which is currently being promoted. The 1945 Constitution of the Republic of Indonesia clearly and unequivocally guarantees that every Indonesian citizen has the right to education, which is emphasized in RI Law no. 20 of 2003 concerning the National Education System, as well as in Minister of Education Regulation No. 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents. Besides that, there are also guarantees from various international legal instruments that have been ratified by Indonesia. All of these legal instruments want to ensure that all children, without exception, get an education. Management of PAUD institutions must be optimal and of good quality. Management of inclusive education in PAUD is one of the options in implementing PAUD. Inclusive Education, which is the basis for the implementation of PAUD, can accept children with various social, cultural, racial, and abilities backgrounds. All children belong to the same class (Mila Faila Shofa. 2018). Implementation of student management is a service that focuses on the regulation, supervision, and services of students in class and outside the classroom such as: introduction, registration, individual services such as developing overall abilities, interests, needs until they mature in school (Dewi Astuti. 2022).

## Methods

The research uses a descriptive qualitative approach. Collecting data using interview techniques, observation and documentation. Respondents in this study were school principals, 2 kindergarten teachers. The data analysis technique was carried out using descriptive narrative. Namely by analyzing the data written in detail, then the data is selected according to the purpose. Presentation of data is done with narration and drawing conclusions. Theoretical studies use books and articles related to this discussion. Data were analyzed using descriptive narratives (interviews) and documentation.

## Discussion

Inclusive education is designed as a strategy to help children with special needs meet their educational needs. (PLB Directorate. 2007). In order to achieve the goal of inclusive education, which is to equalize education for children with special needs, material and non-material things such as facilities and support from all parties are needed to help friends with special needs achieve their dreams. Providing inclusive education certainly has a good impact on children with special needs, especially in terms of self-confidence. Inclusive is an educational and social philosophy. Inclusiveness is an ideological system based on the insight of togetherness. This means that every school member, namely the community, school principals, teachers, foundation administrators, school administrative officers, students, and parents. In inclusion, everyone is a valuable part of the togetherness regardless of their differences. Tarmansyah. (2007). This education means that all children, regardless of their abilities or disabilities, socio-economic background, ethnicity, cultural or linguistic background, religion or gender, unite in the same school community, is an approach that pays attention to how to transform the education system so that it can respond to this diversity, and see it more as a challenge and enrichment in the learning environment than a problem.

Based on the results of observations at Alam Kindergarten, Jomin found that the curriculum used at the school was using the regular curriculum with modifications, the modified curriculum was lowering grades or with lowered developmental achievements. In this case the teacher adjusts developmental achievements according to the needs of the child. The philosophy remains inclusive education, but in practice children with special needs are provided with various service alternatives according to their abilities and needs. At Jomin's nature school, the PPI curriculum (Individual Learning Program) is also used, which is a curriculum prepared by PPI program

teachers who are developed with a development team involving class teachers, special education teachers, school principals, parents and other relevant experts. (Nasution. 2008). Curriculum modification (alignment) is carried out by the curriculum development team at school. The school curriculum development team consists of: school principals, class teachers, subject teachers, special education teachers, counselors, psychologists, and other related experts.

The PPI curriculum or in English the Individualized Education Program (IEP) is the most obvious characteristic of inclusive education. (Rusman. 2012). The concept of inclusive education which has the principle of equality requires an adjustment of learning models that are responsive to individual differences. So the PPI or IEP is something that needs to get more emphasis. Thomas M. Stephens (2009). states that IEP is a management that serves the unique needs of students and is a service provided in order to achieve the desired goals and how the effectiveness of the program will be determined.

The Jomin Nature School was founded in 2015 with 1 student, 2 teachers, named Mrs. Kartika and Mrs. Syifa. Active students in 2022 at Kindergarten Alam Jomin as many as 12 students. According to the results of interviews with the principal of the school. Tini.SA (2022) Kindergarten Alam Jomin. The difference between the regular curriculum and the inclusive education curriculum is very different, the regular curriculum is only suitable for normal children and does not have homogeneous abilities. For ABK in inclusive schools should use a special curriculum that has been adapted to the individual needs of students with ABK.

Basically, inclusive education uses two models. The first is the full inclusion model. In this model the school includes students with special needs to receive individual learning in regular classes. Second, namely the partial inclusion model. This partial model includes students with special needs in part of the learning that takes place in the regular class and partly in pull out classes with the help of a special accompanying teacher.

The inclusive education model held at the Alam Jomin School is the full inclusion inclusive education model. However, this educational model will change according to the needs of the child. If in that year there are children who are not too severe, then full inclusion will be carried out. If there are children who need to get special classes, then Alam Jomin School will use a moderate inclusive education model. Moderate inclusive education in question is: Inclusive education that combines integrated and full inclusion. This moderate model is known as the mainstreaming model.

The mainstreaming education model is a model that combines education for children with special needs (special schools) with regular education. Students with special needs are combined into regular classes only for a limited time.

The philosophy remains inclusive education, but in practice children with special needs are provided with various alternative services according to their abilities and needs. Children with special needs can move from one form of service to another, such as:

1. Form of full regular classes  
Children with special needs learn with other (normal) children all day long in regular classes using the same curriculum.
2. Form regular classes with clusters  
Children with special needs learn with other (normal) children in regular classes in special groups.
3. Form a regular class with pull out  
Children with special needs learn with other (normal) children in the regular class but at certain times are withdrawn from the regular class to the resource room to study with a special supervising teacher.
4. Form regular classes with clusters and pull out  
Children with special needs learn with other (normal) children in regular classes in special groups, and within certain times are withdrawn from regular classes to the resource room to study together with special supervising teachers.
5. Forms of special classes with various integrations.

Children with special needs learn in special classes at regular schools, but in certain fields they can learn with other (normal) children in regular classes.

6. Full form of special classes in regular schools

Children with special needs learn in special classes in regular schools. Thus, inclusive education as in the model above does not require all children with special needs to be in regular classes at all times with all their subjects (full inclusion).

The implementation of educational services for students with special needs at the Alam Jomin school begins with PPDB activities. The PPDB policy for students with special needs is regulated in PP Number 13 of 2020 concerning Adequate Accommodation for Students with Disabilities Article 11 (b) in the form of providing affirmation of admission selection at educational institutions. Affirmations are given according to the physical condition of students with disabilities based on the statements of doctors and/or specialist doctors. Article 12 (f) in the policy also mentions adjusting the ratio of the number of teachers to the number of students with disabilities in the class. For example, there are only a maximum of 2 (two) student with special needs for each study group. If a student with a severe category is found, there may only be one student with special needs in the study group.

After PPDB then carry out identification and assessment. Identification is a process to identify the diversity of students. The principle of identification is limited to determining individuals who are suspected of experiencing obstacles so that it cannot be determined what potential students have. The identification process can be done in several ways such as; observation, interviews, tests, and document checks as tools to gather data. Assessment is a systematic and comprehensive process to explore problems in depth to find out what are the problems, obstacles, strengths and individual needs.

The results of the assessment will determine the type and form of educational services needed. Furthermore, the results of the assessment will be set forth in a learning program based on the modality (potential) of each individual. The results of this assessment are also used to determine the right type and form of intervention for students. The assessment carried out includes the functions of the learning area (learning), social emotion (socio-emotional), communication (communication), and neuromotor. The assessment is carried out formally by experts (psychologists, ENT doctors, ophthalmologists, therapists, etc.). Assessments are also carried out informally by class teachers, subject teachers, BK teachers, or GPK. The conclusions from the assessment results form the basis for schools providing inclusive education in developing intervention programs and preparing learning programs by teachers.

The results of the assessment will be conveyed by the teacher to the parents, so the parents will know that the child has special needs that need to be addressed. Alam Jomin School can provide appropriate accommodation services according to the characteristics and special needs of students by applying a duplication and modification curriculum model.

After carrying out the identification and assessment by the PPI team, student profiles were then compiled. Student profiles are compiled from the results of the assessment. Profiles will help teachers to get to know students better, eliminate barriers to learning, meet students' needs in learning, implement learning programs in a flexible and accommodative manner, evaluate the implementation of learning programs, and create PPI for students in need.

In making PPI, the team sets short-term goals and long-term goals. The general goal is the final goal to be achieved in accordance with a certain period of time. General goals or long-term goals can be achieved by children within a year or are often referred to as annual goals. While short-term goals are more specific statements about the skills that will be developed to achieve certain general goals/long-term goals. For each long-term goal, a specific set of goals is developed through a process called task analysis. Thus, task analysis is a process of identifying the skill sets required to achieve one big goal.

In Alam Jomin schools with inclusive leadership, teams will work together and classroom learning will be transformed through professional development, team teaching, or the use of a differentiation curriculum. This process will be monitored, evaluated and adjusted from time to time by the school supervisor to ensure ongoing progress.

## Conclusion and Recommendations

Based on the results of observations made at Kindergarten at Sekolah Alam Purwakarta, it is known that teachers have carried out effective assessments for children with special needs, namely carrying out assessments according to the conditions of the students. This means that the assessment has used the principles of assessment in early childhood learning including systematic, comprehensive, continuous, objective, educational, and meaningful. Management of Assessment Results, the teacher has drawn conclusions and reports on the child's progress based on the available information as is, the teacher compiles and submits written reports on child development to parents together with the Shadow Teacher on a regular basis, taking into account the five aspects that serve as a reference for assessment, namely, Affective, Motoric, Language, Social and Cognition. Then make reports on child development submitted to parents in the form of oral and written reports, accompanied by suggestions that parents can do at home. Alam Purwakarta School is an alternative choice for parents who have children with special needs because it has a unique technique and assessment system according to the students' conditions.

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