

23 Management of Inclusive Education: An Implementation

by Koderi Koderi

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Management of Inclusive Education: An Implementation

Ike Apriliani^{*1}, Agus Pahrudin^{*2}, Koderi³, Syafrimen Syafril⁴

¹Universitas Islam Negeri Raden Intan Lampung, Indonesia

²Universitas Islam Negeri Raden Intan Lampung, Indonesia

³Universitas Islam Negeri Raden Intan Lampung, Indonesia

⁴Universitas Islam Negeri Raden Intan Lampung, Indonesia

e-mail: 2286031010@radenintan.ac.id, agus.pahrudin@radenintan.ac.id, koderi@radenintan.ac.id, syafrimen@radenintan.ac.id

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ABSTRACT. This research aims to analyze the implementation of inclusive education so that a new concept is found regarding the implementation of inclusive education management that can provide equality for all students. The research method used is qualitative, using data collection techniques through observation, interviews, and documentation. The research results show that: 1) The school has achieved several successes in implementing inclusive education, but there are still several aspects that the school is not fully ready for. 2) Schools have certain strategies in implementing inclusive education, especially by optimizing the role of special guidance teachers to handle children with special needs. 3) The main challenge faced by schools is related to providing programs to develop the potential of children with special needs because, currently, there are no programs available to develop their potential. Data was collected using questionnaire techniques, observation, and interviews. The results of the research show that the implementation of inclusive education has not been optimally implemented; there are still several things that have not even been fulfilled. For this reason, it is hoped that every school will implement inclusive education management under its management steps.

Keywords: *Education Management, Inclusive Education, Special Schools.*

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INTRODUCTION

Management is a very crucial thing in all areas of life, including inclusive education. This is because, with good management, everything will run effectively and efficiently (Amka, 2019). To improve the quality of human resources, education plays an important role in providing useful knowledge and skills. UU Number 20 of 2003 confirms the right of every citizen to obtain a quality education. However, individual rights to obtain educational services are still not optimal, especially in the context of education for children with special needs (Yunita, 2019). So far, the provision of education for children with special needs (ABK) is generally carried out through their placement in special schools (SLB) or through homeschooling, which is a separate approach from formal school for children who do not have special needs. This practice harms the social aspects of crew members, thereby significantly reducing their interactions with the community. The limited frequency of crew members' meetings with their surroundings makes it easier for them to establish relationships with fellow crew members, which in turn can slow down their social development and maturity. This then became the basis for implementing inclusive education programs by the government (Daulay et al., 2023)

The inclusive education system begins with the challenge of limited access to education for individuals. This educational concept includes the participation of children with special needs in a general education environment, where they follow the same learning process as other normal students (Yuwono & Utomo, 2021). The main goal of inclusive education is to develop the ability of children with special needs to interact with society more comprehensively. This system is expected to improve the social conditions of children with special needs through interactions that occur with students and teachers in general (Agus et al., 2023; Daheri, 2022; Irawan et al., 2022). The Lampung Provincial Education Office began implementing inclusive education in 2015 and perfected the implementation of inclusive education in the 2017 academic year by resolving several problems encountered in the implementation process. Children with special needs require more intense treatment than normal students. The learning approach must be adapted to the conditions and abilities of each student. It is very important to provide an understanding of differences and the value of tolerance (Hidayah et al., 2019). In inclusive education, the role of accompanying teachers is also very important in providing an understanding of the material and helping social interactions for children with special needs (Abdullah, 2023). Apart from that, it needs to be emphasized that school efforts are not only limited to developing the social conditions of children with special needs so they can interact but also include developing their potential and abilities.

Based on the Open Knowledge Maps database, which was analyzed on January 6, 2024, at 10.40 WIB, it was found that research related to the implementation of inclusive education programs using several keywords like management of inclusive education was found to be very few, namely 14 (fourteen) studies. More details can be seen in the following image:



Figure 1 Several studies regarding the implementation of inclusive education

In the figure, research related to the implementation of inclusive education was found in 14 (fourteen) studies conducted by foreign and domestic researchers, for example (Chairunnisa & Rismita, 2022); (Zakiah et al., 2021); (Andriana & Evans, 2020); (Ferreira, 2018); (Faozanudin & Sulistiani, 2023). Meanwhile, in Indonesia, there have been several studies regarding inclusive education, but there has been no research that discusses the implementation of inclusive education specifically and in depth. Therefore, this research tries to analyze and discover new concepts regarding the implementation of inclusive education that is different and more appropriate to the needs and characteristics of children with special needs in Bandar Lampung City Middle Schools by evaluating the conditions of inclusive education in Bandar Lampung City Middle Schools, analyzing the strategies used by Bandar Lampung City Middle School in organizing inclusive schools for children with special needs, and identifying the challenges faced by Bandar Lampung City Middle School in organizing inclusive schools.

14 METHOD

This research uses a qualitative approach with descriptive methods. Qualitative research involves collecting data according to the research object, which is then presented naturally and as is (Ibrahim & Alang, 2018). The descriptive method is used to collect data in the form of words through observation or direct interviews with informants. This approach aims to provide an in-depth understanding of the implementation of inclusive education, especially in the context of guidance provided by special guidance teachers to children with special needs, as well as the social interactions of these children (Yusanto, 2020). The focus of this research is primarily on school efforts to develop the abilities of children with special needs, specifically interactions between them and the school community.

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The data sources for this research involve primary and secondary data. Primary data was obtained directly through observation and interviews, while secondary data was collected from various sources such as books, journals, news, and the internet. Data collection techniques used include observation, interviews, and documentation. To ensure the validity of the data, researchers applied triangulation techniques, namely examining data from various sources, methods, and times. All data obtained will be analyzed inductively by connecting data obtained from interviews, observation, and documentation so that a clear pattern will be depicted. The steps used are divided into three stages, namely data reduction, data presentation, and data verification. Through these three stages, it is then concluded that a discovery or new concept is offered as novelty in this research.

RESULT AND DISCUSSION

Result

There are several schools in Indonesia that have implemented inclusive education, one of which is SMP Negeri 14 Bandar Lampung. This school is known as one of the schools with the best inclusive education in Bandar Lampung and has quite a large number of students. Since the implementation of the zoning policy, major challenges have begun to emerge in efforts to develop achievement because student admission is no longer based on the best test scores but rather in accordance with zoning provisions, where the majority of students come from surrounding areas (Wijayanti, 2020). Currently, the number of students at all grade levels totals 1,041 people, with a ratio of 515 male students to 526 female students. There are 16 inclusive students at this school who are spread across various levels: five children with special needs who are placed in class 7, four children in class 8, and seven children in class 9. Of this number, there are three children with special needs who are recommendations from the Department of Bandar Lampung City Education, as stated by the school principal during the interview, as follows: “So at this school, there are three children with special needs who were recommended by the Bandar Lampung City Education Office. One of them is the contingent representing Lampung at the National Special Olympic Week (PeSONas) from the running branch.”

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Based on observations made on November 16, 2023, it is known that children with special needs are placed in the same class as other non-ABK children. This is done to provide stimulus to their social lives. This is considered a good thing because it can increase the self-confidence of children with special needs, as seen in the following picture:



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Figure 1 The atmosphere in the classroom between children with special needs and non-ABK student

Initially, one of the child's parents used the services of a psychologist as a companion during the lessons. However, in the presence of a special supervising teacher for every child with special needs, parents preferred to entrust their children to that teacher. Although interactions between children with special needs and non-ABK students have not caused significant conflict until now, these interactions are not as communicative as friendships in general. Especially for children with special needs who have communication disorders and find it difficult to control their emotions, interaction tends to be minimal and limited to the necessary questions and answers. On the other hand, children with special needs who are slow learners can communicate like normal friends with other students, such as by chatting or playing ball together. Even though physically, children with special needs who are slow learners do not appear different from other students, in the learning process, these differences are visible because they take longer to understand the material (Azzahra & Dhona, 2023). The data related to children with special needs is described as follows:

Tabel 1 Siswa berkebutuhan khusus di SMP Negeri 14 Bandar Lampung

Nomor	Inisial Nama	Jenis Inklusi	Kelas
1.	NRR	Lamban Belajar	VIIB
2.	PTS	Lamban Belajar	VII F
3.	RAP	Lamban Belajar	VII G
4.	MYH	Sulit Mengendalikan Emo:	VIII
5.	KEM	Lamban Belajar	VII K
6.	BA	Lamban Belajar	VIIIB
7.	MP	Sulit Mengendalikan Emo:	VIIIC
8.	JADI	Autisme	VIIID
9.	KRB	Lamban Belajar	VIII F
10.	Pai	Lamban Belajar	IX C
11.	RA	Lamban Belajar	IXD
12.	MLD	Lamban Belajar	IX E
13.	MHK	Lamban Belajar	IX F
14.	II	Gangguan Komunikasi	IXG
15.	SEBAGAI	Lamban Belajar	IX H
16.	Di	Sulit Mengendalikan Emo:	IX I

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 The implementation of the inclusive school policy at SMP Negeri 14 Bandar Lampung has gone well, even though it is not yet at its optimal level. Teachers have not received special guidance from the Education Department regarding children with special needs. As a result, some teachers

do not understand the conditions and sensitivities that must be taken into account when interacting with children with special needs (ABK). Likewise with students' academic potential, at SMP Negeri 14 Bandar Lampung, this potential is not nurtured through extracurricular programs, and there is no special program designed to explore the potential of children with special needs. This initiative is not yet fully operational because, until now, there are no children with special needs at SMP Negeri 14 Bandar Lampung who are actively participating in extracurricular activities. This is, of course, a challenge that must be overcome by SMP Negeri 14 Bandar Lampung in implementing inclusive education programs so that they are in line with the goals that have been set.

Optimizing the Role of Subject Teachers and Special Supervisors

In the context of inclusive education, the dual role of teachers as subject teachers and special supervisors can give rise to a number of problems that affect learning effectiveness. First, the challenges that arise are related to the diversity needs of students in inclusion classes. (Erika Yunia Wardah, 2019) Teachers must be able to provide special support to students with special educational needs while still providing appropriate teaching for other students. (Khiyarusoleh, 2019) Time constraints and resources often make it difficult for teachers to provide adequate attention to each student, resulting in gaps in educational services. Second, problems related to teacher training and understanding of inclusive approaches can be an obstacle. Teachers need in-depth knowledge about various students' special needs, inclusive teaching strategies, and classroom management skills that can support a supportive learning environment for all students. (Ulandari & Santaria, 2020) Lack of special training in this regard can hinder teachers from meeting these needs. diverse students in an effective way. Therefore, investment in teacher training that focuses on inclusive approaches is key to overcoming this problem and ensuring that every student, regardless of their diversity, benefits maximally from an inclusive educational environment.

In the learning process, subject teachers present material as usual, following the content of the syllabus, without making special adjustments for children with special needs. (Dhoka et al., 2023) Teachers apply the same teaching methods and learning media to all students without adjusting the approach for children with special needs. The main focus of subject teachers is more on non-ABK students, while special guidance teachers concentrate more on children with special needs. This is as explained by Mr. Nandito, one of the special supervising teachers, who stated that: "For inclusive students or children with special needs, they tend to be closer to a special supervising teacher because each child is usually accompanied by a special supervising teacher. Meanwhile, subject teachers focus more on non-ABK students?"

Although this policy creates opportunities for children with special needs to interact with the wider world and face more complex challenges, in practice, teachers often experience confusion in delivering the material. This confusion can result in children with special needs being left behind due to the lack of adjustments in providing materials that are equivalent to those of non-ABK children. In addition, a teacher's responsibilities include classroom management, which requires an understanding of student characteristic. (Ayu & Muzayin, 2021) Therefore, the role of teachers is very large in the implementation of education.

In structuring conditions in the classroom, teachers are expected to be able to understand the characteristics of each class because each class has its own characteristics. Therefore, teachers must gain deep understanding of the classroom dynamics they will face. In the context of inclusive schools, it is important for teachers to understand the nature and needs of children with special needs (Haniifah & Efendi, 2022). Approaches to managing classroom conditions can differ between teachers. There are also those who choose to maintain their distance when teaching subjects such as mathematics, PPKN, English, and science to children with special needs. On the other hand, there are also those who choose to be more involved and interact directly when teaching subjects such as Indonesian to children with special needs. This variation arises from the varying levels of teachers' understanding of the characteristics of children with special needs; some

already have in-depth understanding, others still need further understanding (Arifin & Kartiko, 2022; Neliwati et al., 2023).

Motivating and Directing ABK through Extracurriculars

One means of developing and training students' abilities is through extracurricular activities held outside of learning hours (Azis et al., 2021). In this school, there are various types of extracurriculars, such as Paskibra, Scouts, Sports, Rohis, PMR, Journalism, Arts, Dance, KIR, and Choir. The aim of this activity is to provide facilities for students to develop their skills and achieve achievements. This initiative is seen as an effort to increase students' self-confidence, including students with special needs, in communicating with students from other classes (Rochmah & Suwanda, 2019). Although the school has tried to hone the abilities of students with special needs through various extracurricular activities, according to the supervising teacher. Specifically, there are no extracurricular activities that specifically support the development of students with special needs, so they are reluctant to take part in extracurricular activities (Zulaikhah et al., 2020).

Teachers who work with inclusive students in extracurricular contexts often face a number of challenges in their efforts to motivate and direct students. First, inequalities in physical and cognitive abilities among inclusion students can be a significant barrier. Teachers need to design extracurricular activities that are accessible to all students, which often requires additional creativity and adjustments to fit the needs of diverse students. Additionally, there may be a lack of understanding or discomfort between students who do not have special needs towards inclusion students, and teachers must manage this dynamic wisely so that all students feel welcome and involved (Ikramullah & Sirojuddin, 2020).

Furthermore, a lack of adequate resources and support can be an obstacle to organizing inclusive extracurricular activities. Teachers may have limited time, facilities, or special training to address the diverse needs of inclusion students. Therefore, there needs to be support from schools, authorities, and external resources to ensure that extracurricular programs can be implemented effectively and provide maximum benefits for all students. (Lailiyah, 2021) Raising awareness and training for school staff on inclusive approaches is also critical so that teachers can better address these challenges and create an environment that supports positive growth and participation for all students, regardless of their diversity (Aliani et al., 2023; Nieuważny et al., 2021).

Monitoring and Evaluation of the Development of Children with Special Needs

Monitoring and evaluating the development of children with special needs is a crucial aspect of providing education that suits their individual needs. One of the main problems that arises is the lack of adequate evaluation tools to cover the various special needs of children. Each child with special needs has unique characteristics and development, and sometimes commonly used evaluation tools may not fully reflect their progress. (Nisa et al., 2018) In addition, the difficulty of measuring development in the context of special needs is often caused by the lack of a framework. a holistic one that understands the relationship between the academic, social, and emotional development of children with special needs. Thus, inadequate monitoring and evaluation can hinder educators' ability to provide appropriate support and prepare learning plans that suit the child's unique needs.

Other problems related to monitoring and evaluation are the lack of involvement of parents or guardians and the lack of collaboration between educators, therapists, and specialized support teams. Close collaboration is needed between all parties involved in the education of children with special needs to understand the complete picture of the child's development and needs. Communication and coordination challenges between the various parties involved can hinder the transfer of information that is critical to the development of effective learning plans. Therefore, efforts to increase collaboration and parental involvement, as well as developing evaluation tools

that are more inclusive and sensitive to children's special needs, are key to overcoming problems in monitoring and evaluating the development of children with special needs. (Gusti, 2021)

The monitoring and evaluation process is carried out by special supervising teachers and parents of children with special needs. Supervising teachers convey the progress of the development of children with special needs at school, including academic, non-academic, and behavioral development (Wafiana et al., 2020). Information regarding the development of children with special needs is usually conveyed directly or through intermediaries. A direct meeting occurred when ABK's parents submitted a request to meet, but the meeting was limited due to unavoidable busy schedules. Meanwhile, communication through intermediaries can be done using communication tools or by involving parties trusted by parents. Families of children with special needs generally come from middle- to upper-class economic background. So the busy lives of students' parents sometimes make it difficult for supervising teachers to communicate about their children's development. Online communication media, such as WhatsApp groups, are effective channels for discussing and sharing information about children's activities (Jesslin & Kurniawati, 2020).

Communication between special guidance teachers and parents of children with special needs is very close. Special guidance teachers play an important role in providing information about the development of children with special needs at school, while parents have an important role in managing children with special needs. When a child with special needs experiences a tantrum, parents provide instructions on how to deal with the child. They convey information about tantrum triggers so that special guidance teachers can try to prevent these situations from occurring. This dynamic shows that parents are the first and most important environment for children (Jesslin & Kurniawati, 2020). Therefore, they have a deep understanding of the condition of children with special needs. The information provided by special guidance teachers regarding children's behavior at school becomes the basis for parents providing treatment at home so that the values instilled at school can be strengthened by parents in the home environment. This means that the education provided by parents has a significant influence on children's behavior, and children's personalities are formed based on family upbringing (Tryfon et al., 2019).

Academic Assessment of Inclusive Students

Assessment of learning achievement between children with special needs (ABK) and non-ABK students is carried out with different provisions. The original grades obtained by ABK change according to the agreement between the subject teacher and the special supervisor teacher. Academic assessment for inclusive students often faces a number of problems that require special attention. One of the main challenges is the diversity of student needs and abilities in inclusion classes (Agustina & Rahaju, 2021). Standard evaluation tools may not always reflect this diversity well, which can result in inaccurate assessments of student progress. This can make it difficult for teachers to provide appropriate feedback and design adequate learning plans for each student. Additionally, differences in learning styles, levels of support required, and the need for test adaptations can be barriers to creating a fair evaluation experience for all inclusion students.

Another problem related to academic assessment for inclusion students is the lack of adequate adjustments in the implementation of exams or assessments. Some inclusion students may need additional time, someone's help, or adjustments to the test format in order to optimally demonstrate their abilities. A lack of awareness and preparation related to these specific needs can result in inequities in assessment opportunities. Therefore, it is important to increase teachers' and other involved parties' understanding of inclusive assessment, as well as provide the necessary support and resources to ensure that academic assessment can provide an accurate and fair picture of the achievements of inclusive students. The academic assessment of children with special needs is adjusted based on an agreement between the subject teacher and the special supervisor teacher by considering the average score obtained (Simorangkir, 2023). While other children are required

to achieve a minimum passing score of 80, children with special needs can be declared to have passed with The minimum passing score is 55. This number is determined based on the average score obtained by the crew members, taking into account their abilities. It should be remembered that this grade conversion can vary between schools, depending on the cognitive condition of children with special needs (Yunita, 2019). When the class promotion is announced, ABK receives two grade reports, namely a grade report based on the original grade and a grade report that has been changed. Original grades are given to parents after the submission of grade reports, while changed grades are uploaded to the system for school accreditation purposes.

Apart from the value conversion process, there are no significant differences. All treatments apply the same to non-ABK students. The exams, assignments, and homework given to all students are the same, without any differences, even for children with special needs who are slow learners. Even in the case of remediation, children with special needs will undergo remediation if their scores do not reach the minimum limit. However, this repair effort can be done at home with the help of parents. This system is considered unfair to children with special needs. It is best for exam questions to be adjusted to the cognitive abilities of children with special needs (Widyawati, 2017). However, for children on the autism spectrum, assessments like this may not be a problem because they can follow the learning process and achieve grades equal to their friends. However, for children with special needs who are slow learners, this approach can pose very difficult challenges for them.

Complete the facilities and infrastructure needed by children with special needs

Completing the facilities and infrastructure needed by children with special needs in the context of inclusive education is a serious challenge. One of the main problems is the lack of physical accessibility in schools. Facilities that are not designed to take into account the mobility needs of children with special needs can hinder their participation in learning activities. In addition, facilities and infrastructure that support sensory needs or the use of special assistive equipment are also often limited (Trivinasari, 2014). This can include appropriate toilet facilities, special rooms for therapy, or special equipment needed by children with special needs. The inability to provide a supportive environment can limit special needs children's access to fully inclusive learning experiences and harm their developmental potential. In addition, a lack of training and understanding on the part of school administrators and teaching staff about the specific needs of children with special needs can exacerbate this problem. Facilities and infrastructure may exist, but a lack of understanding regarding how to effectively use them or integrate them into daily activities can limit their benefits. Greater efforts are needed in providing training to all parties involved in inclusive education, (Asiatun et al., 2023) including teachers, school staff, and management, so that they can understand and support the use of appropriate facilities and infrastructure to support children with needs, specifically optimally (Amanda, 2020).

Facilities and infrastructure are often students' main considerations when choosing a school. The availability of complete facilities is considered to be an added value and is part of an effective marketing strategy to attract student interest (Syadiyyah & Fathurrohman, 2021). At SMP Negeri 14 Bandar Lampung, the existing facilities and infrastructure are considered quite adequate. The equipment in the classroom, such as chairs, benches, blackboards, etc., is still in good condition, and each room is equipped with AC for air conditioning. In accommodating its status as an inclusive school, this junior high school has prepared adequate facilities for children with special needs. Classrooms intended for children with special needs are placed in adjacent areas. This decision was taken to overcome the physical difficulties that children with special needs may experience while reducing the potential for accidents that may occur. Children with special needs often have to leave the classroom to go for a walk, and to support this, schools try to provide counseling services for children with special needs. Guidance and counseling teachers provide services both inside and outside the classroom. When children with special needs break the rules or commit inappropriate actions, they will be reminded and given advice. However, if the child

does not respond to advice from the supervising teacher, responsibility can be transferred to a special supervising teacher (N. U. Ni'mah et al., 2022).

Procurement of Special Applications for Admission of Inclusive Students

The unavailability of special applications for recruiting inclusive students is one of the main obstacles to creating an effective and fair inclusive education system. Traditional recruitment applications tend not to take into account the diverse needs and characteristics of inclusive students. This can result in gaps in the recognition and placement of students with special needs in inclusion programs that are appropriate to their conditions. The lack of tools specifically designed to screen for these unique needs can be detrimental to students who could benefit from an inclusive approach, as well as limit their development potential (Z. A. Ni'mah, 2021). In addition, the lack of specific applications for the recruitment of inclusive students can complicate the process of collecting and analyzing data related to students' special needs. With specially designed tools, it is possible to collect more holistic and in-depth information about each inclusion student, which can be used for better learning planning and more accurate placement. The lack of these tools can also complicate coordination and collaboration between various parties involved in inclusive education, including teachers, parents, and special education experts (Morina, 2017) This is as stated by the principal at SMP Negeri 14 Bandar Lampung, who stated that:

“Related to procuring applications for inclusive students; this is currently in process. We have prepared this application for each special supervising teacher so that they can be informed about the development of inclusive children. So we, schools, can also find out in detail about the talents and potential that exist in every child with special needs.

Efforts to overcome the unavailability of special applications for recruiting inclusive students involve the active role of the school, government, and other related parties. Investments need to be made in developing educational technology that can support the recruitment of inclusive students by taking into account the diversity of their needs (Suwahyo et al., 2022). In addition, training and provision for the parties involved, such as teachers and school staff, in using this application need to be a priority so that the implementation of inclusive education can run effectively. Increasing awareness and support from the community can also help create an environment that supports the use of special applications in recruiting inclusive students to support more effective and inclusive education.

Special Outreach for the Community, Teachers, and Normal Students Regarding Inclusive Education

The absence of special outreach regarding inclusive education for the community, teachers, and non-inclusive students can be a serious obstacle to creating a supportive educational environment for all individuals. Insufficient socialization can create misunderstandings and stigma towards children with special needs in society (Alexando et al., 2022). Lack of information and understanding regarding the principles of inclusion can cause stereotypes and prejudice against diversity in the classroom. Society may tend to be less supportive and less understanding of the importance of inclusive education for the development of children with special needs (Hakim et al., 2023).

Lack of socialization can also affect interactions and support from teachers for children with special needs in inclusion classes. Teachers who are less educated about inclusive teaching strategies and children's special needs may feel less prepared to meet the challenges of supporting their development. Insufficient socialization can make it difficult for teachers to create an inclusive learning environment because there may be a lack of understanding of how to facilitate the collaboration and participation of children with special needs in the classroom (Suharjo & Zakir, 2021). This can have a negative impact on the quality of education received by inclusive students.

The importance of special socialization can also be seen from the perspective of non-inclusive students. Without adequate information, non-inclusive students may tend to have difficulty interacting or even display discriminatory behavior towards classmates with special needs. Good socialization can create understanding, empathy, and positive relationships between non-inclusive students and their classmates who have special needs (Sulthon, 2023). Therefore, joint efforts are needed from educational institutions, the government, and community organizations to increase special outreach regarding inclusive education so that all parties can support and actively participate in creating an inclusive educational environment.

Based on the results of observations, interviews, and documentation, it was found that the implementation of inclusive education was carried out with various activities such as (1) optimizing the role of subject teachers and special supervisors; (2) motivating and directing ABK through extracurriculars; and (3) monitoring and evaluating the development of children with special needs. Academic assessment of inclusive students; (5) Providing facilities and infrastructure needed by children with special needs; (6) Providing special applications for accepting inclusive students; (7) Special outreach for the community, teachers, and normal students regarding inclusive education.

Discussion

The findings in this research are that the implementation of inclusive education in Bandar Lampung City Junior High Schools has gone well, but there are still several things that have not been maximized, such as (1) a lack of adjustments related to the academic assessment of inclusive students. (2) Lack of Involvement in Monitoring and Evaluation of Developmental Children with Special Needs (3) Unavailability of Special Applications for Accepting Inclusive Students (4) Absence of Special Outreach for the Community, Teachers, and Normal Students Regarding Inclusive Education.

These findings are different from the results of relevant research, which found that the implementation of inclusive education includes technical policies regarding inclusive education, significant changes in classes, and changes in school infrastructure (Chairunnisa & Rismita, 2022). To increase the self-confidence of children with special needs, they must provide communication opportunities, use teachers as motivators for children with special needs, and create interesting programs (Andriana & Evans, 2020). Activities in implementing inclusive education include improving children's social attitudes, creating interesting assignment flows, and improving the quality of teachers' teaching methods (Zakiah et al., 2021). Effective implementation practices of inclusive education involve collaborative working relationships with every school member (Ferreira, 2022). Implementation of inclusive education is carried out through the use of technology, such as learning applications used by teachers (Faozanudin & Sulistiani, 2023), as well as games that can provide positive stimulation to children with special needs (Utomo & Thaibah, 2021).

Based on the results of data collection, it is understood that the main goal of implementing inclusive education is to create equality in educational opportunities for all students, regardless of differences in gender, abilities, or physical and mental conditions. Apart from that, the implementation of inclusive education is also intended to create an inclusive educational environment where all students, including those with special needs, can learn together effectively (Bakar et al., 2023). Therefore, the implementation of inclusive education begins with building a school culture that accepts differences and identifies students' individual needs by conducting a thorough evaluation of their abilities, learning preferences, and special needs. Through the maximum implementation of inclusive education, it can provide opportunities for all students to develop social skills through interaction with peers, as well as empower students with special needs to develop their maximum potential and feel confident in achieving their educational and life goals (Arifin et al., 2022).

CONCLUSION

The conclusion of this research is the implementation of inclusive education management in order to provide justice and equality of education for all students. In its implementation, it is necessary to take several steps that must be supported by all school parties, starting with optimizing the role of teachers, motivation through extracurricular activities, evaluating the development of children with special needs, providing academic assessments for inclusive students, providing facilities and infrastructure, and conducting in-depth outreach regarding inclusive education. However, the implementation of inclusive education has not yet been optimally implemented, and there are still several things that have not even been fulfilled. For this reason, it is hoped that every school will implement inclusive education management in accordance with appropriate management steps.

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