

Implementation of Inclusive Education Management in Elementary Schools

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Article Information:

Received : 2025-03-19

Revised : 2025-05-04

Accepted : 2025-06-06

Keywords: Management,
Inclusive Education,
Elementary School

Abstract

Every child or student has the right to an equal education in a conducive educational environment. However, the reality is that many factors do not support the implementation of this right, especially in the management of inclusive education related to children or students with special needs (ABK) who have physical, mental, social, or emotional differences that inevitably affect their learning methods and therefore require different treatment in accordance with their needs. Therefore, a deep understanding of the management and implementation of effective inclusive education is necessary, along with an awareness of the barriers and enablers for the implementation of inclusive education management in elementary schools. Based on the results of text reviews and relevant research, data analysis began by classifying the collected data according to the issues being studied, then analyzing it using content analysis. The results of the analysis and interpretation of the data were then summarized. The research results indicate that inclusive education management in elementary schools needs to be implemented optimally, in accordance with the management functions at each stage of its implementation, starting from planning, organizing/managing, implementing, and evaluating. The supporting factors include the commitment of the government, schools, and the community to implement effective inclusive education. The inhibiting factors are: the lack of Special Education Teachers (GPK) in elementary schools; a curriculum that is not yet relevant/appropriate for the needs of inclusive education; and limitations in facilities and infrastructure that support inclusive education services.

INTRODUCTION

Inclusive education is an approach that aims to provide equal and equitable education for all students, including children with special needs (ABK) or those with physical, intellectual, social, or emotional differences. In inclusive education, everyone is a valuable part of the community, regardless of their differences. Inclusive education means that all children, regardless of their abilities or disabilities, gender, socioeconomic status, ethnicity, cultural or linguistic background, or religion, are integrated into the same school community (Hidayat et al., 2024).

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Inclusive education is an educational system that provides opportunities for all students with disabilities and those with exceptional intelligence and/or talents to participate in education or learning in an educational environment together with other students (Peraturan Menteri Pendidikan Nasional, 2009).

The practice of inclusive education around the world has become an international agenda, including through the SDGs, which mandate that all children, without exception, have their social and educational rights fulfilled in all types, pathways, and levels of education, and has become a key agenda in education for all in regular educational institutions. In Indonesia, inclusive education practices have developed rapidly since 2003, and to date, there are over 36,000 educational institutions providing inclusive education (Farah et al., 2022).

Inclusive School Services currently still face challenges within the school environment, such as resistance from some parents/communities, discrimination against people with disabilities, and a shortage of competent Special Education Teachers (GPK), low capacity in curriculum adaptation and teaching methods, and insufficient availability of accessible learning materials (Kemenkopmk, 2022).

The issues arising from inclusive education services in elementary schools need to be addressed through the implementation of management functions within them. The implementation of inclusive education management is expected to encourage elementary schools to optimize services for students with special needs.

Therefore, this study aims to analyze the implementation of inclusive education management and identify supporting and hindering factors in the implementation of inclusive education management in elementary schools. This study is expected to contribute ideas and skills in the effective management of inclusive education in elementary schools.

METHOD

This research employed a library research approach, which involves collecting data from various literature sources such as textbooks, scientific journals, articles, and relevant internet resources related to the implementation of inclusive education management in primary schools. The type of research used is qualitative, aiming to understand and analyze social phenomena and practical issues within the educational context (Sugiyono, 2012). Data collection was carried out through documentation techniques, including identifying,

selecting, and analyzing literature that meets certain criteria such as publication year, source credibility, and relevance to the topic.

The research process involved several key steps: determining the focus of the problem, collecting and organizing relevant literature, and performing content analysis to classify and synthesize the data based on emerging themes. This method enabled the researchers to explore the implementation process of inclusive education management and identify supporting and inhibiting factors within that process (Wijaya, 2019). The study was conducted over three months, both through direct library access and online databases, with the location being flexible and adaptive to the digital nature of resources.

Data were analyzed using content analysis, which involved categorizing findings according to themes such as planning, organizing, implementation, and evaluation of inclusive education. The synthesis of data helped to draw conclusions regarding the effectiveness and challenges of inclusive management practices in primary education institutions.

FINDINGS AND DISCUSSION

This study aims to analyze the implementation of inclusive education management in elementary schools and identify the supporting and inhibiting factors in the implementation of inclusive education management in elementary schools.

Implementation of inclusive education management in elementary schools:

- a. Planning for inclusive education: the process of designing activities related to students, curriculum, facilities and infrastructure, educators and educational staff, community relations, and evaluation/supervision processes in accordance with the needs of inclusive education services in elementary schools.
- b. Organizing inclusive education: determining the tasks of human resources involved in inclusive education services in elementary schools.
- c. Implementation of inclusive education: applying the results of planning and organizing inclusive education services in elementary schools.
- d. Evaluation of inclusive education: conducting evaluations to collect and process information from the process and results of implementing inclusive education services. Follow-up is needed to determine whether inclusive education services are running effectively and need improvement, or are not running effectively and need improvements in the program or its implementation.

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Supporting and inhibiting factors in the implementation of inclusive education management in elementary schools.

Based on data from various sources, the factors that support and inhibit the implementation of inclusive education management in elementary schools can be presented as follows.

a. Supporting Factors

The commitment of the government, schools, and the community to support the implementation of inclusive education can be carried out effectively.

b. Hindering Factors

- 1) Lack of Special Guidance Teachers (GPK) in elementary schools;
- 2) Curriculum that is not yet relevant/appropriate to the needs of inclusive education;
- 3) Limited facilities and infrastructure to support inclusive education services.

The implementation of inclusive education management in elementary schools is important to be managed optimally, as its implementation requires a comprehensive approach to meet the needs of all students. The implementation of inclusive education management involves various aspects, ranging from school policies, teacher training, adaptive curriculum development, to the provision of facilities that support the special needs of students.

Inclusive education aims to provide equal access to educational services for students with and without special needs in the same environment. The following are some important points in the implementation of inclusive education management in elementary schools:

1. Elementary School Policy: schools must have a clear policy on inclusive education, which includes a commitment to accept students with various needs. The provision of facilities/resources, as well as training programs for teachers and staff to understand and apply the principles of inclusive education;
2. Student Selection and Needs Identification System: schools need to have effective procedures for identifying the special needs of each student. This may involve initial assessments to determine the strengths and weaknesses of each student, as well as determining the type of support needed, such as therapy, special assistance, or curriculum adaptation.

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3. Curriculum Development: The curriculum implemented must be flexible and adaptable to the needs of each student. This includes modifying lesson materials, teaching methods, and evaluation strategies. A differentiated curriculum helps students with special needs to reach their full potential.
4. Teacher training: Teachers require training to develop an understanding and skills in carrying out inclusive education tasks at school, including inclusive teaching strategies, adaptive classroom management, and the readiness of appropriate teaching tools. This also includes an understanding of the value of tolerance for differences/diversity.
5. Collaboration among all parties: Collaboration with parents is crucial in inclusive education. Parents need to be involved in the planning and implementation of inclusive education. Additionally, collaboration with various institutions or communities that support inclusive education, such as psychologists or therapists, can help meet students' needs.

Effective and sustainable management in inclusive education can help improve the quality of education in elementary schools and support the realization of inclusive education, ensuring that all students have equal learning opportunities in every learning environment.

CONCLUSION

The implementation of inclusive education management in elementary schools needs to be optimized in accordance with the management functions at each stage of its implementation, starting from planning, organizing/managing, implementing, and evaluating. The supporting factors in the implementation of inclusive education management in elementary schools are the commitment of the government, schools, and the community to implement effective inclusive education. Meanwhile, the barriers to implementing inclusive education management in elementary schools include the shortage of Special Education Teachers (GPK) in elementary schools; a curriculum that is not yet relevant/appropriate for inclusive education needs; and limited facilities and infrastructure to support inclusive education services.

Recommendations: Collaboration and awareness of all parties: the implementation of inclusive education management in elementary schools requires the cooperation of all parties, both internal and external to the school. This includes teachers, school staff,

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parents, the community, the government, as well as psychologists or inclusive education consultants, to create effective inclusive education. Inclusive Training: Provide regular training for teachers and staff on inclusive education, the needs and characteristics of students with special needs, and appropriate teaching approaches. Parents can also be educated about inclusive education. This increased understanding is crucial for creating an inclusive environment. Evaluation and improvement: Conduct regular evaluations and improvements to assess the effectiveness of the inclusive program, including reviewing the role of teachers, the support provided, and student learning outcomes. This program will be effective if it is accompanied by evaluations and a commitment to continue innovating in order to create an inclusive school for all children.

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