

Inclusive Education Learning Management for Students with Disabilities (PDPD) in Junior High School

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ABSTRACT

This study aims to analyze the planning, implementation, and supervision of inclusive educational learning for students with special needs at SMP Negeri 1 Tomohon, as well as to identify the obstacles and efforts to overcome them. Using a qualitative approach, data were collected through observation, interviews, and document analysis. The findings show that inclusive learning planning still uses the regular curriculum and learning structure, without modification for students with special needs. Implementation has begun but is not yet optimal due to the absence of Special Education Teachers, limited facilities, and low teacher discipline. Supervision is carried out by the principal but remains limited due to a lack of specialized personnel. The main obstacles include the lack of professional teachers, unadapted curriculum, inadequate infrastructure, and inconsistent educator performance. Efforts to address these issues include recruiting trained staff, modifying the curriculum, and improving teacher discipline through supervision and policy enforcement. The study recommends strengthening planning based on assessment, encouraging teacher innovation, and improving school leadership and government support

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INTRODUCTION

Education in general is a very basic need in the life of every human being, because through education it can provide an opportunity for every individual to gain the ability to develop their potential in a better direction (Sudjana, 2005).

In principle, all citizens of the Republic of Indonesia are required to receive formal education. Education is very important in order to improve the nation's civilization for the future, this can be seen in the Opening of the 1945 Constitution in paragraph 4 concerning "Enlightening the Life of the Nation" This statement is very much in accordance with the 1945 Constitution (Amended version) Article 31

paragraphs 3 and 5, Law No. 2 of 1989 Article 4 and Article 15, also Law No. 20 of 2003 Article 3.

Inclusive education is an important step in supporting the rights of every individual to receive quality education without discrimination (Ainscow & Miles, 2008). This concept has become relevant in Indonesia, especially after the implementation of policies that emphasize the importance of equal access for students with disabilities (PDPD). Law No. 8 of 2016 concerning Persons with Disabilities and Regulation of the Minister of National Education No. 70 of 2009 concerning Inclusive Education explicitly mandate that educational institutions provide equal learning opportunities for all students, including those with special needs.

Data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) shows that the number of children with disabilities in Indonesia continues to increase. In 2020, there were more than 1.6 million children with disabilities, but only around 30% had access to formal education. This situation shows a significant gap between the need and availability of inclusive education services.

Good human resources and facilities are very important in the sustainability of effective and efficient learning management processes including a curriculum that is in accordance with the level of development and characteristics of students, the ability of task commitment (responsibility for tasks) of reliable educational staff, adequate facilities and infrastructure to support the learning process and community participation (Hasibuan, 2012). If one of the above does not meet the requirements, then the efficiency and effectiveness of school management are less than optimal. In principle, full authority lies with the school leader in this case the Principal who plans, organizes, directs, coordinates, implements, supervises and evaluates each component of the school, namely educational staff, students, facilities and infrastructure, funds, management, learning activities and the school environment (Suyatno, 2010).

Tomohon City is known as a city of students so that the public's enthusiasm is very high to bring their children to study in Tomohon City, including children with special needs. Since 2022, Tomohon has been one of the cities that supports and plays an active role in implementing inclusive education policies.

State Junior High School 1 Tomohon, located in North Sulawesi, has adopted an inclusive education system as one of the strategies to meet the needs of diverse students. As an inclusive school, State Junior High School 1 Tomohon presents a learning space that integrates students with disabilities with other students in one educational environment. The emphasis on equality and acceptance is the hallmark of this approach. Inclusive education is an educational approach that aims to provide space for all students, including students with disabilities (SBK), to have the opportunity to learn together in the same educational unit (Millah, 2021). State Junior High School 1 Tomohon is one of the schools that is currently implementing inclusive education. Based on pre-research observations conducted by researchers at SMP Negeri 1 Tomohon, researchers obtained information that in the implementation of the inclusive education program at SMP Negeri 1 Tomohon there were still problems, including the absence of teaching staff for students with disabilities, ineffective implementation of inclusive schools and lack of facilities to support the learning process, lack of learning management planning in the implementation of inclusive education, lack of monitoring and evaluation from both school leaders and supervisors of the relevant education office, low achievement of students with disabilities and learning models that are not in accordance with the implementation of inclusive education. (Aldjon Dapa & Roos Marie, 2021).

Inclusive education is an educational approach that seeks to ensure that all children, including those with special needs, can learn together in an equal educational environment that values diversity. However, in its implementation, inclusive education faces a number of challenges and obstacles, while being supported by various factors that strengthen its implementation. Understanding both sides is essential so that inclusive education policies and practices can be implemented optimally and sustainably.

METHOD

This study uses a qualitative approach. Because the core of the qualitative approach is the data found is natural, in accordance with the problems that really occur. The method used is the descriptive naturalistic inquiry method. This study was conducted at SMP Negeri 1 Tomohon

The data in this study uses data from the results of the learning process, data sources from documents, namely study progress reports, observation results, documentation, interviews and other physical documentation. The principal, teachers and administrative staff are sources of information in this study.

Data collection was obtained by observation techniques, researchers conducted observations at the research location, to the principal, teachers and students. Interviews will be conducted to obtain data in accordance with the existing research focus, and the form of the interview is unstructured. Documentation can be obtained in the form of the principal's program, teacher work programs and other documentation in accordance with the focus of the research.

The process of analyzing data refers to the review of data collected from observations, interviews that have been conducted and various related documentation. Conducting data reduction. Arranging it in information units. Categorizing while coding. Conducting data validity checks. Data interpretation. Data is analyzed based on relationships, general aspects, relationships between information units and categories in the pattern of each aspect based on information obtained from the principal, teachers and students. Decision Making. After the validity of the data is checked, the next step is data analysis and data interpretation can be concluded by the researcher as the result of the research.

In checking the validity of the data from this study, it was tested through several criteria, namely credibility, transferability, dependability, and confirmability. Credibility relates to the level of trust in the research results; transferability concerns the extent to which the findings can be applied to other contexts; dependability relates to the consistency of the results; and confirmability refers to the objectivity of data that is free from researcher bias.

With the criteria in checking the validity of the data, researchers try to prove that what is observed is in accordance with reality and the actual situation and report the research results as carefully and precisely as possible, also assessing whether the assessment process is of good quality or not in accordance with the data obtained in the field and confirmed openly for examination and verification by readers to assess the quality of the research results remains stable.

RESULT AND DISCUSSION

1. Inclusive Education Learning Management Planning at SMP Negeri 1 Tomohon

Based on the results of observations and studies on the implementation of inclusive education at SMP Negeri 1 Tomohon, it was found that aspects of learning management planning have not been fully adjusted to the principles of inclusive education. This can be seen from several important components in planning that still use a regular learning approach, without specifically considering the existence and needs of students with disabilities (PDBK).

In general, the learning plans prepared by teachers at SMP Negeri 1 Tomohon are still uniform and do not show any differentiation or modification of the curriculum. The Learning Implementation Plan (RPP) used does not contain components that accommodate the characteristics of students with learning disabilities, such as adjusting learning objectives, variations in delivery methods, or flexible time and assessment arrangements. Therefore, the principal is required to have good management and leadership skills in order to be able to make decisions to improve the quality of learning at SMP Negeri 1 Tomohon. In terms of implementing learning activities, the flexibility to develop planning is also given according to needs.

Hidayat (in Subini, 2012) stated that the tools that must be prepared in learning planning include:

- 1) Understanding the curriculum
- 2) Mastering teaching materials
- 3) Developing a Learning Program
- 4) Implementing Learning Programs
- 5) Assess the teaching program and the results of the learning process that has been implemented

In this case, schools are given the freedom to choose effective learning strategies, methods and techniques, according to the characteristics of students, teachers and the real conditions of resources available at school through programs that are implemented in a planned manner. Learning Planning plays an important role in directing teachers to carry out their duties as educators in serving the needs of students. The planning is also intended as an initial step before the implementation of learning takes place.

There are several benefits of planning in implementing learning, namely:

- 1) Directing the Learning Process in a Structured Way
 - 2) Adapting Learning to Students' Needs
 - 3) Improving Learning Effectiveness and Efficiency
 - 4) Helping to Select the Right Method and Media
 - 5) Becoming a Reference for Learning Evaluation
 - 6) Cultivating Teacher Professionalism
 - 7) Minimizing Risks and Barriers to Learning
 - 8) Increasing Student Engagement and Participation
- 2. Implementation of Inclusive Education Learning Management at SMP Negeri 1 Tomohon**

Based on the findings of the field research, the implementation of inclusive education learning management at SMP Negeri 1 Tomohon shows that there are efforts to integrate the principles of inclusivity into the learning process, but its implementation still faces various challenges, especially in three main aspects: teacher ability and consistency, mastery of the material, and the application of learning methods and models that are appropriate to the needs of students with disabilities (PDPD).

- a. Teacher Ability and Consistency

Most teachers at SMP Negeri 1 Tomohon have shown dedication in carrying out learning tasks. However, from the results of observations and field findings, it appears that the ability of teachers in handling students with disabilities is still limited. This is due to the absence of special training on inclusive education that has been followed comprehensively by teachers. In addition, the level of consistency in planning and implementing learning still varies. Some teachers have not shown discipline and regularity in preparing learning tools that are responsive to the individual needs of students.

b. Ability to Master Material

Teachers' mastery of the material is generally quite good in the context of regular learning. However, in the context of inclusive education, teachers are required not only to master the material conceptually, but also to be able to simplify, modify, and adapt the material according to the level of ability and obstacles experienced by the PDBK. Unfortunately, not all teachers are able to carry out this adaptation optimally, especially because of the unavailability of modified curriculum guidelines and the lack of support from Special Companion Teachers (GPK).

c. Implementation of Learning Methods and Models

In practice, the application of learning methods and models used still tends to be conventional and equates all students. Lecture methods, assignments, and general group discussions still dominate, while differentiated, participatory, and multisensory approaches have not been widely applied. The use of active learning models, such as cooperative, inquiry, or project-based learning that allow all students to be involved according to their capacity, is still limited. This shows the need to strengthen teacher capacity in selecting and implementing inclusive and adaptive learning models.

3. Supervision of Inclusive Education Learning Management at SMP Negeri 1 Tomohon

Supervision of inclusive education learning management at SMP Negeri 1 Tomohon is an integral part of the school's efforts to ensure the quality of friendly and equitable education services for all students, including those with special needs. Supervision is carried out by the principal and senior teachers through classroom observations, learning supervision, and evaluation of learning devices. Although supervision has been carried out periodically, its implementation has not been fully maximized due to the unavailability of Special Companion Teachers (GPK) and the absence of special technical guidelines for supervision of inclusive education. This supervision focuses on several important aspects, such as teacher readiness in preparing adaptive Learning Implementation Plans (RPP), the use of appropriate methods, interaction with students with disabilities, and the use of supporting learning media.

Although limited facilities and teacher capacity are obstacles, supervision is still carried out as a form of school managerial responsibility to encourage continuous improvement. The results of this supervision have become the basis for schools in providing feedback to teachers to improve the quality of learning and pay attention to the needs of students more specifically. The principal also encourages reflective discussions after supervision to design more inclusive strategies, as well as to develop internal training programs for teachers.

According to several authors, the objectives of inclusive education learning management supervision are as follows:

- a. Ensuring the Quality of Learning Arikunto, S. (2010). Ensuring that the learning process runs according to inclusive standards and principles, and pays attention to the diversity of student needs.
- b. Mulyasa, E. (2013). Supporting Continuous Improvement Planning The results of supervision are used as data to develop strategies for improving the quality of learning and teacher training on an ongoing basis.

As the principal who has the obligation to guide the teaching staff in the school environment, he is obliged to check all teacher administration before the learning process begins. The inspection is intended for administrative order.

4. Inhibiting Factors in Inclusive Education Learning Management at SMP Negeri 1 Tomohon

Based on the existing data, both from observations and interviews, a number of inhibiting factors can be identified for the management of inclusive education learning at SMP Negeri 1 Tomohon. The management of inclusive education learning at SMP Negeri 1 Tomohon is part of an effort to provide equitable and just education services for all students, including those with special needs. However, in its implementation, there are a number of factors that hinder the achievement of optimal implementation of inclusive learning. These factors are both systemic and technical, and mutually influence the quality of learning management.

The absence of a Special Assistant Teacher is one of the main obstacles in the implementation of inclusive education in this school. The Special Assistant Teacher has a strategic role in helping class teachers adjust learning to the needs of students with disabilities (PDBK), both in terms of curriculum adaptation, teaching methods, and behavior management. Without the presence of a Special Assistant Teacher, regular teachers have difficulty in identifying and meeting the different individual learning needs of students. SMP Negeri 1 Tomohon still uses the regular curriculum in general, without any curriculum modification or development of an Individual Learning Plan (RPI) for PDBK. As a result, the learning approach used tends to equate all students, without considering different abilities, obstacles, and learning styles. Limited learning facilities are a serious obstacle in the implementation of inclusive learning. The unavailability of learning aids, special rooms for therapy or counseling services, and the lack of learning media that are friendly to the disabled, make the learning process not fully accessible to students with special needs. Internal factors from educators are also obstacles in the implementation of inclusive learning management.

It was found that the level of discipline, consistency, and readiness of teachers in designing and implementing inclusive learning is still low. Some teachers still consider PDBK to be the responsibility of certain individuals, not a shared responsibility as part of an inclusive education system. Most teachers have not received adequate training related to inclusive learning strategies, PDBK handling, and differential curriculum development. This lack of understanding has an impact on low mental, pedagogical, and methodological readiness in implementing adaptive learning.

5. Efforts to Overcome Inhibiting Factors in Inclusive Education Learning Management at SMP Negeri 1 Tomohon

In facing various obstacles in the implementation of inclusive education learning management, SMP Negeri 1 Tomohon has shown a commitment to making various improvement efforts, both those carried out by the principal as a managerial leader, and by teachers as direct implementers of the learning process. These efforts aim to create a friendly, fair, and supportive learning environment for all students, including students with disabilities (PDBK).

The principal takes a strategic role in overcoming the obstacles that arise through several steps that can be taken as follows:

- a. Strengthening academic and non-academic supervision with a focus on an inclusive approach. Principals begin to direct learning supervision to ensure that teachers begin to pay attention to the individual needs of students.
 - b. Striving for training and workshops related to inclusive education, both through collaboration with the Department of Education, training institutions, and educational community initiatives.
 - c. Encourage the development of flexible curricula, including the development of curriculum adaptations or material modifications for students with learning disabilities.
 - d. Submitting a proposal to the education office for the placement of Special Assistant Teachers (GPK) or professional staff who support inclusive education.
 - e. Encourage the provision of supporting facilities and infrastructure, such as learning aids, adaptive books, and classroom accessibility for students with physical needs.
 - f. Imposing sanctions on teachers who repeatedly violate discipline
- Teachers as the spearhead of learning implementation can also take several steps to adapt to challenges in the context of inclusion, including:
- 1) Improving literacy and insight into inclusive education through reading resources, online training, and internal discussions between teachers.
 - 2) Adapting learning methods to be more flexible, such as implementing a differentiated learning approach and using visual and audio learning media to support students with different learning styles.
 - 3) Conducting formative and personal assessments, namely adjusting assessments based on the abilities and development of individual students, not just general academic standards.
 - 4) Developing an inclusive attitude in social interactions with students, creating a classroom climate that accepts diversity, and encouraging other students to show empathy and cooperation.
 - 5) Taking the initiative to prepare an adaptive lesson plan, even though it is not yet perfect, as a form of concern for the diversity of students.

CONCLUSION

Based on the presentation of data findings and discussion of the results of research conducted through observation, interviews, and documentation, it can be concluded that the management of inclusive education learning at SMP Negeri 1 Tomohon still faces various challenges in its implementation.

1. Inclusive learning planning at SMP Negeri 1 Tomohon is still general and has not fully considered the needs of students with disabilities (PDBK). The learning implementation plan (RPP) used is the regular RPP, without curriculum modification or preparation of individual learning plans (RPI). This shows that planning has not been systematically directed at the principles of differentiation and accessibility of education for all
2. The implementation of learning is still based on a general approach that is not yet responsive to the diversity of students. Teachers have not fully implemented inclusive learning models, methods, and media. The use of learning strategies has

not been able to accommodate PDBK needs effectively due to limited understanding and supporting facilities.

3. Supervision of inclusive learning has been carried out by the principal and senior teachers, but has not been running optimally. Supervision tends to be general, without a specific focus on inclusive strategies. The absence of Special Assistant Teachers (GPK) also becomes an obstacle in carrying out specific supervision of the learning process of students with special needs.
 - a) Several main factors that hinder the implementation of inclusive learning management in this school include: a) the absence of Special Assistant Teachers (GPK), b) the curriculum has not been modified according to PDBK needs, c) inadequate facilities and infrastructure, d) low teacher discipline and consistency in implementing an inclusive learning approach, e) lack of teacher training and insight into inclusive education.
 - a) The school has made efforts to overcome these obstacles, including: a) the principal encourages training and socialization of inclusive education for teachers, b) teachers begin to try a differentiated learning approach and the use of more varied media, c) the school takes the initiative to submit a GPK application to the relevant agency and develop collaboration between teachers to improve the quality of inclusive learning, d) learning supervision begins to be directed at identifying obstacles experienced by students with disabilities, e) giving sanctions to teachers who repeatedly violate discipline.

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