

Management of Inclusive Education Institutions (A Case Study of an Inclusive Education Provider's Primary School in Bandung and Sidoarjo City, Indonesia)

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Abstract: This study aims at describing management covering curriculum, student management, facilities and infrastructure management, personnel management and education, financial management, school relationship management with the community, and special service management. This research employed descriptive qualitative method using case study. This research was conducted at school X in Bandung city and school Y in Sidoarjo city. The data collection was done by conducting observation, interview, and document study. The data were then analyzed based on qualitative data analysis with case study in nature according to Milles and Huberman. The findings showed the curriculum used in both schools were different in terms of curriculum preparation, management of learners, facilities and infrastructure of both schools include learning media and school accessibility is not fully supportive, time management of educators and education-administrator for employee recruitment. Another aspect being described is about finance sources and school tuition, and also the policy related to students with special needs. In short, the results showed both schools applying inclusive values, yet those aspects need improvement.

Keywords: Inclusive Education Management, Inclusive Primary School

1. Introduction

Quality of education process would gain maximum results and relevant to the development of human being. It is necessary to develop and implement educational programs that can make learners study sustainably to develop a qualified and efficient educational system. Regarding to the quality of education, it is expected to “produce” the competent human resources who are able to obtain knowledge, skills and expertise in accordance with the development of science and technology that continues to grow with the rapid progress in this global era. To achieve quality education requires such a good management which is capable at optimizing all educational resources.

Based on the researcher’s observation at inclusive schools in two cities in West Java and East Java, Bandung and Sidoarjo, it was obviously seen that the implementation of many inclusive schools still requires further improvements. Based on the researcher’s observation, the students with special needs were not well accommodated by the school. The curriculum was made for children with special needs is equated with regular students, without any modification and adaptation. In fact, school accessibility has not accommodated all needs of the students. In addition, the regular teachers for children with

special needs were indicated inadequate sense of caring so that in teaching in the classroom teachers do not consider about the existence of those students with special needs. Thus, all the learning materials and evaluation are managed the same as the regular students.

Further, the community of the school environment (the parents of regular students) was less concerned about the implementation of inclusive education schools. From the exposure showed that the management system in inclusive school needs to be improved. Many inclusive schools welcomed the students with special needs but ironically they did not seem to provide services that met the needs of the students with special needs. The students followed a school-defined or regular regulation which ideally the school's inclusive implementation adapted the system to the students with special needs.

The study was conducted in inclusive schools education located in Bandung (West Java) and Sidoarjo (East Java) city. The relations between the two schools are both implementing inclusive education and the researcher observed the possibility of variations from both schools. Based on the concept of management in education, inclusive education should be able to accommodate or provide services that meet the needs of the students regardless of their differences. The students with special needs could attend school in public schools, while schools would accommodate or provide services appropriate to the needs of the students appropriately and properly. Therefore, research on the management of inclusive organizers is urgently required.

2. Research Questions

The research questions were categorized into two research questions, one major question and five specific questions derived from the major question. The major problem of this study research is how is the implementation of school management of inclusive education in Bandung and Sidoarjo city. While the specific problems are how is the school curriculum management of inclusive schools in terms of school curriculum management, inclusive education providers management, educators and school staff management, school facilities and infrastructure management, school financial management, school relations and school communities management service for inclusive education providers in Bandung and Sidoarjo?

3. Research Methods

Since the final outcome of this study is to get a description of management in inclusive schools including curriculum management, student management, management of educators and education-administrator, facilities and infrastructure management, financial management, school relations management with the community and special service management, this research design uses qualitative method of the case study in nature. Meanwhile, the data were collected by employing interview technique, observation and document.

As stated by Moleong, (2005) "qualitative approach is a study that intends to understand the phenomenon of what experienced by research informants holistically and by way of description in the form of words and language, in a special context that is natural and by utilizing various scientific methods" (p. 6). The objective of this research is to get description of school management of inclusive organizers at a school in Bandung and Sidoarjo. Case studies are detailed studies in a background, an object, a pedestal or a specific event (Miles & Huberman, 2007).

Meanwhile, the techniques of collecting research data are related to the guidelines that will be used to obtain data in the field. The most important instrument in this study is the researcher herself. As Nasution (1984) pointed out, that in naturalistic research there is no other choice than to make human beings or researcher him/herself as the main research instrument. This implies that the major data-gathering instrument or instrument in this qualitative approach is the researcher herself.

There are three methods of collecting data as follows: (a) **Observation;** "Observation is a technique or means of collecting data by way of observing the ongoing activities" (Sukmadinata, 2006, p. 220). To find out about the conditions of inclusive schools that can accommodate all children is done by observation. Some matters collected by observation techniques are teacher management covering the role of regular teachers in learning in inclusive classes, the role of special teachers with inclusive classes and the collaboration of special teachers and regular teachers in the implementation of inclusive schools when they are teaching in the classroom. (b) **Interview Technique;** "Interviews are data collection techniques by communicating with data sources" (Wahyudi, 2005, p. 62). In conducting the interview, the interviewer does it so openly and unstructured. It is intended that the interviewer can dig deeper about the information appropriate to the research objectives. The informants interviewed in this study are the principal, special teachers, regular teachers, finance department, Human Resource Development (HRD), regular children's parents and parents of children with special needs. From the Principal, there are some data can be got such as planning, organizing, implementing and controlling of the curriculum management, the student's management, the management of facilities and infrastructure, Educators and education personnel, public relations with schools. (c) **Document;** "Document study is a technique of collecting data by collecting and analyzing documents in terms of written, drawing and electronic" (Sukmadinata, 2006, p. 221). The data obtained from the study document is in the form of written data in curriculum, assessment results, individual programs, evaluation of student learning outcomes, and reporters learners.

4. Data Analysis

Based on the description, the researcher conducted data analysis according to Miles and Huberman (2007) model. In the process of analyzing the data the followings were followed: (a) **Data Reduction;** Miles and Huberman (2007, p. 73) "data reduction is defined as the election process, the focus on simplification, abstraction, rough data transformation, arising from field notes." In the process of reducing this data, the less important can be discarded so that the final conclusion can be drawn and verified. (b) **Data Display;** After all the data were collected, the researcher performed data display or data presentation in order to make it easier for researchers to draw conclusions. Miles and Huberman (2005, p. 73) stated that "the presentation of data is to present a set of organized information that gives the possibility of conclusions and taking action." (c) **Verification;** The data obtained from the originally sought relationship with things that often appeared and then searched the theme and taken the conclusion. The conclusion is actually still vague, but with the increasing of the data then the conclusion must always be verified during the study. Suprayogo and Tabrani (Wahyudi, 2005, p. 74) stated that "verification is a formulation from the beginning to the end of a research activity to deal with the conclusions loosely, remain open and skeptical, in order to achieve a final capability".

5. Findings and Discussion

The following is the essence of interviews with principals, teachers about the curriculum implemented at both schools.

School X in Bandung city

The implementation of curriculum in Bandung city in this study, or school X (as known in this study), curriculum development team (principal, pedagogics, teacher, teacher assistant, part-time teacher) plan curriculum preparation done before the new school year to modify curriculum. The curriculum for the new school year in July is already under preparation. The curriculum is prepared after the assessment, therefore the school has assessed the learners for the new school year (2011/2012) and began to prepare the curriculum. The curriculum is modified so that all learners' needs were taken into account and well accommodated. Further, the school textbook in school X in Bandung city is prepared by the team related to the theme that has been purposely based on the standard of competence (SK) and the basic competence (KD) according to its grade.

This school used *KTSP* or what so called school-based curriculum. For students with special needs (ABK), they particularly adopt curriculum from school for exceptional children (Sekolah Luar Biasa/SLB). Both curriculum is modified and organized according to the learners' needs which are known from the assessment results. If the curriculum has been modified and adjusted to the needs of learners but learners still have difficulty in following the program that has been prepared, then the standard of competence and basic competence derived to the needs of learners. If the learner still found some difficulties, then the teaching is conducted based on the individualized/customized program (PPI).

In compiling the curriculum, the school X in Bandung considered the importance of the needs of diverse learners. The curriculum is prepared based on the results of the assessments conducted by the school team. The result of the assessment is the result of academic and pre-academic assessment. Once the assessment results are identified the next step is to develop a program for learners tailored to the results of the assessment and the modified curriculum. The program is structured for the long and short-term. If in the long term all can be implemented before 1 year, then re-assessment per semester to rearrange the programs to be implemented is held.

After the results of the assessment students are identified and have been prepared for long-term and short-term learning, then the next step is to arrange programs categorized for one semester program and a weekly program called *the unit plan* and *lesson plan*. *Unit plan* is designed for 1 (one) semester, while *lesson plan* is weekly designed. The learning in this school used theme-base curriculum from grade one to grade six, so the theme determination is done after curriculum preparation tailored to the needs of the learners.

Meanwhile, in school X, evaluating the curriculum is done every three weeks and particularly conducted by the teacher. If there are students who have difficulty then the program of individual learners can be revised and changed based on the learners' competence. Meanwhile, in school X in Bandung, the teachers made some efforts related to instructions, such as; communicating to parents in communication book for parents, communicating book for students with special needs (ABK) consists of communication book in class (notes written in class) regularly, communicating book written in-class written by a class teacher and distributed to students, as well as a communication book for the stimulation room filled with pedagogic and distributed to learners. For the learning outcomes of learners in each semester, there is report cards for all learners, report cards for students with special needs (ABK) written in narrative form while other students in the form of expository form. Teachers do not specify average grade in the class.

School Y in East Java

At the school Y in Sidoarjo, the special teacher assistant (GPK) did not facilitate a specific curriculum for the students with the special need (ABK), but they only adopted it from a simplified curriculum of indicators and learning objectives. Meanwhile, the school books for all learners have been obtained from government assistance and the book has been adapted to the classroom level and used by students for free. Concerning with the curriculum, the curriculum used is what so called as School-based Curriculum (KTSP). The learning program is based on the needs of the learners. For example, the 3rd graders but have the same skills as the 2nd-grade students, the curriculum used is the 2nd grade curriculum.

Similar to the previous school, school Y in Sidoarjo conducted the assessment only at the time of registration, after the learning program is arranged according to the needs of the students. Preparation of learning programs is only conducted for academic material. There is no intervention related to activities outside of learning as done in school X city of Bandung (pre-academic material). Programs arranged in school Y have long-term program objectives and there are short-term goal programs.

In addition, the preparation of the program in school Y was carried out by investigating the simplified annual program (Prota) then into a semester program (Promises) and from the semester program which is simplified into a syllabus. The syllabus is organized into a program for the learners. The program can be an individual program and can also be a class program by adjusting learning objectives depending on the ability of learners. Theme-based lessons were conducted only in low classes whose learning adapted to the applicable curriculum and books obtained from the government. While for the higher grade, in this case for grade three to grade six the classroom instruction did not implement theme-based syllabus.

Furthermore, there is one teacher who teaches in the classroom, who so called a classroom-teacher. Thus, the teacher prepared herself for classroom management even though there are some classes with a special need (ABK) student. If there is a class teacher who does not attend the class, then he/she would be replaced by another teacher. Schools did not provide supplementary teachers, if there is a “special situation or case” related to students with special needs then, they would be handed over to their parents. The party is responsible for the students with special needs (ABK) was the special teacher assistant (GPK). There were only 2 (two) special teacher assistants (GPK) while the total number of students with special needs (ABK) was 16 students, from grade one to grade six.

The special teacher assistants (GBK) were occasionally controled the students with special needs (ABK) during the process of classroom instruction. If an ABK is considered capable of taking classes, the evaluation will be done in the classroom. The evaluation question was read and explained by the classroom teacher. There is no difference in the evaluation between the students with special needs (ABK) that followed the classroom evaluation with regular students, only the number of differentiating questions. But if the students could not follow the learning in the classroom, then the evaluation was done in the inclusion room by modifying the evaluation tailored to the program that has been prepared. The teachers in this school were classroom teachers who taught all subjects except for the following four subjects: English, religious education, Javanese, and sports. In school, there were also teachers who were in charge of assisting classroom teachers if they found difficulties in teaching or operating the instructional media. Each meeting has been determined to learn objectives to be achieved and each meeting the students' competence that should be achieved were written clearly. The evaluation process was done, if there were not in accordance with the students, then the program would be evaluated and then modified again with the adjustment to the ability of students.

There is no special communication book between school and parents. Whenever a parent wants to know his son's ability at school he/she can consult to the principal, the substitute teacher (GPK) and classroom teachers. If something happened to the students at school, then the school would communicate to the parents via phone or letter. The special teacher assistance (GPK) is more aware of progress reports of students with special needs or who are often called ABK (students with special needs). If the students with special needs (ABK) is able to follow in accordance with the level of the class then the students with special needs (ABK) followed the minimum adequacy criteria (KKM) in the class that has been determined by the classroom teacher. But if they were not able to follow the program in the class then that remedial process for achieving the minimum adequacy criteria (KKM) is taken over by the special teacher assistance (GPK). To find out what programs have been run well or not yet achieved, the special teacher assistance (GPK) controlled both the students and programs that have been developed for learners by visiting the classes regularly.

6. Discussions

The followings are some aspects related to management of curriculum, student, facilities and infrastructure, educators and educational personnels, financial management, management of school and community relationships, specialized service management

a. Management of Curriculum

There is an equation between the curriculum used in both schools that are using what so called as KTSP (school based curriculum). To provide educational services in schools, the two schools developed programs based on the assessment. The program has long and short-term objectives. Each program is prepared, evaluated to be known to the development of learners. In addition, there are also differences in the curriculum management of school X in Bandung city in preparing the curriculum before the new school year by enriching the curriculum of the SLB and the team in the school consisting of principals, classroom teachers, teachers of study, and pedagogies

While in other school being observed, school Y Sidoarjo, it was found that no special curriculum preparation for the students with special needs (ABK) were followed. The curriculum used in inclusive schools should be tailored to the adjustments made by the school to the needs of each learner. There is also an evaluation of the curriculum to know the ability of the learners.

b. Student Management

School X in Bandung does not specify the type of the students with special needs (ABK) that is excluded in the admission of new students at the school. School Y in Sidoarjo also did not have special requirements for the students with special needs (ABK) but the acceptance of learners with regard to the ability of the special assistance teacher (GPK) in teaching. After students were accepted at school, both schools informed that learners experience obstacles then they can see psychologist and pediatrician in school X in Bandung city. While the school Y in Sidoarjo the students could see two psychologists.

After that both schools also suggested following additional programs at the school. School X who used to call it with a child stimulation unit, while in school Y is called the inclusion room. For the placement of students in the classroom, both schools pay attention to the ability of learners, only in

school Y has a difference, in addition to the school pay attention to the ability of learners, schools also pay attention to the ability of teachers in teaching. In a group of students, at least one school will receive 1 learner without any requirement submitted by the school. For the provision of educational services based on the results of assessments undertaken by the team at the school.

c. Management of Facilities and Infrastructure

Both schools include instructional media and school accessibility which are not fully supported but attempted to support. Instructional media in SD X in Bandung city, were not considered new or sometimes they were made before the instruction conducted. The school prepared the instructional media after the programming is done. Accessibility of schools was also not fully inclusive, there were still stairs in the school environment which is considered unfriendly for the students with special needs (ABK).

The distance between one area to another would also raise some problems. Going to one area to other areas took a big struggle for the students, for example from the playground to the canteen. All these things are not much different from school Y in Sidoarjo. Concerning with the instructional media is also considered not optimal but still enabling to support all the needs of the students. The instructional media used at school, obtained from the work of the senior students and from the government for media for each course except for civics (PKN) lesson.

While the media for the students with special needs (ABK) obtained from contributions of parents of the students with special needs (ABK). The contribution itself has not determined the size of the small, the contribution in accordance with the ability of parents of learners. Accessibility of schools is also not much different from school X in the Bandung city. School accessibility is not fully inclusive, there are still several steps from one area to another. Regarding the school building, there are two-floor school buildings. The school location is right beside the highway. Facilities and infrastructure in schools include media and accessibility adjusted to the needs of learners. For example there are students who experience visual barriers than the school provides the media in accordance with the needs of the students.

d. Management of Educators and Education Personnel

The results showed that in school X Bandung city recruitment of educators is usually done in July, but if the recruitment is needed before July, then the school opens recruitment for prospective educators. Meanwhile, the recruitment is based on procedures that have been determined by the school. To improve performance, there is training after the admission then they attend seminars or workshops both held by schools and outside parties. Meanwhile, to appreciate the performance of teachers and educators, the school has an appreciable performance appraisal program. This is done so that the performance of all educators and educational staff is developed. The more the performance has increased the more salary they get.

While in school Y in Sidoarjo there is no recruitment of educators and education staff because there is a letter from the local office that the school should not hire educators and education staff. To improve the performance of teachers and educators, there are workshop activities for regular teachers that is held by the local education office. The majority of the status of educational personnel in schools is a civil servant. For an educator whose status is not civil servant, the increased salary is by looking at a budget of the existing fund. Teachers and educators in inclusive schools are conducted with teams

such as cooperation with doctors, psychologists and others so that learners get educational services which meet their needs.

e. Financial Management

The finances at school Y Sidoarjo are pure from the parents' tuition and organized for all the needs at school, whereas in the school Y in Sidoarjo all the finances for the operation of the pure school are from the government called BOS, scholarships for ABK and SN scholarships so that all learners in school have free education. There is different education cost of school X in Bandung city between the students with special needs (ABK) ABK and regular students. The difference is because the students with special needs (ABK) followed activities in the child stimulation unit space so that learners pay more to school. As for other costs such as SPP (school tuition), re-registration and extracurricular between the students with special needs (ABK) and learners of the same magnitude. This is very different from the school Y in Sidoarjo where the cost of education in school for all students were free of charge, it's just that the parents of the school with special needs (ABK) have the initiative to pay unspecified contributions to the school. The money is used to fulfill the instructional media for the students with special needs (ABK).

f. Management of School and Community Relationships

The results showed that the community around school X in Bandung city and parents of regular learners have already known and understood about the students with special needs (ABK) at school. Parents of other students would not hesitate the presence of the students with special needs (ABK) at school. They considered that the students with special needs were still manageable. The same thing also happened at school Y in Sidoarjo. Both schools facilitate the meeting between parents' ABK and regular parents. In school X in Bandung city used PWMG (the association of parents and teachers) while school Y used the term "school committee" for teachers and parents association.

In addition, both schools also collaborated with home industry. The cooperation with home industry in school X was related to things like school visit activities. While in school Y Sidoarjo, it included cooperation with the neighborhood industry. The industry provided scholarships for students with high achievement in every level of class at school. School relations and the neighborhood community must be well maintained because the community also considered as school owners. Therefore, it is expected that the school environment community will give input so that the school can be more eligible to provide educational service that is appropriate and friendly for all students.

g. Specialized Service Management

Field findings on special service management showed that both schools provide special services. School X in Bandung city called Child Stimulation Unit Space while in school Y called Inclusion Room. The services in these units are different, the Child Stimulation Unit Space provides pre-academic services that include soft motor, language and communication, perception, hard motoric, concentration, memory, and vocational or life skills. While in the Inclusion Room it provides educational services to support reading, writing and arithmetic.

5. Conclusions and Recommendations

5.1 Conclusion

Each school holds different beliefs, policy as well as practices regarding school management. Based on the results of the research, the curriculum used in both schools was different on some aspects. Their differences were reflected on the *curriculum readiness*. The school X in the city of Bandung prepares the curriculum before the new school year, which organizes the team at school. While school Y in Sidoarjo has no preparation of curriculum for students with special needs (ABK), only compile the program prepared special teacher assistant (GPK). Regarding to *students qualification for school entrance requirement*, School in Bandung city does not specify the type of ABK that is excluded in the admission of new students in school. School Y in Sidoarjo also did not have special requirements for the students with special needs (ABK). Both school have something in common in terms of *facilities and infrastructure*, both schools include instructional media and school accessibility was not fully supportive, but still pursued. On the contrary, the difference occurred in *financial management*, there are differences between both schools. The finances at school Y in Sidoarjo were from school autonomy such as, the school tuition, meanwhile the school Y Sidoarjo were taken from the government called school operation budgeting (BOS). The last aspect, both *the school and community relationships*, have already known and understood about the existence of students with special needs (ABK) at school. Parents of other students do not feel hesitate with the presence of the students with special needs (ABK) in both schools respectively. In short, both schools were applying inclusive values regarding to the students with special needs (ABK), but in practice they should consider some improvements concerning with the excellence services given to them.

2. Recommendations

Some recommendations were given due some aspects of curriculum management to (a) modify the curriculum according to the needs of the learners; (b) assess of academic and nonacademic skills; (c) develop an individualized learning program or program based on the assessment and tailored to the needs of the learners; (d) organize the implementation of the preparation of the teaching program in the fourth semester and the lesson preparation plan; (e) conduct evaluation so that the program is provided in accordance with the needs of learners; (f) organize the type and implementation of a learning assessment; (g) organize improvement efforts and teaching enrichment; and (h) make progress reports of learners respectively.

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