

INCLUSIVE EDUCATION MANAGEMENT MODEL TO IMPROVE PRINCIPAL AND TEACHER PERFORMANCE IN PRIMARY SCHOOLS

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Abstract: One implication of the implementation of inclusive education is the need for changes in the aspects of management in regular schools. The focus of this research is to find out whether the inclusive education management model in Elementary School (SD) developed, can assist principals and teachers in improving the effectiveness of inclusive school management in primary schools. The objectives of this study are to (1) describe the implementation of inclusive education in primary schools at present, (2) to develop an ideal model of inclusive education management in primary schools, and (3) to test the effectiveness of the inclusive education management model in primary school.

This study uses the Research and Development (R & D) approach with the following stages: (1) preliminary study to find out the implementation of inclusive education implemented in SD at present, (2) development of inclusive education management model; and (3) test effectiveness Inclusive education management model developed. The research was conducted in four districts/cities, namely Surakarta, Boyolali, Sukoharjo, and Karanganyar, involving 51 SD Inclusive. Research subjects consist of Principals, Class Teachers, Special Needs Students, Non-Special Needs Students, and School Committees.

The results of preliminary study concluded that (1) using performance indicators of principals and teachers, the implementation of inclusive education in primary schools is not currently in accordance with the expected criteria, (2) one of the most perceived obstacles is the unavailability of standard standards on how Good school management, (3) School Committee response, Special Needs and Non-Special Needs students on inclusive education including fairly positive categories, (4) schools have not adequately implemented the functions and aspects of school management inclusive, (5) school needs for guidance Inclusive education management including very high category.

The final product of the inclusive education management model developed, requires the school to perform four management functions, namely planning, organizing, implementing and controlling, by integrating nine aspects of school management, ie institutional management, curriculum, learning, assessment, student affairs, Community participation and financing. To run the inclusive education management model effectively, an inclusive education management guide book is developed. The results of model and guidance effectiveness tests by principals and teachers show that the

inclusive education management model developed has high effectiveness. Based on these results it is recommended that the inclusive education management guidebook is disseminated for use as a guide in the management of inclusive schools in primary schools in Indonesia.

Keywords: Management of Inclusive Education, Inclusive Schools, Children with Special Needs

INTRODUCTION

Inclusive education has been progressing rapidly around the world. Inclusive education is one of the international agenda for Education for All (EFA). From various sources, it is known that the South States, 90-98% of children with disabilities (hereinafter called children with special needs), have followed inclusive education. Only a small percentage, 2-10% of children with special needs attend a segregative education in special schools. The model of inclusive education is believed to be one of the policies in implementing the Education for All concept (Miles & Singal, 2010).

Inclusive education has also become the main agenda of UNESCO, namely to ensure that no child is neglected to gain access to quality education (UNESCO, 1994). UNESCO's statement is subsequently made an international agreement on the Millennium Development Goals (MDGs), namely that by 2015 all boys and girls without exception, including persons with disabilities, should have access to education. Inclusive education is an innovative and strategic educational approach to expanding access to education for all children including persons with disabilities.

In countries that have long been implementing inclusive education, inclusive education is interpreted more broadly in the context of the school culture which emphasizes on how schools, classes, and curriculum structures are designed for all children to follow learning and develop optimally (Kugelmass, 2004). In the Salamanca Statement (1994), among others, emphasized that regular schools with an inclusive orientation are the most effective way to combat discriminatory attitudes, create an open society, build an inclusive society and achieve effective education for the majority of children and improve efficiency thereby reducing costs for the whole system education. Special classes, special schools, or other forms of separation of children with disabilities from their regular environments are only exercised if the nature or extent of disability is such that regular classroom education using specialized aids or special services can not be achieved satisfactorily. (Stubbs, 2002)

In Indonesia, up to 2012 education for children with special needs only reaches about 35%, the rest about 65% have not gained access to education (Wamendikbud, 2012). Of these, about 12% attend school in inclusive schools and the remaining 88% attend school at Special School (Yusuf, 2012). In accordance with Law Number 20 Year 2003 on National Education System, citizens who have physical, mental, intellectual, emotional and social abnormalities, as well as having special intelligence and talent potential, are entitled to special education. Special education is provided for children with special needs in special schools or in regular schools on an inclusive basis. The implication of the regulation is that regular schools should make changes to school

management and classroom management to enable children with disabilities to get the right education services in an inclusive setting.

Principal and Teacher Performance in the implementation of inclusive education is largely determined by their level of understanding and awareness of inclusive education. The Yusuf and Indianto (2010) study found that the principal and teacher performance scores in the implementation of inclusive education were on average, 28.11% of the principals and 16.5% of teachers were in the low category. After two years of the first study, Principal and Teacher performance was not changed. Yusuf's 2012 study found that the average performance of Headmaster was still in moderate category, even 23.5% was in the low category. While the average Teacher's performance is also moderate, even 33% of which belong to low category. To improve the understanding and awareness of Principals and Teachers in the implementation of inclusive education, an inclusive education management model should be developed.

The management of inclusive education at least includes two main points: school management which is the area and responsibility of the Principal, and classroom management is the area and responsibility of the Classroom Teacher. The inclusive education management referred to is a school and classroom management system in a regular school with an inclusive perspective, from planning, organizing, implementing and controlling by involving all learners with disabilities and non-disabilities. The consequences of these diverse student conditions, the school is required to make the process of adaptation, both curriculum, learning, assessment, facilities, and infrastructure, tailored to the needs and obstacles experienced by learners.

The development of an inclusive education management model in Elementary Schools is essential to provide guidance for principals and teachers in implementing inclusive education. Through the inclusive education management model, the school will get an idea of how to plan, organize, implement and control all aspects of school management from institutional, curriculum and learning aspects, assessments, students, infrastructure, community participation and financing. By implementing an inclusive education management model, Principals and Teachers are expected to implement inclusive education effectively and efficiently.

According to Barnes and Mercer (2003), there are two paradigms of education for children with special needs recognized in the world, namely the paradigm of the medical and the social paradigm. The medical paradigm is an old paradigm that dominates the community's perspective on children with special needs. Children with disabilities are viewed as a medical problem as a result of physical or mental impairment and damage and therefore they must be 'cured'. This view is known as 'personal tragedy theory', individual model, or medical model (Oliver, 1990; Barnes & Mercer, 2003). The essence of the medical view is (1) the disability to solve the problem at the individual level (individual model); (2) disability is equated with lack or impairment of physical/mental (impairment); (3) the most appropriate solution for dealing with disability is medical, psychological, and psychiatric intervention and (4) appropriate education for children with special needs is segregated, separated from peer communities.

The new paradigm emerges as a protest against injustice and discriminatory treatment resulting from a medical view of disability. Around 1976, the UPIAS (Union of the Physically Impaired Against Segregation), an organization of British disabilities, promoted the new idea that disability is a problem caused by social barriers. Disability is a limitation of activity caused by contemporary organizing/organizing that does not or very little consider individuals with physical deficiencies and even then excludes them from social activities (UPIAS, in Ro'fah, et al., 2010).

The perception of UPIAS was further developed by British scientists with disabilities, such as Michael Oliver (1990), Finkelstein (1993), and Colin Barnes (2003), thus becoming a new paradigm called 'social model of disability' Then widely known by the term social paradigm or social paradigm. The new approach believes that environmental factors and social organization are the keys to education for disabilities (children with special needs). If environmental conditions and social organization can be changed in such a way as to enable each child to have access and appropriate and appropriate education services, special needs children will grow and develop optimally like other children in general (Yi Ding, 2006).

In Indonesia, there are several regulations that can be used as a reference in developing inclusive education. UU no. 20 of 2003 on the National Education System, among others, explains: Article 5 paragraph (1): 'Every citizen has the same right to obtain quality education'. Paragraph (2): 'Citizens with physical, emotional, mental, intellectual and/or social impairments shall be entitled to special education'. Special education can be held in special schools or in regular schools on an inclusive basis (see Elucidation of Article 15). Minister of National Education Regulation No. 70 of 2009 on Inclusive Education, stated that, Inclusive education is a system of education that provides opportunities for all learners who have abnormalities and have the potential of intelligence and/or special talents to follow education or learning in an educational environment Together with learners in general (Article 1).

One implication of the implementation of inclusive education in regular schools is the need to adapt in school management. School management with homogeneous learners will be different from school management with heterogeneous learners. The philosophy of inclusive education that requires all children without exception is entitled to education services in regular schools, inclusive education management is not enough just to make adjustments in the classroom level of learning. Inclusive education covers a very wide range of aspects, including school culture. Therefore, inclusive education management is an education system that involves all aspects of school management (curriculum, learning, assessment, student, personnel, infrastructure, community participation and finance), and school management functions (planning, organizing, actuating, & controlling).

The management of inclusive education is 'A model of the school organization to optimize the use of the school' s resources to implement the basic values and principles of inclusive education so accessible to all children, ranging from organizational, curriculum, learning process, evaluation, student affairs, educator And administrators, facilities or infrastructure and financial aspect, to achieve optimal learning outcomes for

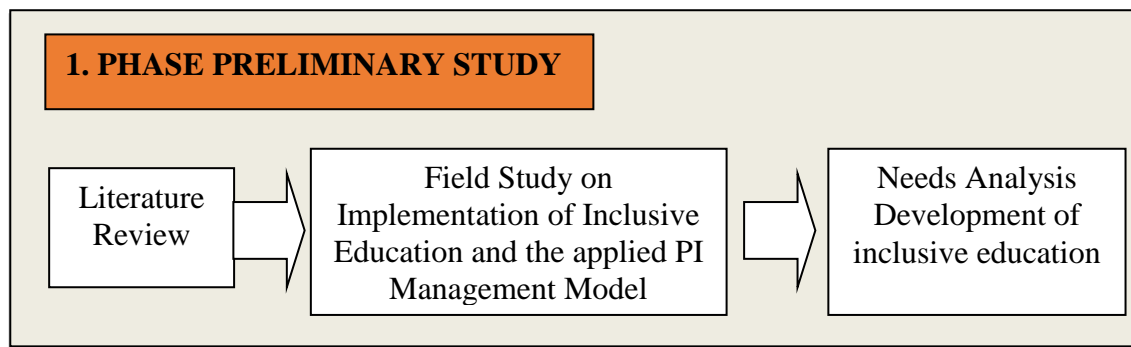
all children '(Yusuf, 2011). Strieker, et al (2001), in his book *Determining Policy Support for Inclusive Schools*, developed an inclusive school management model covering 6 components or aspects that will support the success of inclusive schools. (1) Curriculum, (2) Accountability, (3) Assessment, (4) Professional development, (5) Funding, (6) Governance & administrative strategies From 6 (six) aspect, Consortium on Inclusive Schooling Practice develops instrument / questionnaire Inclusive school.

In terms of function, school management according to Terry and Rue (2009), includes planning, organizing, actuiting, and controlling, while in terms of management aspects, including organizational aspects, curriculum and learning aspects, student aspects, human resources aspects, And financial aspects (Bush & Coleman, 2000). Ministry of Education and Culture (2010) explains that the scope of school management includes 7 aspects, namely: (1) Curriculum management, (2) Student management, (3) Management personnel / members, (4) Management of facilities and infrastructure, (5) Finance, (6) School and community relationship management, (7) Management of specialized services. Based on various studies, this research developed inclusive education management model based on 9 aspects, namely (1) institutional aspect, (2) curriculum aspect, (3) learning aspect, (4) assessment aspect, (5) student aspect, (6)) Aspects of infrastructure facilities, (7) aspects of labor, (8) aspects of community participation, and (9) financing aspects.

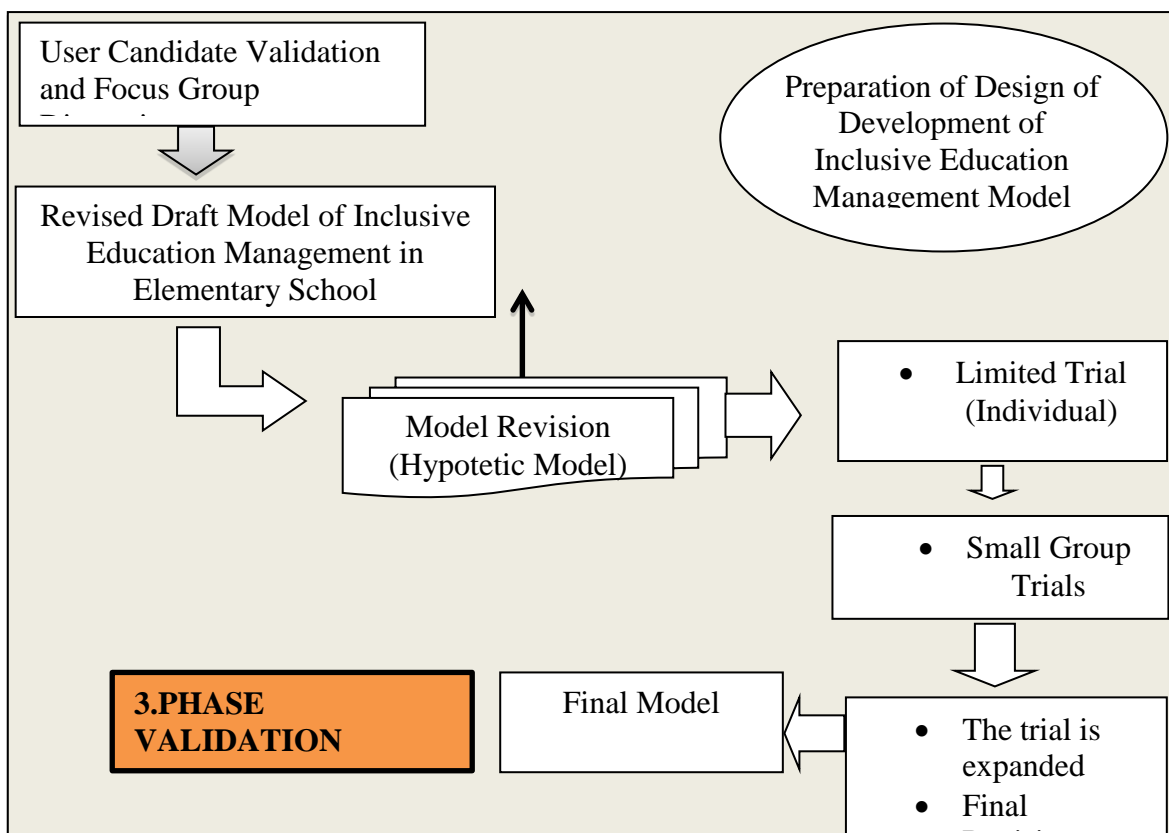
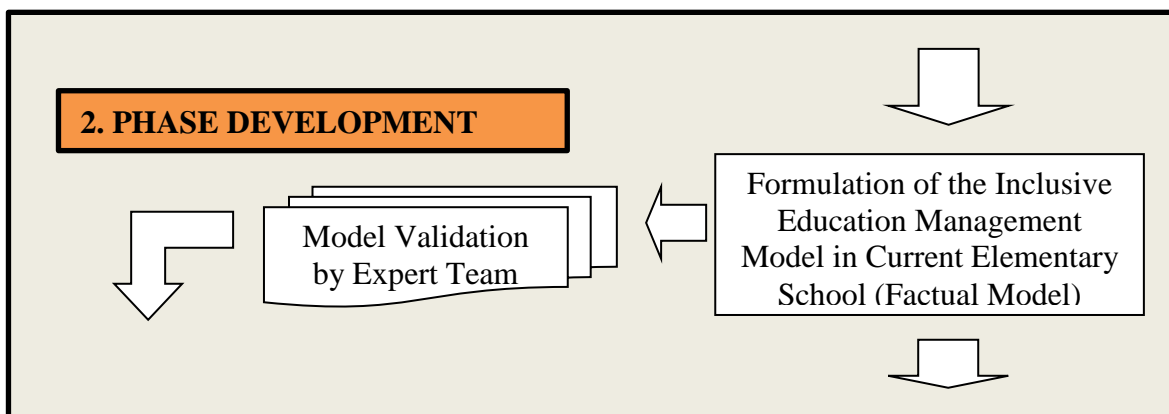
RESEARCH METHODS

Research Design and Procedure

This research uses the Research & Development (R & D) approach, the research method used to produce a particular product, and test the effectiveness of the product (Sugiyono: 2007), or the process used to develop and validate the product (Borg & Gall: 1983). The research procedure includes three stages, namely preliminary study stage, model development stage, and model validation stage. Schematically can be seen in the chart below.



3.



Flow Chart of Research Activities
Development of Inclusive Education Management Model in Elementary School

Data and Data Sources

The research was conducted in 4 areas, namely Surakarta, Karanganyar, Sukoharjo and Boyolali, Central Java, involving 51 SD Inclusive. In the preliminary study phase, data were collected in the form of information on the implementation of inclusive education in schools today, references used by schools in implementing inclusive education, and what schools need to achieve effective and efficient inclusive school management in the future. At the model development stage, the data collected in the form of the feasibility of the model based on the response of expert teams and prospective users. In the model validation stage, the data collected is the level of effectiveness of the developed model. The subjects involved 417 respondents consisting of 8 experts, 51 principals, 103 class teachers, 51 school committee leaders, 101 students with special needs, and 103 non-students with special needs.

Quantitative and qualitative data were collected through a questionnaire using a modified Lickert scale model by adding a qualitative response column and focus group discussion (FGD). The collected data were analyzed using a combination of qualitative and descriptive statistics. Quantitative descriptive analysis using the help of SPSS version 16.

RESULTS AND DISCUSSION

Preliminary Study Results

The results of the preliminary study obtained the following description: (1) the number of special needs students studying in inclusive schools reached 12.52% of the total students in regular schools. Of these, most are classified as slow-learner and learning difficulties (74.71%), while the remaining are mental retardation (10.17%), deaf and speech (2.93%), autism (2.83%), emotional disturbance And behavior (2.72%), intelligent privileges (2.30%), impaired vision (0.60%), and others (2.50%). (2) the number of inclusive schools equipped with special education teachers (there are 28 schools (54.9%) and the remaining 23 schools (45.1%) do not have special education teachers. (3) the performance of the principal in implementing the inclusive education program, is in the moderate category tend to be high, while the teacher's performance including the tend to be low. (4) school committee responses, special needs students and non-disabled students with inclusive education, all in a high positive category. (5) existing inclusive school management guides in Indonesia are modeled by the Directorate of PSLB, the model of UNICEF, the Indonesia-Australia Partnership model, and the ASB model. (6) weaknesses of existing guidebooks because they do not include indicators of success and failure to run inclusion programs; (7) most schools run inclusive programs based on outcomes of socialization and training held by central and provincial governments. (8) handbooks written as guidelines for the implementation of inclusive schools are not owned by schools, (9) the needs of school principals and teachers of inclusive education management manuals are very high.

Results of Model Development

The inclusive education management model generated in this study can be formulated as follows: (1) there are 9 aspects of school management that should be adjusted in the implementation of inclusive education in regular schools, ie institutional aspects, curriculum aspects, learning aspects, Student Affairs, aspects of infrastructure, aspects of personnel, community participation aspect, and financing aspect; (2) to improve the performance of school principals and teachers in managing inclusion schools, schools need to conduct periodic self-evaluation at least annually with reference to the 9 aspects of school management that have been established; (3) there have been 3 self-evaluation school inclusion instruments used to measure the effectiveness of inclusive education management in primary schools, namely Form-1 Instrument: School Identity, Form-2 Instrument: School Profile, and Form-3 Instrument: Inclusive School Management; (4) The results of field trials are limited and broad, the developed inclusive education management model is perceived positively by school principals and teachers of potential book users. Assessment of the effectiveness of books included high categories with details (1) school-required manuals (88%), (2) essential school guidebooks (88%), (3) useful (95%), (4) (92%), (7) guidebooks are very useful to use (88%), (7) guidebooks are very effective to use (88%), and (8) guidebooks are very helpful for schools (88%).

Discussion

The results of this study conclude that the concept of inclusive education basically has not run in schools in accordance with existing expectations. The performance of principals and teachers at a moderate level in the implementation of inclusive education programs shows that there are still problems in the field in implementing inclusive education. With the number of children with special needs an average of 12.52% per school, with 45% of inclusive schools without the help of special teachers, causing the headmaster and teachers can not work optimally. Many of the factors behind inclusive education have not been implemented optimally. (1) inclusive education as a new paradigm, still bringing pros and cons to society (see Sunardi, 1997), and MONE (2010); (2) inclusive education is seen as adding new burdens to principals and teachers (see Sunaryo, 2009) , (3) the absence of clear compensation for schools that provide inclusive and non-existent education (see Sunaryo, 2009); and (4) unavailability of management guidance and measurable guidance to determine the success and non-success of inclusive education (Yusuf, 2012).

The study of support systems in the implementation of inclusive education conducted by Valeo from Ryerson University (2008), among others found that there are differences in perceptions between teachers and administrators in the implementation of inclusive education. Master is frustrated by the demands of the curriculum and time constraints. Cooperation between classroom teachers and special mentors is also not optimal. This finding was reinforced by Fox and Ysseldyke in Valeo (2008) who noted the lack of time as a concern among teachers.

Stubbs (2002), explains that the major determinants of success and sustainability of inclusive education based on successful practice experiences of inclusive education include three things: (1) The existence of a strong framework. Inclusive education needs to be supported by a framework of values, beliefs, principles, and indicators of success. This framework will base the worldview and awareness in order to realize a quality education and friendly to all children. (2) Implementation based on local culture and context. Just adopting patterns of implementation of inclusive education from other cultures and with different education systems, will lead to failure in the implementation of inclusive education. Inclusive education requires local wisdom, local resources, and local community culture. Therefore the success of inclusive education is largely determined by cultural factors and local context. (3) Ongoing participation and critical self-reflection. Inclusive education is a dynamic process, and so that inclusive education continues to live requires continuous participatory monitoring involving all stakeholders in critical self-reflection. An inclusive school self-monitoring and evaluation program should be developed and used as a core activity of inclusive school management.

School guidelines for implementing inclusive education are considered important. Studies conducted in Malaysia (Manisah, 2006) found that for the effectiveness of collaboration between regular teachers and special mentors, they strongly expected that there be clear guidance on the implementation of inclusive education. Research in Northern Ireland (Lambe, 2007), regular teachers find it incompetent to handle diverse children in inclusive classes. But after training, there is significant personal progress even though anxiety is still there. This condition illustrates that for the effectiveness of inclusive education, manuals, teacher training, and ongoing promotion to all stakeholders, it is important to do so.

The inclusive education management model developed in this study has a high level of effectiveness based on the perceptions of potential users. This finding illustrates that in fact inclusive education as an educational innovation will be well received by schools when schools are involved in policy development processes. A top-down educational policy is usually largely rejected compared to policies developed through participatory approaches (Bush and Coleman (2000).

CONCLUSION

Based on the results of analysis and presentation of previous data, it can be concluded as follows:

1. Preliminary study results: (a) average performance score of elementary school principals in implementing inclusive education was 65.5% including medium category, and average teacher performance score was 62.2% including medium category; (b) there is no similar perception among inclusive schools on measures of success in the implementation of inclusive education; (c) no school has an inclusive education management standard as a reference in the implementation of inclusive education; (d) all inclusive schools require inclusive education management guidance.

2. The model of inclusive education management in primary schools and the guidebooks produced in this study, contains two things, namely (a) school management functions, including planning, organizing, implementing and controlling; And (b) aspects of school management, including: institutional aspects, curriculum, learning, appraisal, student, personnel, infrastructure and community participation, and financing.
3. Field validation results, inclusive education management models and guidebooks produced have very high effectiveness based on the perceptions of school principals and teachers in primary schools. (1) guidebooks are very important for schools (88%), (2) guidebooks are very important for schools (88%), (3) guidebooks are very useful (95%), (4) guidebooks are very easy to use (92%), (5) guidebooks make it very easy for schools (88%), (6) guidebooks are very useful for school use (92%), (7) guidebooks are very effective to use (88%), and (8) Help schools (88%).

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Pendidikan Inklusif, *Jurnal Pendidikan dan Kebudayaan*, Badan Penelitian dan Pengembangan Kementerian Pendidikan dan Kebudayaan, Vol. 18 Nomor 4 Desember 2012, hal 382-393.