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## MANAGEMENT OF IMPLEMENTATION OF INCLUSION EDUCATION AT SMP PGRI 01 BUMI AGUNG WAY KANAN

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### Abstract

*This research aims to determine inclusive education management in Way Kanan Regency. This research is a type of qualitative descriptive research. Data collection techniques include observation, interviews, and documentation. The research subjects were the school committee, school principals, teachers accompanying children with special needs, children with special needs, and parents of children with special needs. This research is a qualitative descriptive research. The data source in this research results from data collection carried out by observation, interviews, and documentation. To process the validity of the data using triangulation. Results of data analysis regarding the management of Inclusive Education at SMP PGRI 1 Bumi Agung Way Kanan. In essence, Education is the right of all children. Every child is born fitrah, including children with special needs. Inclusive Education aims to make teachers and students feel comfortable with diversity and view diversity as not a problem but a challenge for the school environment.*

**Keywords:** Management, Inclusive Education, Observations, Interviews, Documentation.

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### Introduction

Education is very important in soothing man with creatures; other animals also learn but are still determined by instinct (Haderani, 2018). This matter can Look together at the role of Education in build and guiding generations of capable nations to compete in current globalization because Education seeks to contribute thoughts, attitudes, and actions to develop potency civilization man going to harmony with the life desired by religion, nation, and state. Education, as a supporting aspect in all aspects of human life, must be of adequate quality (Utari, Kurniawan, & Fathurrochman, 2020). Therefore, all educational activities anywhere must have educational objectives in mind. Many of us then find that the purpose of Education is more than seeking knowledge (Saihu, 2019). However, it is also the development of individual potential and the formation of the individual's character and morals.

In this regard, according to Syaiful, all Education is interpreted as changing students' behavior to become adult humans who can live independently and as members of society in the natural environment around which they live. (Sagala, 2015). Talking about students, our focus will immediately focus on two types of students. First, students with normal conditions. Second, students with special needs (ABK). Children with special needs are children with special characteristics who are different from children in general (Nisa, Mambela, & Badiah, 2018). This special Education aims to develop student's potential according to their abilities optimally, adapted to the types of learning obstacles and their learning needs (Murniarti & Anastasia, 2016) The Implementation can be a special education unit. This general education unit is organized inclusively, as well as an inclusive education unit and a religious education unit, which are also

organized inclusively, by Government Regulation 17 of 2010 concerning the management and administration of education article 130 paragraph 2010 (Saputra, 2016). Therefore, an education system was formed in Indonesia, one of which was through Education in schools. Many schools were founded in cities and villages solely to meet the educational needs of the surrounding community and to realize the ideals of the nation's founders. Education is divided into three: regular Education, intended for normal children. Both physically and mentally, segregation education differentiates between normal children and those with special needs, which in practice in Indonesia is known as Special Schools (SLB) and inclusive Education, which is an education system that brings together normal students with those with special needs, especially within the same school.

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Education in regular schools is intended for normal children, so it is felt that it cannot meet the educational needs of children with special needs. Because in regular schools, there are not adequate learning facilities for students with special needs. Apart from that, in regular schools, no special teachers are trained to handle children with special needs. So, a segregated education system was born.

Segregated Education arises because children with special needs cannot be accommodated to attend regular schools for the reasons mentioned above. (Nurfadillah, 2023). So, it is considered necessary to differentiate schools for students with special needs (Marani, 2017). This segregation education system is implemented in Indonesia by creating special schools (Irawati, 2020). With the existence of SLB, children with special needs can get a decent education because the education services are to the needs of these children. Because of this good service, parents/guardians must pay a high price to send their children to SLB. The expensive cost of Education ultimately becomes the drawback of the segregated education system. In the end, many children with special needs from the lower middle class cannot enjoy Education (Abady, 2018). Apart from that, children with special needs who are "almost normal" who graduate from SLB are less able to socialize with the community around them because they lack the habit of communicating with normal people when they attend SLB. The shortcomings of this segregated Education ultimately became one of the reasons for the birth of the inclusive education system (Frimayanti, 2015). The segregative education system is felt to be less effective because it still cannot serve students with special needs from all levels of society and can only be enjoyed by students with special needs with adequate parental economic levels.

### **Research methods**

Research methods are scientific. They are used to get data with goals and usage. Based on the matter, there are four necessary keywords noticed: method, scientific, data, purpose, and use. Scientific way means activity to study it is based on characteristics of science, that is, *rational, empirical, and systematic*. **Rational** means activity study That is done with the way in sense, so affordable with reasoning man. The senses can observe **Empirical** berar ways so people can differentiate in no way scientific. **Systematic** means the process used in the study. This uses steps of a certain nature logically.

This research uses a qualitative approach to describe the problems and research focus. The qualitative method is a method based on the philosophy of postpositivism / interpretive, used To examine the conditions of natural objects ( as his opponent is an experiment ) where the researcher does instrument key, technique data collection is carried out in a way triangulation (combination), data analysis inductive / Qualitative, and results study qualitative more emphasize meaning than generalization. This method is also called the method because it studies more nature art (Less patterned), and called the interpretive method because the result data studies more with results interpretation of data found in the field. This method is also frequently called the constructive method because it can scatter data found, and then it is constructed into something more meaningful and easy to understand. The type of research used in this research is qualitative descriptive research, which is research on natural objects. Internal data sources study. This uses primary and secondary data sources. Primary research data source This data is obtained directly from interviews, observations, and observations in an individual with head SMP N PGRI Pisang Baru, SMP N PGRI Pisang Baru teachers, and SMP N PGRI Pisang Baru students and methods engineering data collection, then data collection can be done with interviews (interviews), observations (observations), and combinations both of them. Researcher data analysis techniques use three stages: data reduction, presentation and data (data display), and conclusion (*conclusion drawing/ verification*).

## **Results and Discussion**

Implementation of Inclusive Education at SMP PGRI 1 Bumi Agung, Bumi Agung District, Way Kanan Regency:

### a. Curriculum

Classroom Teacher Work, The same as a supervising teacher special (GPK), has a modified curriculum by abilities and characteristics participants educate. The curriculum used in maintenance education inclusion, in essence, uses curriculum regular practice at school in general, that is, the 2013 curriculum. Form modification implemented curriculum form accommodate indicator regular students become more shape simple customized with ability child need special. However, Because of the diversity obstacles experienced participant education needs specifics to vary greatly. Still, there are several materials in customized curricula with regular (Saputra, 2016).

### b. Learners

Participant education is especially needed for 2023/2024 teaching at SMP PGRI 1 Bumi Agung, Bumi Agung District, Way Kanan Regency, where one person has deafness. As for the system reception, participant education is done through counseling/promotion. System promotion is the reception participant's previous Education without use selection (Sari, Imron, & Sobri, 2016). Therefore, those who registered become participants educated No There is, which was rejected. Condition general in reception participant education needs specifically for SMP PGRI 1 Bumi Agung, Bumi Agung District, Way Kanan Regency, namely Prioritize crew members who are far away placed stay near with school as well as amount participant educate need special maximum 10% of amount regular students in class.

### c. Activity Learning

Based on the results of research and interviews with PAI teachers and supervising teachers, especially in a way general activity classroom learning nature is flexible. Participant education needs specific to the conditions stable can together follow learning in regular classes. PAI teachers use handheld learning in a classic way for regular students; meanwhile, a supervising teacher specifically guides participants' needs (Yanti, 2019).

Participant education needs to be specific to the conditions. No stable, yes follow learning in space special with the supervising teacher special (GPK) and temporary time go out from activity learning in regular (Agustin, 2016).

d. Connection School and Society

According to observation based on research and interviews with ABK students' guardians, the social bond among parents of students is very high. When meeting with the committee, some parents and students donate tools like procurement books and tools. Angklung music is used in activities for extracurricular participants to educate them. Local communities accept that good schools educate children who need special education because, with education inclusion, those special can accept Education. The same is true for normal children, who can develop themselves.

### **Obstacles Encountered in the Implementation of Inclusive Education**

a. Education Financing

Based on results, observations, and interviews with the head school related to financing maintenance education inclusion, it was determined that financing still needs to be at the maximum. In a related matter, this party school gives reason because it has yet to allocate funds for provision facilities and infrastructure. To fulfill procurement facilities and infrastructure, special participant education needs special submission of proposals to service education and government.

In order to maintain education inclusion, necessary allocated financing specifically, which, among other things, is for needs:

1. Activities assessment of student input
2. Modification curriculum
3. Incentives for supervising teachers special
4. Procurement infrastructure
5. Empowerment role as well as public
6. Implementation activity: Learn how to teach.

b. Guidance Personnel Special

Supervising teachers: At PGRI 1 Bumi Agung Middle School, Bumi Agung District, Way Kanan Regency, there are people with qualifications as graduates of psychology education and who follow training education inclusion from various institutions. Duties of the supervising teacher special that is :

1. Organize assessment and administration special for participants' educational needs.
2. Organize curriculum modification and development of programs for participant education.
3. Organize service learning special with media adaptation, providing tool help specialty and source Study special requirements For increase results Study participant educate.
4. Organizing visit House For know in a way direct development participant educate need special.

c. Facilities and infrastructure

Infrastructure special For participant education needs specifically at SMP PGRI 1 Bumi Agung, Bumi Agung District, Way Kanan Regency, namely availability of room source. Space source consists of part room guidance, space Study specifically, space provided rest with tool game educative. Media learning and extracurricular equipment like tool Piano, guitar, and angklung music are also in the room source. Space sources used To support the Implementation of maximum and meaningful learning for development

participant education need special. Internal constraints in procurement facilities and infrastructure still need the means for therapeutic process activities for participant education.

Thus, Implementing Implementation education inclusion at SMP PGRI 1 Bumi Agung Way Kanan was very much by George R. Terry's management theory, which carries out an activity process with four important elements: *Planning* (Planning), *Organizing*, *acting*, and *Controlling*. So, implementing inclusive Education will bring benefits that always give birth to positive values for all students and girls, especially in improving abilities; inclusive Education provides Education about the value of difference and diversity so that children will respect and help each other preparation for facing social life.

### Conclusion

Based on the discussion and research results outlined before, the writer concludes with the Implementation of Inclusive Education at SMP PGRI 1 Bumi Agung Way Kanan. It can be concluded that Every child born in the state of Fitrah incl, including children, needs special conditions and their differences clothing is not a sin at all curse, but destiny defaults in parts of human nature. On the basis of This treatment, in a way, the dehumanization of children is caused by the construction culture the society makes it fate they are not lucky enough.

1. Inclusive Education is a centralizing process of attention and response. Diversity needs participant education, and diversity covers diverse abilities that are not the same as children's. Inclusive Education is innovation progressive, specifically for children with special. Inclusive Education aims for teachers and participants to feel comfortable in diversity and look for diversity. No problem. However, it is a challenge for the school environment.
2. Inclusive Education at SMP PGRI 01 Bumi Agung Way Kanan is running Good by Base theory management and running Good.

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