



School-Based Inclusive Education Management as a Quality Assurance System in Indonesia (Systematic Literature Review)

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Abstract: This study aims to provide an understanding and description of the success of school-based inclusive education management to improve the quality of inclusive education at every level of education in Indonesia. This study uses a systematic literature review method with the PRISMA method. Data were collected by reviewing the official websites of Science direct, Researchgate, Sinta, and Garuda. The data search process uses inclusive educators, quality of education, inclusive education problems, and school-based inclusive education management. The data obtained were then analyzed to understand school-based inclusive education management studies using thematic techniques to identify the pattern of a study. The results of the study showed that the concept of school-based inclusive education management can be a solution to the problems of inclusive schools at every level in improving the quality of education by optimizing the role of educational components such as teachers as the main resource in managing the system to evaluating the learning process in modified curriculum, facilities, and infrastructure. Findings from research results such as (1) Schools should make programs based on the needs and culture of the school, (2) The role of teachers is important in realizing quality education, (3) School-based inclusive management is a reference for other schools to develop creative and innovative educational programs in responding to the challenges of inclusive education.

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Introduction

The development of inclusive education continues to get international attention. Various countries set policies for inclusive education based on international regulations cited by (Darma & Rusyidi, 2015) saying that policies are implemented such as the 1948 Human Rights (HAM) statement, the United Nations agreement (UN) on the right to every child in 1989, the world broadcast on education for all, the Jomtien declaration in 1990, the law on equal opportunities for persons with disabilities in 1993, the explanation by Salamanca and the context of education with special needs in 1994. The policy was formed to respond to the important needs of different education systems around the world. Inclusive education has thus become an important issue in the international world (Ainscow, 2020).

Inclusive education is an educational process with equal treatment for each child to study together in public schools based on various individual needs and help children develop their potential well and maximally (Direktorat Pembinaan Sekolah Luar Biasa, 2008). In the process, the inclusive school system in the classroom, in general, must get the help of cooperation and integrated services to achieve a goal, Dianne Tirocci & Brandy Reese in (Garnida, 2015), in line with the meaning that inclusive schools provide education to every Indonesian society, especially for children with special characteristics and are still at the age of compulsory schooling (Baharuddin & Saidang, 2020).



In the minister of national education regulation No. 70 of 2009 (Sumarni, 2019), inclusive education is aimed at students with different disabilities and intelligence above average. Article 1 states that inclusive education is an educational process with equal treatment for every student with physical differences or barriers, behavioral, emotional problems, mental and social abilities, and children's abilities are superior in terms of intelligence to study together with students with good developmental abilities. Inclusive education seeks to implement education by paying attention to diversity and not treating students differently from one another. The implementation of inclusive education in Indonesia is grouped into two types of classes, namely full classes, by providing learning opportunities for students with special characteristics with general students with good development in one class and special classes in general schools by creating separate classes between students with special characteristics in different general students who have good development (Mudjito, 2012).

The concept of inclusion does not only place students with limitations in class but as an acceptance process for every child with special needs, and teachers are given a process to continue learning and practice providing educational services needed by all students in inclusive classes (Tomlinson, 1996) in (Mitiku, Alemu & Mengsitu, 2014). The implementation of inclusion in Indonesia continues to grow. However, in its implementation, there are still obstacles that become inhibiting factors; namely, it is found that there are still schools that provide teaching and learning processes for children with special needs that do not adjust to the type of specialization experienced based on the standard of facilities applied by central regulations (Mularsih, 2016). In line with (Bhatnagar, 2014), various school barriers such as limited infrastructure availability, financial limitations, and the comparison of the number of students in inclusive classes. Meanwhile, the problem is that teachers are not ready because of the lack of teachers to teach students with special needs.

Overcoming various obstacles to implementing inclusive education, starting with mapping the number of students in inclusive schools, has become a serious concern for the government. For example, based the 2018 basic education data in (Kementrian Pendidikan dan Kebudayaan, 2019) stated that students with special needs reported that there were 993,000 various obstacles consisting of difficulty seeing, difficulty hearing, limited movement in small muscles, limited movement in large muscles, difficulty speaking, intellectual barriers, learning difficulties in certain aspects, difficulty determining the focus of attention or behavior and emotional control problems.

The growth rate of students with barriers to activities or disabilities in educational institutions such as schools in 2024 is targeted to reach 49%, both recorded and not recorded by the system. The presentation also supports this data (Renani, in the Ministry of Education and Culture, 2019) obtained data that students with disabilities in inclusive schools have not been registered. The results of school data collection are 3,240 from basic education data stating there are 91 thousand children with special needs in inclusive schools. This result means that it is better to carry out student data collection as a whole in providing education for all children. Initial data collection is important to do as a synchronization process on basic education data to take steps to apply it to students and teachers in inclusive schools. Data collection is carried out as an identification process to make it easier for teachers to learn about children's conditions and make programs according to individual student needs. In the initial process of student data collection, nine components must be met, namely: examining groups with various barriers or disabilities, the availability of tools used, the ability to carry out mobile activities at school, superior abilities possessed, desire to learn, and the system of support sources, the results of the validity of health information, the existence of a temporary

diagnosis, having a learning program system for each individual as an effort to avoid problems in public schools that do not provide appropriate services to every students with special needs (Ulva & Amalia, 2020).

In addition to the problem of collecting data on students with the identification of their needs, in the field, there are also problems of discrimination in treatment by both teachers as educators and fellow students, and this is in line with the results of research by (Setianingsih, 2018) shows that there are teachers who show different treatment to children with special characteristics, namely teachers still behave and treat differently from students' backgrounds when learning. This problem occurs because the understanding of all parties is still lacking in providing the educational process for children with special needs characteristics. According to the concept of inclusive educators, teachers should be given education through training to achieve competence, process classes, and equal learning for all students. Each teacher wisely pays attention to the needs of students starting from the learning process because developments during education can shape the character of children's behavior in life and adjustment in the future (Lukitasari, Sulasmono & Iriani, 2017).

Solving problems faced by the world of education, especially schools that apply the concept of inclusive education, of course, must prepare for all needs and provide optimal services for all. This is supported by (Setiawan & Apsari 2019) stated that with inclusive education, every child gets good treatment with adjustments to the use of the curriculum, teacher qualifications, assessment system, and the availability of children's learning media.

The ideal service delivery can be done with the ability to regulate all factors or components of educational success, namely inclusive education management; as stated (Nurpratiwi & Amaliyah, 2020) that the understanding of school-based management is an independent and systematic program to regulate the educational process at an institution. Automation Delegation of authority to implement educational programs in a school, it is recommended to implement an integrated system in providing quality education with optimal quality and providing opportunities for every student to grow and be creative. This is certainly an evaluation for a school that decides to implement a school with the concept of inclusion. Inclusive schools follow school management leadership for the special and intercultural development of schools (Morrissey, 2021).

With the concept of inclusive school-based management, the quality of education for each students can be guaranteed, not only accepting children to learn but also facilitating children's growth and development related to academic and non-academic, so that they can produce outputs that are capable of being empowered independently in various living conditions in line with UNICEF, UNESCO, and United. All countries emphasize the right to education for all students, which shows that inclusive education is strongly driven by values (Haug, 2017) and has a relationship with the suitability of social life.

This study aims to provide an understanding and description of the success of school-based inclusive education management to improve the quality of inclusive education at every level of education in Indonesia. Problems related to inclusive education are all parties or policymakers' shared responsibility in providing equal education, namely through school-based inclusive education management as a guarantor of quality education. This concept is important for schools to understand as policy organizers considering that schools are a place where children develop talents and interests in living life in society. It is hoped that understanding the success of schools that have been implemented can motivate other schools in Indonesia to utilize and be creative in implementing inclusive schools with optimal and quality.

Research Method

This study uses a systematic literature review method from seventeen articles and one book containing inclusive education. Data was collected from reviewing the official website of Science direct, Researchgate, Sinta and Garuda. The database search was carried out starting in August 2021 using the keywords inclusive educators, quality of education, inclusive education problems, and school-based inclusive education management. Search data with school-based inclusive education management criteria and use keywords from the abstract section of each research article and review based on the relevance of predetermined studies to understand the implementation of successful school programs. The data obtained were then analyzed to understand school-based inclusive education management studies using thematic techniques to identify the pattern of a study. The research systematically uses literature review research with the following method (PRISMA, 2020):

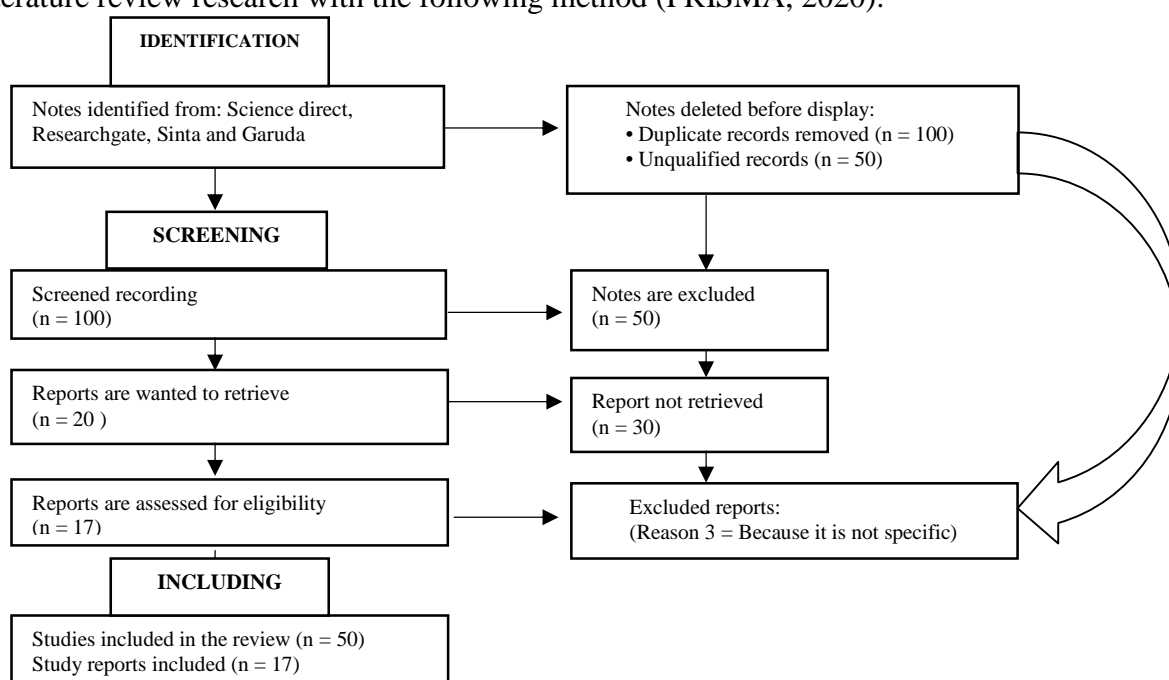


Chart 1. Study Identification Through Database

Results and Discussion

The data from a systematic literature review was carried out by a selection process according to the criteria and grouped into seventeen articles that have implemented management based on school culture and abilities and one book that contains school-based inclusive management, as listed in Table 1:

Table 1. School-Based Inclusive Education Management in Indonesia

1	Inclusive Education Management at Muhammadiyah High School in Yogyakarta City,	Witasoka, D., (2016)	Phenomenological research	Inclusive High School does not have a plan to organize inclusive education so that Inclusive High School tries to carry out management activities according to the needs and the principal is involved.
2	Inclusive Education Management at SD Sumbarsari 1 Malang City.	Agustin, I., (2017).	Descriptive qualitative	Management of inclusive education can be seen from the number of students with special needs totaling 19 students, having two special tutors, as well as the curriculum as



				well as funding, and infrastructure constraints that do not meet the standards.
3	Evaluation of Inclusive Education Policy Implementation.	Lukitasari, S.W.; Sulasmono, B.S.; Iriani, A., (2017).	Qualitative	The inclusion program got a score of 65% and got good information. Communication Factor got the lowest score and resources got the best score.
4	The Implementation of the Inclusive Education Model at SD Kota Batu.	Maimunah, S.; Prasetyaningrum, S.; Suwandayani, (2018).	Descriptive qualitative	Implementing the inclusive education model is good with learning and evaluation tools. Meanwhile, the problem is the lack of understanding from the community and parents about inclusive education.
5	Inclusive Learning Management in Realizing Education Quality.	Natalia, K.; Mundilarno, M., (2019).	Qualitative approach	The teacher is responsible for each step of the activity, including making a syllabus, lesson plans, individual learning programs, and a teacher work program containing an agenda for activities for students with special needs for one year, as well as evaluation.
6	Inclusive Education Management in the Learning Process and Teacher Handling of Children with Special Needs	Yunita, E.I.; Suneki, S.; Wakhyudin, H., (2019).	Descriptive qualitative	The results showed that teachers directly handled the implementation of education for children with special needs with good treatment
7	The Implementation of Self-Development-Based Inclusive Education at Jogja Green School.	Saadati, B.A.; Sadli, M., (2019)	Descriptive qualitative	Building a paradigm for school and community members to think with special concepts towards differences, talent development and varied learning.
8	Overview of the Implementation of Inclusive Education at SDN in West Jakarta	Mularsih, H., (2019)	Survey	Inclusive State Elementary Schools in West Jakarta have not met the requirements of inclusive schools according to the rules.
9	Management of inclusive education in Madrasah	Sumarni., (2019).	Qualitative approach	Inclusive education management in madrasahs meets the needs in accordance with the capabilities of the facilities, curriculum, learning and assessment system.
10	The Implementation of Quality Management at SDN Prambon	Indraswati, D.; Sutisna, D., (2020).	Descriptive qualitative	Quality of School quality, it is recommended that improvements be made dynamically and innovatively.
11	The Implementation of	Anggita Sakti, S., (2020).	Literature review	The implementation of inclusive schools in Indonesia is recommended



	Inclusive Education in Early Childhood Education Institutions in Indonesia.			for the cooperation of all parties, parents, teachers and the community.
12	The Implementation of the Inclusive Education Program at SDN 1 Sangkawana, Central Lombok.	Deni Sutisna, Dyah Indraswati, Nursaptini, Setiani Novitasari, M.S., (2020).	Descriptive qualitative	SDN 1 Sangkawana needs to develop and organize in the successful implementation of an inclusive education program, but overall the school has been able to run the program.
13	Problems in the Management of Inclusive Education at SDN PiyamanIII, Wonosari District, Gunung Kidul Regency	Febriana Nur Umami., (2020).	Descriptive qualitative	Planning the division of tasks by all teachers, directions using the curriculum, giving directions to the 0th hour, submitting learning tools
14	The Implementation of Genetic-Based Management Concepts in Improving Inclusive School Performance	Oktaviany, V.; Halim, I., (2020).	Descriptive qualitative	The concept of genetic-based management can be effective for students and teachers adjust teaching methods according to the genetic potential of students.
15	Management of School Facilities Organizing Inclusion	Amka, H., (2020).	-	Provide guidance on the implementation of Inclusive Education in schools
16	The Implementation of School-Based Management in Developing the Quality of Students.	SuciNurprati wi&Amaliyah ., (2020).	Descriptive qualitative	Development as a step to improve the quality of students from good arrangements between educational components starting from school culture in the form of curriculum implementation.
17	The Implementation of Inclusive Education in terms of Management Functions at SDN 40 and SDN 117 Pekanbaru	DetiDesmit, Z.S.; AR dan Hasnah Faizah., (2021).	Qualitative	Inclusive education includes planning, organizing, mobilizing and supervising the implementation of inclusive education in schools.
18	Implementation of Inclusive Education Policies in Elementary Schools.	Munajah1, R.; ,Arita Marini, M.S.S., (2021).	Descriptive qualitative	Observing and giving meaning to the problems in the implementation of inclusive education at the elementary school level.



Based on the results of the analysis of the articles, it can be understood that the management of school-based inclusive education, especially in Indonesia, has been successfully implemented following the cooperation of educational components and a culture of cooperation in realizing quality education and supporting the social involvement of students with special needs in regular school classes and ensuring that all students learn effectively (Wullschleger. A, Garrote. A, Schnepel. S, Jaquiéry. L & Moser Opitz. E, 2020) and it is important to apply to learn management according to the needs of students (Kadir, 2015).

Education management is a structuring process in recording and classifying components in the world of education (Bahri, 2022), as well as understanding inclusive education management (Amka, 2020) with the implementation of inclusive schools has to pay attention to several principles, namely (1) inclusion and improvement of the quality of education is a task the government in making policies, (2) implementing the Individual Learning Program (PPI) adjusting the abilities and needs of children, (3) establishing a friendly class culture and accepting differences to create a pleasant atmosphere in learning in regular classes (Gusti, 2021), (4) inclusive education must be applied in every educational unit, (5) there is a process of cooperation between the education component and all parties who have the same goal.

According to (Amka, 2020), the process of implementing inclusive school-based management must pay attention to components in education, namely, (1) curriculum flexibility considering the needs of children to avoid uncomfortable feelings that can interfere with their psychology, and this can be observed according to UNESCO in (Holifurrahman, 2020) that the curriculum in inclusive education is still a problem in Southeast Asian countries, one of which is Indonesia, namely the structured curriculum is still considered to be less than optimal for the different conditions of each child. The implementation of the curriculum focuses on the objectives, and the process develops dynamically in every aspect. There are three curriculum models in inclusive education. Namely, the first modified curriculum is used for children with high academic skills, the second functional curriculum for children with moderate academic skills, and the third for very low academic skills with a self-skill development curriculum and a compensatory curriculum with adjustments to time, teaching material, and learning process and media (Garnida, 2015), (2) Teachers with good competence certainly have proven abilities and skills, and have considered that teacher attitudes can hinder children's emotional and social abilities (Heyder, Sudkamp & Steinmayr, 2020) and the teacher is also related to the material explained and how to understand students, in line with the opinion (Wjayanti & Wilantanti, 2019) An important component of inclusive education is the teacher, which is the driving force for implementing quality education. A teacher is required to master various skills in teaching, including understanding the material being taught, regulating class dynamics, applying methods, using various learning media, and conducting evaluations on processes and outcomes (3) Curriculum development and learning processes are based on students' abilities and character (4) environmental factors affect the implementation of inclusive education by creating friendly schools for children with special needs (Alfaaroqi & Khoiruddin, 2020) as well as the collaboration of the roles of parents and teachers to form meaningful education (Arsani & Purwasih, 2021). determine positive changes in inclusive education, (5) the availability of facilities used should be adjusted to the development curriculum, and this is supported by (Ikramullah & Sirojuddin, 2020) that inclusive school facilities and infrastructure consist of four basics, namely: special classes, facilities available for the learning process, ease of physical accessibility and libraries as needed.



The understanding of school-based inclusive education management can be observed from the evaluation method by (Booth & Ainscow, 2002) (Wjayanti & Wilantanti, 2019), developing an index for inclusion such as (1) (creating inclusive cultures) or cultural dimensions, (2) (producing inclusive cultures). policies) or policy dimensions and (3) (evolving inclusive practices) or practice dimensions. The implementation in Indonesia of learning evaluation uses the reference of Permendiknas No. 70 of 2009 articles 7 to 9, namely: (1) student achievement is assessed based on the type of standard education curriculum in each school, (2) students study with a development curriculum according to national education standards are allowed to take national exams, (3) students with disabilities use the curriculum development below educational standards and taking exams by the education unit that administers, (4) students are declared to have passed the national education standard and get a diploma from the government, (5) students with disabilities follow the curriculum from the education unit below the national standard.

Inclusive schools with high quality are certainly formed from a good management system, such as an arrangement that means management and leadership to run educational programs (Djamarah & Zain, 2013). Management or management is the process of preparing a program plan, determining tasks based on qualifications, the process of training and directing according to the rules and conducting a process of supervising each teacher and other educational components to carry out commitments to achieve this goal as evidenced by the results of research by (Suci & Amaliyah, 2020) success is obtained from the school management component that has gone through a selection process from the principal program, the ability of each teacher and administrative cooperation by education personnel and is well-formed according to competence and available various facilities while the environmental input component acts as a communication process between the school and the community, parents of students and the support of inter-institutional cooperation, in line with the implementation of good school management, it is proven that every school is able to make quality programs because with the results of thinking from school resources it can design according to the dynamic needs of students (Matwaya & Zahro, 2020).

The arrangement or can be made as school management which is currently the benchmark for the quality of education is School-Based Management (SBM) in an independent school program to conduct integrated free management of education to regulate educational components to be more optimal according to needs (Hakim, 2016) and this is supported by research (Oktaviany & Halim, 2020) the application of management concepts to the genetic aspect in improving the inclusive school system has proven to be able to provide an easy way to create mapping groups with the concept of genetic management helping teachers to be able to manage teaching management that is fun because it adapts methods according to genetic ability of students in improving the performance of inclusive schools, because for inclusive schools achievement is not only seen in the aspect of value but is understood from the process of children being able to adjust to calm and be able to follow classroom learning consistently (Maarif & Rofiq, 2018)

Management has the authority to regulate the educational process at an institution or school with the aim that the system is not only centered on one direction or begins to develop an understanding with a collaborative and cooperative nature both on central and local policies, including schools and communities, but in implementing development should pay attention to guidelines, this is done as a preventive measure, if the policy is not implemented according to the provisions, then in the implementation in schools there are gaps or differences (Supriatini, Muhdi & Yuliejantiningasih, 2020). Every school with the concept of inclusion in the community is still widely found implementing inclusive schools, but the

system is it still uses the concept of schools in general; while inclusive schools have their guidelines, this is the background that a school if it has established the concept of inclusive schools, it is better to use the system inclusive school-based management.

Implementing inclusive education, of course, with regulation number 20 of 2003 that the national education system provides justice, respects the basic rights of every human being, respects the values adhered to religious teachings, understands cultural values and national diversity in line with inclusive education which has the aim of providing a sense of comfort to teachers and all students with diversity and challenges in the learning environment (Sastradiharja & Sutarya, 2020) and participates in achieving educational goals according to the agreement of all parties (Marlia, 2018) and based on the national education system article 5 paragraph (2) that the state guarantees education for children's needs specifically to get learning opportunities according to their conditions. (Abdurrohman & Syamsiar, 2017).

Quality education can be selected from the implementing school which has been declared to meet the requirements such as the presence of students with special needs, being consistent in inclusive education, studying thoroughly and avoiding financing problems, collaborating with various related institutions, and having learning facilities and can be used by all participants. Giving and handling children with special needs differ according to their needs and abilities (Olivia, 2017) (Alfaaroqi & Khoiruddin, 2020). Schools are also able to develop individual learning programs (PPI) and facilitate the learning process with special assistant teachers (GPK) from special schools (SLB) majors and teachers who have received special training (Suparno, 2007) (Mularsih, 2019). In addition, there is a need for the principle of implementing quality-based school management, namely continuous improvement, setting standard quality achievements, school culture, changing school culture, changing organizational management, developing superior programs, and maintaining satisfaction from the community or parents and students (Sastradiharja, 2019). With the concept of inclusion, the school management is the same as setting up school components to provide quality education to all students with various potentials, interests, and talents. Quality education, of course, comes from quality teachers as a result of good management, and this is done because, in the field, it is still found that teachers do not have special educational qualifications but provide services to children with special needs using general knowledge only (Purnama & Abadi, 2017) in (Anggita, 2020)

The presence of school-based management (SBM) provides fair treatment and equal rights in learning and accepts all students with diverse conditions according to qualifications. According to (Indraswati & Sutisna, 2020), school management or regulations play an important role in achieving the quality of a school. School management or management is the basis for managing resources independently, involving all relevant parties in determining achieving the school's main goals. The implementation of inclusive education has not been implemented according to standards and requires improvement, especially in special assistant teachers (GPK) needed to help classroom teachers provide learning (Yunita; Suneki; Wakhyudin, 2019). Special companion teachers can build interactions with students, teachers should be able to control the ability of students' behavior that is not appropriate so that the learning process runs in a conducive manner (Kurniawati, 2018), and teachers can have a positive attitude towards inclusive education (Yada & Savolainen, 2017) evaluation by the school management carries out this process.



Conclusion

The conclusions that can be obtained from this study indicate the importance of early school understanding of the concept of school-based inclusive education management following the culture and needs of the host school to be an important study. Schools with an understanding of the principles of inclusive management can optimize the participation of each component of educators, such as teachers as the main resource in managing the system to the evaluation process of its application in learning at every level of education. Furthermore, the importance of schools independently regulating the system can also have an impact on improving the quality of education, given that inclusive schools can provide good education with an integrated system as a result of a modified curriculum, facilities, and infrastructure, teacher competence in the implementation process of implementing children in inclusive schools.

School-based inclusive education management that has been implemented can be a reference for other schools to have the initiative to create creative, independent programs according to culture and quality educational capabilities in all aspects, bearing in mind that inclusive education directs all elements of education to continue to innovate systematically according to the needs of children, not only focus on the success of the academic aspect but also on the ability or skill in living a social life.

Recommendation

Recommendation that can be given to schools with inclusive systems based on the results of this literature review study are as follows: (1) for schools, before deciding to use the concept of inclusion, they should understand the management of school-based inclusive education starting from the curriculum system to evaluation. (2) schools must understand the principles of implementing inclusive education in realizing quality education for all students. (3) namely the importance of cooperation between components, both from the school, the cooperation of school principals and teachers and the community such as parents and related institutions to work together to build cooperation. (4) quality education is highly recommended for the availability of suggestions and infrastructure in the classroom, especially in the inclusive class, as a support for the smooth learning process. (5) further research can analyze the inclusive student data collection system to help schools identify students so that inclusive education programs can be comprehensively recorded.

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