



# **INCLUSIVE EDUCATION MANAGEMENT THROUGH SEN (SPECIAL EDUCATION NEEDS) PROGRAM: A CASE STUDY IN BUIN BATU PRIMARY SCHOOL WEST SUMBAWA INDONESIA**

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## **Abstract**

*This study was based on the facts that nowadays education practices still discriminate the learning needs of those normal and disabilities learners. Government has encouraged schools to be more inclusive, yet many schools still face difficulties and challenges. There should be an effective program which gives conceptual and practical guidance to meet the variety of the learning needs. This study means to reveal the effectiveness of SEN (Special Education Needs) Program by IBO (International Baccalaureate Organization) to its inclusive school management. This study aims to describe how Buin Batu Primary School in West Sumbawa manages the inclusive education through the SEN Program. It focuses to elaborate the planning, implementation and the evaluation of the program effectiveness. This study is a qualitative research with an intrinsic case study. The researcher conducted participative observation, structured interview and documentary finding to collect the sufficient data required and the collected data are described and elaborated critically into a comprehensive conclusion. The*

*results of this study show that: (1) Inclusive education in Buin Batu Primary Years was managed through the planning, implementation and evaluation stages. (2) The planning, implementation and evaluation stages are conceptualized from the four principles of SEN program (Affirming Identity, Valuing prior knowledge, scaffolding and extended learning). (3) The inclusive education is planned by constructing quality policy, defining objectives and goals, setting up action plans and need analysis of the learning. (4) The implementation of inclusive education is done by assigning the Primary Years Program Coordinator (PYP Coordinator), Students Support Team (SST) and shadow teacher for those who need the learning support as well as develop a modified curriculum based on the students learning needs. (5) The program evaluation was conducted regularly on weekly and termly basis.*

*Keywords: Education Management, Inclusive Education, Special Needs Student, Special Education Needs Program, Student Support Team*

## **INTRODUCTION**

The numbers of special needs students have been growing in Indonesia. Most of those haven't received equal education as of those normal students. Directorate of PSLB Official data shows that the special needs students who have been in a formal school reach 24,7% or 78.689 in 2007. It means that there are 65,3% who are still excluded. Directorate of special education and special education service revealed that the number of special education needs students reach 85.654% or 25.9%. The percentage shows that there are still 74.1% students who haven't received any special education services. In further, there are 0,18% special needs students in Primary school and 0,12% in Secondary School. Those data above urge the massive implementation of inclusive education within the regular schools to meet the needs of every child's learning.

Tempo news November 2018 published that the special needs students face challenges In West Nusa Tenggara Province. They haven't received appropriate support from the local government. It causes by the distance of their houses to the schools. Besides, the regular schools where they learn do not implement the effective inclusive education. Based on Suara NTB News the special education needs schools are still limited. Based on the PK-PLK data shows that there are 40 special needs schools in West Nusa Tenggara Province.

These phenomena show the equal opportunities for the whole students learning are still be an issue to be solved. Within the preamble of Indonesian constitution states that the country ensures the education for every student regardless their context, yet the its implementation is

still far away from its target goals. The Minister of Education Decree No. 70 2009 also states about the inclusive education implementation for all students.

The declaration of human right 1984 declares about the education for all. The Nations Union (UN) 1993 also has consensus about the equality in education for the normal and the disabilities. Salamanca and UNESCO 1994, the disabilities regulations 1997 and the declaration of the international children 2004 mainly work to meet the needs of students' learning. The other acknowledgement of children's education equality also agreed in the convention on the rights of child by UN in 1989. In addition, The world convention on education for all in Jamtien Thailand and which was popular as the Jamtio declaration. This agreement basically urged the education for the disabilities should be implemented inclusively. In another word there shouldn't be any differences between the normal and the disabilities children.

In the implementation of this inclusive education, there should be an effective school management system. The school management is determined to be effective if it is supported by the professional human resources. These human resources meant to be able to create modified strategies and pedagogical program to cater the needs of the special needs students. Besides, sufficient facilities should be available to support the student learning needs.

Management is an activity that involves coordination and supervision to the team work to ensure the tasks are operated effectively. School management provide sets of theories to the school in planning, implementing and evaluating every component of the school such as educational program, students, teachers and staff, facilities and services, budget, environment and learning activities. Management within the school context is aimed to reach the objectives, vision and mission of the school. The combination of management and leadership will result in a high expected output. Strong leadership is influenced cohesively by the strong management. As it is to manage an effective inclusive education, a school should have a well-planned program to ensure all needs of the students are fulfilled.

This study aimed to describe the inclusive education management in the Primary School Buin Batu (SBB) West Sumbawa. SBB has been implementing inclusive education since it was established. Primary School Buin Batu is a school located in a mining company PTAMNT (Amman Mineral Nusa Tenggara). The inclusive education has been implemented through a program called SEN (Special Education Needs). This program is provided by an international education organization called IBO (International Bacculaureate Organization). SBB has successfully faced its accreditation for the PYP (Primary Years Program) implementation, specifically the inclusive education. SBB has established partnership with Toorak College in Australia in sharing education best practices. In addition, SBB also develop a sister schools with the surrounding in implementing inclusive education practices.

SBB has developed a team called SST (Student Support Team) which plays important roles in managing the implementation of inclusive education. SST is responsible to develop concept, constructing quality policies, and supervise the process of inclusive education management. In summary, this research will be focused to study the management of inclusive education through SEN program in Primary School Buin Batu. Specifically to capture the planning, implementation and the evaluation of the program.

There have been many related researches done previously. Gladness Nwacoye (2007) did the research on Managing Inclusive Education in the classroom. This study found that there are many school programs that a school can implement to manage the inclusive education. He added that the government support also needed.

Another research has been done by Diana Widiastuti 2015. The research was trying to study the inclusive education management in two Early Childhood Little Three and Playschool. The research found that. The research showed that: 1) The implementation of inclusive education in Little Three and Playschool was done effectively. 2) The management of inclusive education includes the planning, organizing, actuating and evaluating stages. 3) The planning stage includes the curriculum planning, curriculum modification to accommodate the students learning needs. 4) The implementation stage includes the process of team development and supervisory process. 5) The evaluation process includes the reflection of the program implementation.

IBO SEN Program conceptualizes that Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities. In SEN program it is guided that: Inclusion is a process by which schools and others develop their cultures, policies and practices to include all students.

1. An inclusive education service offers excellence and choice, incorporating the views of all stakeholders.
2. The interests of all students must be safeguarded.
3. The school community and other authorizing bodies should actively seek to remove barriers to learning and participation.
4. All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
5. With the right skills training, strategies and support, the majority of students with special educational needs can be successfully included in mainstream education.
6. Mainstream education will not always be appropriate for every student all of the time.

## RESEARCH METHODOLOGY

This study applies the qualitative research with intrinsic case study method. Qualitative study is a research which try to collect the required data and elaborated the data descriptively. Moleong (2017:6) explained that the qualitative study means to capture a case comprehensively through descriptive explanation, pictures and statistical data. While the intrinsic case study is a research that shows the uniqueness of a phenomena. Case study closely related to its context or the site case which intensively analyze the contextual interaction of an organization or community.

The data of this study is determined into primary and secondary. The primary data is collected directly from the primary resources. The primary data of this study are students data, the quality policy document, inclusive education plan, inclusive education procedures and the program evaluation document. The population of this study is the teachers who conduct teaching and learning process in the Primary Years Level. This study will choose 1 Primary Principal, 1 PYP Curriculum Coordinator, 2 Student Support Team (SST) and 1 representative of the teaching team from Year 1-6. This research uses purposive sampling, because the study aims to research a specific area within the school organization. The secondary data is the data taken from many other resources. In this research, the secondary data are the teachers' data, organization structures and etc.

The informants of this research are the principal, Primary Years Curriculum Coordinator, Student Support Team, Therapist, counselor and the classroom teachers. The data is collected through structured interview, participative observation and documentary study. The data analysis is done through the data selection, data classification, data descriptions and conclusion.

## FINDINGS

The results of this study show that: (1) Inclusive education in Buin Batu Primary Years was managed through the planning, implementation and evaluation stages. (2) The planning, implementation and evaluation stages are conceptualized from the four principles of SEN program (Affirming Identity, Valuing prior knowledge, scaffolding and extended learning). (3) The inclusive education is planned by constructing quality policy, defining objectives and goals, setting up action plans and need analysis of the learning. (4) The implementation of inclusive education is done by assigning the Primary Years Program Coordinator (PYP Coordinator), Students Support Team (SST) and shadow teacher for those who need the learning support as well as develop a modified curriculum based on the students learning needs. (5) The program evaluation was conducted regularly on a weekly and termly basis.

## **The planning of inclusive education implementation in Primary School Buin Batu through SEN (special Education Needs) Program**

In the planning stage, the Primary Principal assigns a PYP Coordinator (Primary Curriculum Coordinator). The PYP Coordinator plays pivotal roles in making sure the whole academic and curriculum development in the Primary section runs appropriately. Along with the PYP Coordinator, the principal also assigns the SST (Student Support Team). SST is responsible to manage the inclusive education implementation. The principal also assigns the shadow teacher for the special need students.

### 1. Determining objectives

In the planning stage the principal sets a meeting with the PYP Coordinator and SST to construct the inclusive education quality policy, goals and objectives as well as the action plan regarding the SEN program. This collaborative meeting basically facilitates the idea and opinion of the guidelines and practices for the inclusive education implementation at the Primary Years Buin Batu. The meeting is scheduled regularly to produce a set of the policy, guidelines and the technical procedures of inclusive education implementation.

### 2. Analyzing current school context

The Primary Years Buin Batu is located in a mining school. The students of SBB are the children of PTAMNT mining company's staff who are eligible to stay in the housing area of the Mine site. Along its development, SBB also open for any disabilities/special needs students' enrolment. Through the SEN program the inclusive education process at SBB has been implemented effectively.

### 3. Analyze the opportunities and challenges

The principal, Curriculum coordinator, SST team in collaboration with the classroom teachers conduct the opportunities and the challenges analysis of the implementation. Based on the observation and interview the opportunities are Primary School Buin Batu is supported fully by the company in terms of budgeting. It gives the chance for the school to provide appropriate facilities for the special need students. The school provides one therapy room where the special need students are supervised. The school inclusive education team also equips the therapy room with the learning tools and resources to support various needs of the students' learning. Besides, SBB is also empowered by the qualified teachers as well attain the parents support. The challenges that might occur is the communication with the local government. There is different mindset of inclusive education that SBB teachers acquire to those of the local government. Procedural communication seems to be the barriers between SBB school management and the local government.

#### 4. Extending the action plan to achieve the goals

In extending the action plan to achieve further goals, the inclusive education team regularly reflect on the process of inclusive education through SEN program. The regular retrospections lead the team to extend its action plan, modify strategies and adapting the context to achieve further quality inclusive education. The team conducts weekly basis meeting to check and review the process. The feedback will be used to develop further action plans to achieve further goals.

### **The implementation of inclusive education through SEN Program in Primary Years School Buin Batu**

The implementation of inclusive education at SBB covers the process of defining all program plans that will be implemented, load sharing, combining all tasks efficiently, determining the mechanism and controlling the activities of the organization.

#### a. Defining all program action plans

The principal organizes all action plans and be shared with the team. The role of the SST are as follows: Create the therapy programs, implement it and report it regularly, Coordinate the planning of SEN (Special Education Needs) program., Coordinate the publication of special needs report card , Coordinate the counselling program , Making the report to the principal.

The principal and the SST also do the regular supervision to the teachers and team. This aims to unite the vision of the inclusive education concept. The principal schedules team best practices sharing and promote the guidelines, procedures and technical instructions. There are some strategies to control the process of inclusive education: 1) Weekly meeting between the principal and the SST, Bi-Weekly meeting between the PYP Curriculum Coordinator and the SST and the monthly meeting between SST and parents.

#### b. Sharing the loads

The principal makes sure that all action plans and loads are shared to the team. The principal plays the role to control and oversee the process, PYP Curriculum Coordinator plays the role to make sure the SEN program meets the pedagogical standards and practices and the SST and classroom teachers plays the roles to implements the program. These components work closely and cohesively to execute the program.

#### c. Combine the task efficiently

A clear understanding on the quality policy, SEN Program guidelines, procedures and the technical instruction of inclusive education practices meant to be understood by the all parties. This clear vision will lead the team to be able to work effectively and efficiently. Principal, PYP Coordinator and the SST do the intensive communication to make the process runs effectively

and efficiently. They collaborate through Google docs application, so every related personnel can monitor the progress. The team has combined the tasks and collaboratively do the action plans.

d. Determining the mechanism

Align with the quality policy, guidelines and procedures of the SEN program, the inclusive education team of SBB set up mechanism and technical instructions. This mechanism aims to ease the team in running the program and make sure the process meets the standards and goals. This mechanism was the collaborative and shared idea of the team.

e. Controlling the organization

The whole process of inclusive education should be controlled intensively by the principal, PYP Coordinator, SST and the classroom teachers. In Primary School Buin Batu, the principal regularly does the walkthrough supervision, the PYP Coordinator oversee the lesson plan and the modified curriculum design and the SST makes sure the students' learning needs are fulfilled.

### **The evaluation of inclusive education through SEN program in Primary School Buin Batu**

The evaluation of inclusive education in Primary school is conducted through the evaluation of the team, measuring the roles and measuring the implementation and the goals. These steps are done regularly throughout the process and at the end of the process. The feedback from the evaluation will be used to improve the program in the future. The evaluation of inclusive education at Primary School Buin Batu shows that all special needs students can get their learning needs fulfillment. Through regular and pulled out class, students are able to interact inclusively with the other students. The parents feedback also showed that they are really supported by this inclusive education through SEN program.

### **CONCLUSIONS**

The case study of Inclusive education management in Primary School Buin Batu through SEN program shows effectiveness. The effectiveness of the program was caused by the strong management system and strong conceptual basis of SEN program. In summary, this research's results show that: (1) Inclusive education in Buin Batu Primary Years was managed through the planning, implementation and evaluation stages. (2) The planning, implementation and evaluation stages are conceptualized from the four principles of SEN program (Affirming Identity, Valuing prior knowledge, scaffolding and extended learning). (3) The inclusive education is planned by constructing quality policy, defining objectives and goals, setting up action plans and need analysis of the learning. (4) The implementation of inclusive education is

done by assigning the Primary Years Program Coordinator (PYP Coordinator), Students Support Team (SST) and shadow teacher for those who need the learning support as well as develop a modified curriculum based on the students learning needs. (5) The program evaluation was conducted regularly in a weekly and termly basis.

## RECOMMENDATIONS

Based on the case study and participated observation, this research recommends some actions to be followed up as follows:

1. The local government should give full support to the development of inclusive education.
2. The local government should try to oversee the best practices of inclusive education, so the implementation can give more impact to the community. The principal should also set up professional development for the teachers on inclusive education, so their understanding of the program gives massive impact to the results.
3. The company is suggested to facilitate the sister school program, so Primary School Buin Batu can share its best practices on inclusive education implementation.

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