

## **Education Service Management Model in Special Needs Children at Inclusive Elementary School in Samarinda, East Kalimantan**

**Dasmiah, Lambang Subagyo, Edi Rahmad, Hasbi Sjamsir\***

*\*Corresponding Author: Hasbi Sjamsir*

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**Abstract:** *The development of an education management model for children with special needs (ABK) is needed as a guide for the implementation of inclusive education to make it more optimal. The purpose of this study was to develop an assessment model and learning preparation for children with special needs in Samarinda City. The models developed are a placement assessment manual, a service model, and an individual preparation model for mentally retarded and mentally disabled children. This research also develops a collaboration model between the parents of these children with special needs and the school. The model that has been developed was tested and implemented in five elementary schools in Samarinda City. The results of the validation of the inclusive education expert were stated to be very good, with a difference of 3%. The results of the implementation in schools that provide special needs education show that this model is effective for placing children based on student track record data so that the teacher can make learning preparation more effective. The management model for education services for children with special needs has the efficacy of improving services and assessments for children with special needs in Samarinda City reaching 95%.*

**Keywords:** *Disabled children, assessment, inclusive schools, special educational needs*

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### **I. Introduction**

In terminology, inclusive education is a government effort in providing education for all (Education for All). Inclusive Education provides equal opportunities for Children with Special Needs to get an education like children in general in regular schools regardless of their physical, intellectual conditions, social, emotion and other conditions. Therefore, in its implementation, in Indonesia, several regulations are governing the implementation of inclusive education for students with disabilities. Namely, two laws are governing the implementation of inclusive education. These laws are Law Number 20 of 2003 concerning the National Education System and Law Number 8 of 2016 concerning Persons with Disabilities. Meanwhile, at the ministerial level, regulations are governing the implementation and delivery of inclusive education. The regulation is the Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and Special Potential for Intelligence and/or Talent. In line with that, Falvey & Givner (2005) in Janu Arlinwibowo et al, 2021, said that the implementation of inclusive schools is not only beneficial for persons with disabilities but also benefits all because it can make all live side by side in harmony. For this reason, there are efforts from the government to optimize the role of inclusive schools in educating people with disabilities.

Furthermore, in its implementation, inclusive education in Indonesia, according to Munawir Yusup (2010), has not taken place in an ideal manner, such as in terms of planning, models and management, learning, and evaluation. As happened in Samarinda city, it is caused by the lack of a model for implementing Inclusive School Management. As a result, inclusive schools develop themselves according to the knowledge of the school principal

Based on the descriptions and facts in the field as mentioned above, it is deemed necessary to present a Management Model for Children with Special Educational Needs Services as a prototype and an example for existing inclusive schools. The objectives of developing this model are: (1) inclusive primary schools in Kota Samarinda have standard services that can be developed in schools that provide inclusive education, and (2) inclusive public primary schools in Kota Samarinda have standardized assessments for the placement of children with special needs. With this model, it is expected that the implementation of inclusive education, especially in Kota Samarinda, will be better.

### **II. Theoretical Review**

Ediyanto (2017) In the Journal of Inclusive Education in Indonesia from the perspective of the instructor in the center for development and empowerment of teachers and education personnel of kindergartens and special education, it is said that inclusive education The successful implementation of inclusive education is

influenced by many factors including cultural, political; human resources (Kwon, 2005). The implementation of inclusive education can be evaluated by an index for inclusion (Ainscow, 2000). This inclusion index is built from three dimensions, namely (1) the cultural dimension (creating inclusive cultures), (2) The producing inclusive policies, and (3) The evolving inclusive practices.

Munawir Yusuf (2017) states that the Government has taken various strategies to continue to develop inclusive education, both through disseminating the ideology of inclusive education, changing the role of existing special schools to become resource centers, training for teachers, special schools, and regular teachers to the reorientation of teacher education at the Education Personnel Education Institution that is decentralized in the implementation of inclusive education, the formation of the Inclusive Education Working Group, to the opening of the master program in the field of inclusion and special needs education.

Kuyani and Desai (2007) in the journal of Education and Practice Model Development for inclusive Education Management: Practical by SuchadaBubpha said that inclusive education is “Inclusion in school is to provide education for all, as it is a place in which everyone participates, accepted and supported by peers and staff as well as the community, in response to needs for student development” Hence, inclusive management takes into account education that allows every child to learn together, to be recognized and provided with equal education opportunities.

In an international seminar, Satrio Budi Wibowo (2018) said that in Indonesia have a lot of runways to be used as the basis for the implementation of inclusive education. The rule applied by the Indonesian government conforms to the main spirit of inclusive education expressed UNESCO, that all children have an equal opportunity to receive education in schools near their home.

The International Journal of Clara R.P.Ajisukmo (2017) stated that in 2004, the Bandung Declaration “Towards inclusive Education” declared in order to motivate regular schools to provide education for all children with special needs.

Megan Janosky (2016) in the International journal Inclusive early childhood classroom management plant states that communicating the importance of classroom management, Dr. Marlow Ediger (2013) professor emeritus at Truman State University, argues that teacher will fall at teaching if they do not first a good, solid, classroom-management structure in place. The environment needs to be conducive to learning for any instruction to be effective.

According to MunawirYusup (2017) in the Journal of Inclusive Education Management Model to Improve Principal and Teacher Performance in Primary School: 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.

Antoni Tsaputra (2010) in an international journal said that Inclusive education is defined as a strategy of addressing and responding to the diverse and various needs of all learners by increasing participation in learning and reducing exclusion within education. The terminology of inclusive education implies that it promotes the process of including children with disabilities into the regular education system where they should join their school-age peers in a learning process that is most advantageous to their needs.

Andryady, M Umar (2010) in the journal Existence of the Management of Education in improving Inclusive Education in the Age of Globalization: With good management in inclusive schools with attention to education management it will be easier to develop schools in the future so that schools do not just accept students with special needs schooled. However, the potential and intelligence can be maximized according to the interests and talents of students. The arable field is the substance of education management.

The basic concept of inclusive education management is comprehensively put forward by Stuubs (2002) which includes aspects of input, process, outcome. Management in the input aspect includes school, student characteristics, and family character. Process aspects include the school climate and the teaching and learning process. The outcomes aspect includes achievement, achievement, and standards. These aspects complete with their scope to interact with contextual factors. Inclusive Education Management in this study is a way for schools to manage various activities including planning, assessment, and curriculum modification using the Individual Learning Program model compiled by a development team formed at the school.

### **III. Research Methodology**

The flow in model development refers to Degeng's (1990) view of the type of development model and Borg and Gall (2003) about the stages of model development. The steps in developing this model are as follows: (1) pre-survey, (2) planning, (3) preparation of product prototypes, (4) initial testing/product validation to a team of experts (5) product revision, (6) testing/validation field, (7) operational product revision, (8) operational field trial, (9) final revision, (10) product dissemination.

After the draft model was produced, a trial instrument was prepared to assess the components of the model and the model as a whole. Instruments used by experts to assess the model. The instrument is in the form of questions related to the quality of the model components. Instruments are validated before use.

At the implementation stage, a model user response is needed, namely the principal, teachers, students, and parents. Responses were obtained using instruments developed from the components of the inclusive school curriculum model. The data collected through observation, interviews, documentation, and questionnaires were analyzed using qualitative and quantitative data analysis techniques.

Qualitative data analysis techniques were used for the assessment of responses to questionnaires, opinions, and interviews, documentation results, and suggestions from validators. Quantitative techniques were used to determine validity.

### **IV. Research Results And Discussion**

Theoretically, the model has met the requirements to be called the Education Service Management Model for Children with Special Needs at the Inclusive Public Elementary Schools in Samarinda City. From the test results, it can be seen that the efficacy of the model is also known which aspects are strong and which aspects need to be improved. In other words, an empirical test is needed to determine the effectiveness of the model as well as possible weaknesses.

In brief, the results of the analysis of the development process to the empirical test can be presented:

a. Initial trial results / Expert Team Validation

Based on expert validation carried out by MunawirYusup (Deputy Dean of the Teaching Faculty of Education, SebelasMaret University, Solo) and Asli Nuryadin (Head of the Education Office in Samarinda City) that the instrument was made for the identification of children with special needs. The Individual Learning Program Development Model, the Evaluation sheet for the Implementation of Inclusive Education, and Collaboration between the Parents of Children with Special Needs and the school have made several improvements for the effectiveness of the instrument.

b. Product Revisions

After the validation was held, the researcher revised the product 3 times to obtain the perfection of the instrument based on the Validation instrument that was made.

c. Field Validation

After the instruments were validated, the revised instrument validators were validated in the field at the research locus, namely the Inclusive Elementary School in Samarinda City. Validation was carried out in 2 schools, namely Elementary School No. 016 Sungai Kuukung District and Public Elementary School No.005, Samarinda Seberang District.

d. Field Trial

After validation was carried out in the field, the researchers tested the screening identification instruments and identification tools for Children with Special Needs in Elementary School 016 Sungai Kukung District and Elementary School 005 Samarinda Seberang District on all Children with Special Needs and the results are effective and can be used by Special Guidance Teachers for the direction of activities for Children with Special Needs because 99% of respondents stated that they could easily use the placement analysis instrument and children with special needs could be recorded using the existing instrument. Furthermore, 99% of the Special Guidance Teachers and other class teachers can use the Individual Learning Program that has been created by the School Curriculum Development Team because the Individual Learning Program is made according to the needs of Children with Special Needs which have been determined from the results of identification of the network and identification tools that have been carried out at the beginning of the new school year and the beginning of the semester. And the evaluation of the implementation of Inclusive education can be used by schools to find out the progress of the programs carried out by the school with collaborative support from parents of children with special needs states that 100% of parents of children with special needs feel a great need for collaboration.

e. Final Revision

The final revision was carried out after the researcher conducted a 100% field trial with maximum results for use in Inclusive Schools from the research data tested.

The final result of development research is a product, in the form of a prototype manual for the Management of Education Services for Children with Special Needs in Inclusive Schools as described in the following Figure:

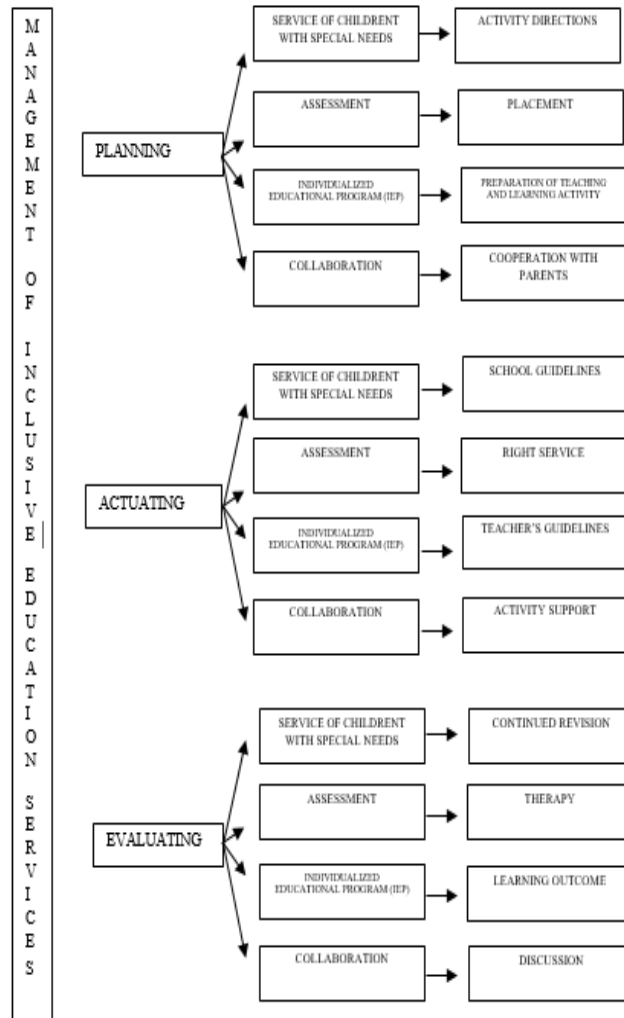


Figure 1

Management of Inclusive Education Services

It can be seen how the Management of Inclusive Education Services from the aspects of planning, implementation, and evaluation. The implementation of this model can be seen from service providers with service indicators and sub-indicators for children with special needs. Service providers are school principals, teachers, and parents with special needs. Likewise in Figure 2,

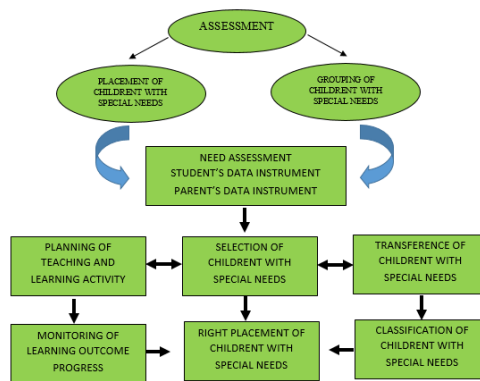


Figure 2

Assessment Model Plan for Children with Special Needs

It can be seen how the Assessment Model for Children with Special Needs explains the interactions between activities from placement, grouping to the right placement of Children with Special Needs. In Figure 3, the implementation of learning carried out in this study develops a modified curriculum model using the Individual Learning Program.

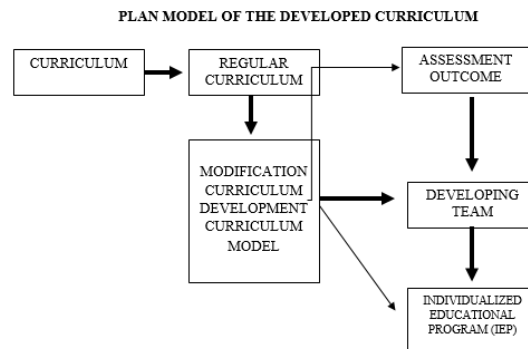


Figure 3

Modified Model Curriculum Plans

Figure 3 shows the process flow of the Developed Curriculum Model in Inclusive Schools. It can be seen that the curriculum is sourced from a modified regular curriculum based on the results of the assessment and development concepts from the curriculum development team in inclusive schools with the aim of individual learning for children with special needs.

Because in inclusive education collaboration is required, a collaboration model is compiled as shown in Figure 4.

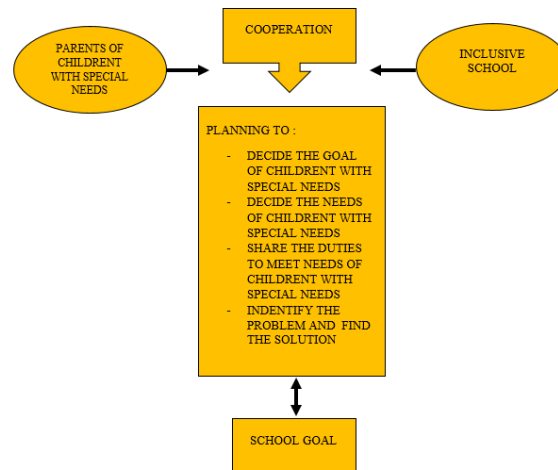


Figure 4

School Collaboration Development Model with parents of Children with Special Needs

To increase the role of parents who are one of the most powerful elements to support Children with Special Needs to achieve learning goals.

IMPACT

After the model was applied in inclusive schools had an impact on:

1. The performance of inclusive school principals is increasing because school principals can provide maximum educational services to children with special needs by providing services from placement assessments, conducting curriculum development using Individual Learning Programs, collaboration with parents, and inclusive school evaluation instruments
2. All teachers can provide services according to the needs of Children with Special Needs because the teacher understands that health services are provided to children with special needs with increased competencies owned by teachers in inclusive schools, both Special Guidance and classroom teachers.

3. Parents understand their role and involvement that must be given to schools to provide optimal services to children with special needs.

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### **V. Conclusion**

The Management Models of Education for Children with Special Needs in Inclusive Public Elementary Schools in Samarinda City are:

1. Inclusive Schools can provide optimal educational services to children with special needs by their needs in the form of identification/screening services, identification of placement of children with special needs,
2. Inclusive schools can apply the results of the development of the assessment of the placement of children with special needs with mental disabilities from the results of the screening so that children with special needs can be placed according to their needs and development,
3. Inclusive schools can apply the curriculum modification Development Model, namely the modification of the Individual Learning Program specifically made by the Development Team in inclusive schools which is the guide for teachers in carrying out the teaching and learning process in inclusive school classes with Children with Special Needs with disabilities.
4. Inclusive Schools develop a collaborative model between inclusive schools and parents of children with special needs to unify the goals of parents and schools so that the problems faced by providing maximum service to children with special needs can be resolved and can realize maximum Inclusive Education Management Services.

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