

Analysis of The Relationship Between Managerial Performance, Teaching-Learning Policy and Performance of Inclusive Education System

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Abstract

This study aims to determine inclusive education policies and systems for stakeholders in order to create justice and equal distribution of educational benefits for each student. This study uses a qualitative approach. Data collection was carried out using narrative interview techniques. The results of the study concluded that there were efforts to improve the quality of education, however, the education system still faces significant problems and challenges, one of the challenges experienced by school administrators and the government is the controversy related to special education standards which are considered discriminatory against students with disabilities. The government and school management are also required to provide adequate medical rehabilitation facilities, where these facilities are expected to focus on improving the quality of individual students and overcoming social and environmental barriers. Another result of the study is that researchers identified that regular schools are currently still struggling to implement the principle of inclusivity in its entirety. Policy and cultural transformation is expected to change mindsets and guarantee the rights of students with disabilities and achieve effective and inclusive learning designs.

Keywords: Education, School Management, Learning, Students.

Abstrak

Penelitian ini bertujuan untuk menentukan kebijakan dan sistem pendidikan inklusif bagi para pemangku kepentingan agar tercipta keadilan dan pemerataan manfaat pendidikan bagi setiap siswa. Penelitian ini menggunakan pendekatan kualitatif. Pengumpulan data dilakukan menggunakan teknik wawancara naratif. Hasil penelitian menyimpulkan terdapat upaya untuk meningkatkan kualitas pendidikan, namun demikian sistem pendidikan masih menghadapi permasalahan dan tantangan yang signifikan, salah satu tantangan yang dialami oleh pengelola sekolah dan pemerintah adalah kontroversi terkait dengan standar pendidikan khusus yang dinilai diskriminasi terhadap siswa penyandang disabilitas. Pemerintah dan manajemen sekolah dituntut juga untuk menyediakan fasilitas rehabilitasi medis yang mumpuni, dimana fasilitas ini diharapkan dapat berfokus pada peningkatan kualitas individu siswa serta mengatasi hambatan sosial dan lingkungan. Hasil lain dari penelitian adalah peneliti mengidentifikasi bahwa sekolah reguler saat ini masih terus berjuang untuk menerapkan prinsip inklusivitas secara utuh. Transformasi kebijakan dan budaya diharapkan dapat merubah pola pikir dan menjamin hak-hak siswa penyandang disabilitas dan mencapai rancangan pembelajaran yang efektif dan inklusif.

Kata Kunci: Pendidikan, Manajemen Sekolah, Pembelajaran, Siswa.

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INTRODUCTION

The disability rights framework is a milestone in the recognition and protection of people with disabilities' rights worldwide. As the first comprehensive human rights instrument of the 21st century,

the convention marked a paradigmatic shift in the way we view disability, from a medical or charitable approach to a human rights-based approach. This paradigmatic shift represents a transition from the medical model to the social model of disability (Adi, 2013). The medical model views disability as an individual problem that necessitates medical care or rehabilitation. In contrast, the social model views disability as the result of the interaction between individuals and the social and environmental barriers that prevent their full participation in society. The focus is on eliminating social and environmental barriers and promoting inclusion and accessibility (Larisu et al., 2023). The evolution of the international definition of disability represents a shift from a medical view to a more inclusive and dynamic approach. The convention encourages the global community to adopt a more holistic view, respecting differences and ensuring that all individuals have equal opportunities to participate in society (Yahya et al., 2023).

The development of special education has gone through a series of historical stages that show how education systems respond to the needs of girls, boys, young people with disabilities, and other individuals with learning difficulties. Historically, general education often treated special education as a complementary service (Rakhman et al., 2023). In some cases, this education has developed into a separate, parallel subsystem. One of the main aspects related to the education of students with disabilities is the debate between segregated and non-segregated education. The traditional psychomedical model, which focuses on individual deficits and assumes that people with disabilities require a separate space, is the foundation of segregated education. This approach justifies the existence of special schools and differentiated classes to accommodate the special needs of students with disabilities. In contrast, inclusive education focuses on how the culture, systems, and strategies of the school can respond to the needs of each student (Ramli et al., 2023). This approach goes beyond the concept of integration, which simply brings all students together in a general education framework and tries to fit students into the existing school system. Inclusion focuses on the adaptation of school programs, including content, working methods, organization, and materials, to respond to the human diversity among students. Within the framework of inclusion, the focus is on changing the school environment to ensure that all students, including those with disabilities, can participate fully and effectively. This involves adjusting the curriculum, developing more flexible teaching methods, and providing the necessary support so that each student can reach their potential. Education systems should embrace and support diversity, as inclusion acknowledges it as a natural part of human life (Kamaruddin et al., 2023).

The inclusive approach to education emphasizes that schools must organize themselves to meet the needs of all students, not students who must adapt to the current system. The concept of inclusion centers on the transformation of education systems to ensure fair and equal access for all students, including those with disabilities (Patimah, 2015). This encompasses the practical configuration of teaching teams, the dimensions they incorporate, and their structural design. To achieve effective inclusive education, it is important to create a school environment that can adapt to the needs of each

student, not the other way around. This means changing the way we view education, adjusting teaching methods, and ensuring that all elements of the education system work together to support diversity and inclusion. Thus, inclusive education does not only focus on physical access but also on cultural and structural changes in educational institutions (Zhipeng & Abd Rahman, 2024).

There are still a number of discourses and practices in the education system that lead to the exclusion of people with disabilities. One of the main causes is the lack of willingness of the state to provide inclusive spaces, methodologies, and resources. Families of people with disabilities often face a lack of answers and support from the education system, exacerbating the situation. Furthermore, the education system excludes many people with disabilities, primarily from vulnerable socio-economic population groups (Bali, 2017). People with disabilities often believe that special schools are the only places where they can receive education. However, education in these special schools does not always guarantee the completion of studies for children, adolescents, and young people with disabilities (Harijanto, 2020). As a result, many of them seek other alternatives to complete their education. This indicates the need for changes in the education system to be more inclusive and responsive to the needs of all students, including people with disabilities. We need policies that guarantee equal access to quality education and adequate support for people with disabilities to complete their education. Inclusive education must be a priority, where all students, regardless of their abilities, can learn together in a supportive and diverse environment.

METHOD

The chosen research approach is qualitative, focusing on the exploration of everyday practices in special schools and the interpretation of documentary materials and narratives from students and other stakeholders. This study uses narrative interviews as the main method of data collection. Through narrative interviews, researchers can gain a richer and deeper picture of how teachers view and implement inclusive education. This method allows participants to share their personal experiences and views, thus providing a more comprehensive insight into the dynamics of inclusive education in special schools. This study explores teachers' conceptions of inclusive education through their teaching narratives. This study involves interviews with teachers of various ages and backgrounds to cover a variety of perspectives and experiences. Gaining a holistic understanding of educators' implementation and perception of inclusive education is crucial.

RESULT AND DISCUSSION

The advancement of inclusive education faces various contradictions and controversies in its implementation, especially related to the different criteria that define special education in the context of inclusion. These diverse styles of handling often result in students, both boys and girls, experiencing exclusion and discrimination because of their disabilities. Some education systems still prioritize segregation and special handling, causing students with disabilities to remain isolated from

the general education system. Currently, there are two competing models for determining the best approach to education for people with disabilities the medical rehabilitation model and the social model. The medical rehabilitation model focuses on efforts to improve or cure an individual's condition through medical interventions and therapies. In contrast, the social model emphasizes the importance of addressing the social and environmental barriers that prevent the full participation of people with disabilities in society. While both models aim to secure the support of students with disabilities and their families, they each carry distinct implications for the implementation and acceptance of inclusive education within the educational system.

The education system has not fully integrated the structures that education policies have created to support inclusive education. This is exemplified by the continued construction of special schools, which maintain special education as a parallel system. This approach still emphasizes a therapeutic-rehabilitative perspective, which is contrary to the growing trend of inclusion. While enrollment in special schools has declined, the inclusion of students with disabilities in regular schools has increased. Unoccupied special school buildings indicate the exclusion of people with disabilities from the education system and social environment. Despite efforts to support inclusive education, there is still a tendency to maintain special education as a separate option. The potential for this approach to highlight differences and stigmatize students with disabilities underscores the ongoing challenge of full integration into the regular education system.

Regular schools face significant contradictions in implementing the principle of inclusion. They often assume that the existence of large and well-equipped special education schools is sufficient to accommodate students with disabilities, making it difficult for them to fully understand and apply the principle of inclusivity. People often perceive special school buildings as suitable locations for students with disabilities, which can complicate efforts to integrate inclusive education into regular schools. This leads to the realization that students with disabilities remain in the special school system and require specialists to accompany them, indicating challenges in their integration into the general education system. The process of moving from a special education model to an inclusive model is complex and often non-linear. Elements of the old approach persist and frequently reappear in the implementation of the inclusive model. Despite efforts to align the system with the principle of inclusivity, the main focus of this process remains on children with disabilities, who are at the center of change and challenges in the education system. This process demonstrates that achieving a fully integrative, inclusive education necessitates a deeper and more consistent transformation of the entire educational structure.

Interviews with teachers revealed that they struggle to analyze and implement inclusive education proposals as valid. The training they've received and daily practices that don't support the shift towards a more inclusive approach often trigger these difficulties. Often, special education is theoretical, not grounded in a specific theory, but rather in deficit assumptions that view disability as a deficiency requiring correction. Psychology and medicine, focusing on the diagnosis and treatment of

the individual without considering the subject or the broader context, influence this approach. The medical-pathological or clinical approach, as well as the statistical models of psychology that underlie special education, often lead to the coexistence of two conflicting theories. These models not only focus on improving the individual, but they also ignore the social and environmental factors that can influence the educational experience of students with disabilities. As a result, education systems often have difficulties adopting and implementing inclusive principles effectively.

Analyzing the teachers' narratives reveals that the transition from a clinical to a social model in inclusive education requires more than just better training or coaching. We need a broader cultural transformation to shift the perception of people with disabilities. The struggles of organizations and families, who actively advance inclusive education, significantly influence this change. Their main goal is to create an effective inclusive education system that includes more than just students with disabilities in regular schools. They actively promote and collaborate to fulfill the rights of students with disabilities and provide quality education to all students. However, the implementation of universal learning design is still far from being achieved. Currently, curricular adaptations are carried out individually for each student with disabilities, rather than using a general pedagogical-didactic approach that can be applied to the entire group in the class. This means that in practice, schools still tend to prioritize specific curricular adjustments for students with disabilities rather than developing inclusive teaching strategies for all students.

The practice of inclusive education has undergone a significant shift from its initial focus on assisting students with sensory disabilities to the establishment of special schools. This shift represents a step backward in the context of inclusion, as it places more emphasis on stigmatization and exclusion than on integrating students with disabilities into the general education system. This approach nullifies inclusive initiatives and refocuses on limited integration, which often only creates a distance between students with disabilities and the wider educational environment. The establishment of special schools and the implementation of this approach create a stark difference by regulating the admission, permanence, and discharge of students with disabilities based on medical diagnoses established through ministerial resolutions. This marks a rigid and medically defined arrangement, which ultimately reinforces a system that hinders progress towards true inclusive education. This approach not only ignores the social and environmental aspects that are essential for inclusion but also reinforces existing restrictions in the education system.

CONCLUSION

Despite efforts to advance inclusive education, education systems still face significant contradictions and challenges, including controversies over special education criteria that isolate students with disabilities. Fundamental differences exist in addressing disability, with the medical rehabilitation model focusing on individual improvement and the social model addressing social and environmental barriers. Special schools continue to operate, while mainstream schools struggle to

fully implement inclusive principles due to the incomplete implementation of existing education policies. To meet the rights of students with disabilities and achieve universal inclusive learning designs, the transition from a clinical to a social model necessitates a broader cultural transformation and profound changes in education systems.

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