



## The Evaluation of Inclusive Education Programs in Two Primary Schools in Sidoarjo

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**Abstract:** This research aims to determine the implementation of inclusive schools in Sidoarjo Regency. The schools are SD Negeri Sidokerto and SD Muhammadiyah 2 Tulangan. This research describes the system, human resources and learning outcomes of students with disabilities through the CIPP or Context, Input, Process, and Product evaluation model. A descriptive phenomenological approach was used to obtain data on implementing inclusive schools. The research was aimed at the 5th-grade elementary school level and was supported by interaction with GPK students with disabilities or shadow teachers, class teachers, and school principals. Interaction is carried out by observing classes and supporting activities at school, as well as in-depth interviews and documentation to support the data. Data analysis in this research uses the theory of Miles and Huberman to clarify the results of interactions at the 5th-grade level in each school. Thus, the study results show a comprehensive path by knowing that students with disabilities at the two schools can compete and have adequate competencies in academic and non-academic fields and that the schools are worthy of providing inclusion. However, this inclusive school management program requires special supervision that explicitly integrates developments and natural conditions in meeting school needs.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui penerapan sekolah penyelenggara inklusi yang berada pada Kabupaten Sidoarjo. Sekolah tersebut yaitu SD Negeri Sidokerto dan SD Muhammadiyah 2 Tulangan. Penelitian ini mendeskripsikan sistem, sumber daya manusia sampai dengan hasil belajar peserta didik penyandang disabilitas melalui model evaluasi CIPP atau *Context, Input, Process, Product*. Pendekatan fenomenologi dengan deskriptif dilakukan untuk mendapatkan data dalam penerapan sekolah penyelenggara inklusi. Penelitian yang ditujukan pada jenjang kelas 5 SD dan didukung dengan interaksi bersama peserta didik penyandang disabilitas GPK atau *shadow teacher*, Guru kelas dan kepala sekolah. Interaksi dilakukan dengan observasi kelas dan kegiatan pendukung yang ada di sekolah, wawancara mendalam dan dokumentasi untuk mendukung data. Analisis data pada penelitian ini menggunakan teori dari Miles and Huberman untuk memperjelas hasil interaksi pada jenjang kelas 5 masing-masing sekolah. Sehingga, hasil dari penelitian menunjukkan alur yang komprehensif dengan mengetahui bahwa peserta didik penyandang disabilitas pada kedua sekolah tersebut bisa bersaing dan memiliki kompetensi yang mumpuni dalam bidang akademik ataupun non akademik dan sekolah tersebut layak untuk menyelenggarakan inklusi. Tetapi, program sekolah penyelenggara inklusi ini perlu ada pengawasan khusus atau yang secara eksplisit memantau perkembangan dan kondisi riil dalam pemenuhan kebutuhan sekolah.

## A. Introduction

Inclusive education is a new concept in Indonesian education. Inclusive education began to be discussed at the World Conference on Education for All in 1990 and the Statement on Inclusive Education in 1994 (Ni'mah et al., 2022). Inclusion is the acceptance of students who face curriculum-related obstacles, environment, social interaction and even the school's self-concept or vision and mission (Asyari et al., 2023). In the Training of Trainers module, inclusive education was explained as the relationship between teachers and classmates to accept all students in the classroom and acknowledge that there is no one-size-fits-all strategy due to their diversity. Thus, with all its components, the school is prepared to support the diversity of students themselves (Utar, 2020).

Moreover, the supporting regulations for inclusive education in Indonesia are Law No. 8 of 2016, article 10 on individuals with disabilities, which states that students with disabilities have the right to access quality education services in all types, levels and stages (BPK, 2016). In addition, Article 28H paragraph 2 of the 1945 Constitution stipulates that everyone is eligible for special facilities and procedures to obtain equal opportunities and benefits to achieve equality and justice (BPK, 200). The government also issued a policy on inclusive education for students with disabilities in Law No. 20 of 2003 on National Education System in Chapter IV Article 5, paragraphs 2, 3 and 4 and Article 32, which states that special education is education for students with disabilities (physical, emotional, mental, intellectual and or social) or students who have extraordinary intelligence organized inclusively at both the primary and secondary levels (BPK, 2003). Then, Government Regulation No. 13 of 2020 regarding reasonable accommodation for students with disabilities with appropriate modifications or adjustments based on equality was discussed further in Chapter II on the provision of reasonable accommodation (BPK, 2020).

The East Java Provincial Office of the Ministry of Communications and Informatics has announced that the Minister of National Education, Ir, has awarded Sidoarjo the District Award for Pioneering Inclusive Education Culture. M. Nuh, DEA, at Madina Hotel Utami Ballroom for its commitment to developing inclusive education in 2013. Also, in 2012, Sidoarjo received the Inclusive Education Award given by the Directorate General of Special Education and Special Services since Sidoarjo was considered to have contributed to the implementation of inclusive education or education for students with disabilities in Indonesia. According to DAPODIKDASMEN, there were 586 primary schools in Sidoarjo, with 464 state primary schools and 122 private primary schools in 2023 (DAPODIKDASMEN, 2023). One hundred fifty-eight public and private education units in Sidoarjo provide inclusive education, and an additional 47 currently need Special Assistance Teachers (DIKBUD Sidoarjo, 2023). The further implementation of inclusive education can be observed at the Elementary School of Muhammadiyah 2 Tulangan Sidoarjo and the State Elementary School of Sidokerto.

Based on preliminary observations, it was found that both of Elementary School of Muhammadiyah 2 Tulangan Sidoarjo and the State Elementary School of Sidokerto are

inclusive schools. Both schools have been awarded the title of child-friendly school. In its implementation, the resource room as a requirement for the realization of inclusive school has been established along with the learning equipment. Moreover, special assistant teachers are available in each school. Then, the shadow teachers are provided based on the number of students with disabilities in each school. Both schools are strategically located as inclusive school referrals from the Sidoarjo education office and community interest.

Since its establishment, the Elementary School of Muhammadiyah 2 Tulangan Sidoarjo has firmly committed to inclusive education. The educational institution is interesting to observe since it has an SOP (Standard Operating Procedure) for Inclusive Teachers' performance, conducted routinely and once a week. Accepting students with disabilities without rejecting them no matter how qualified they are, maintaining the trust of parents and arranging the learning and competency development needs of students with disabilities is easier with managed organizational structure and coordination for inclusion teachers or shadow teachers. The most significant amount of competence-based rights fulfilment is provided to inclusive teachers. This begins with recruitment from various educational backgrounds in collaboration with PKBM Lentera Fajar Indonesia in Sidoarjo. The school principal and local Muhammadiyah branch leaders conduct recruitment through several stages. The teachers were provided with learning for students with disabilities through a 1-month internship at Sidoarjo UPTD (Technical Implementing Service Unit) for children with special needs. Also, it was supported by regular work meetings every six months for all SD Muhammadiyah 2 Tulangan Sidoarjo stakeholders. Then, training, seminars and studies take place regularly once a month to develop the competence of inclusive teachers. Moreover, the learning preparation is well managed from administration, learning process and evaluation.

The goal of the State Elementary School of Sidokerto is to satisfy the community's desire for inclusive and child-friendly educational institutions. The school interestingly has adequate and complete learning media to facilitate the teachers during the teaching and learning process. Also, the school maximizes facilities and infrastructure to provide services for students with disabilities. Then, Inclusion Teachers were recruited simply through social media and word of mouth. The inclusion of teachers or shadow teachers becomes separate from school management. New inclusion teachers are assigned directly to assist learners with disabilities and hold appointments with their parents or guardians. Inclusion teachers or shadow teachers come from all educational backgrounds with a unique management structure for administration and supporting the learning of students with disabilities. Every week, shadow teachers have the right to consult regarding the teaching and development of students with disabilities to special assistant teachers who have a background in psychology and special education. Then, the inclusion teacher or shadow teacher's performance was evaluated once a month.

Both schools need to be examined in terms of the preparation of inclusive education, especially by the teachers, since the educational qualifications for students with disabilities are still not appropriate. The special assistance teachers must meet the number

of students with special needs. Both schools are still double-assist because the number of shadow teachers still needs to be fulfilled, which impacts effectiveness. These two schools implement inclusive education programs that need to be educationally evaluated. The evaluation aims to improve and maintain the quality of the inclusive education program itself.

Rusman explained that education evaluation is conducted to determine the quality of education based on planning, implementation, and assessment of the results of the education program itself (Okech et al., 2021). Furthermore, Suharsini AK and Lia Yuliana state that assessments of education or learning are conducted after each subject's competency standard completion (Manubey et al., 2021). Then, it can be concluded that educational evaluation is a process to determine the quality of planning, implementation, and assessment of each competency standard in all subjects or educational activities. Moreover, inclusive education is a new concept in Indonesian education. Inclusive education began to be discussed at the World Conference on Education for All in 1990 and the Statement on Inclusive Education in 1994 (Ni'mah et al., 2022). Inclusion is the acceptance of students who face curriculum-related obstacles, environment, social interaction and even the school's self-concept or vision and mission (Asyari et al., 2023).

Evaluating inclusive education programs based on these theories, phenomena, and issues is necessary. The evaluation aims to effectively support the program's implementation in both academic and non-academic learning. The education office, school principals and supervisors directly monitor the inclusive education program. Thus, the inclusive education program can be implemented comprehensively and explicitly.

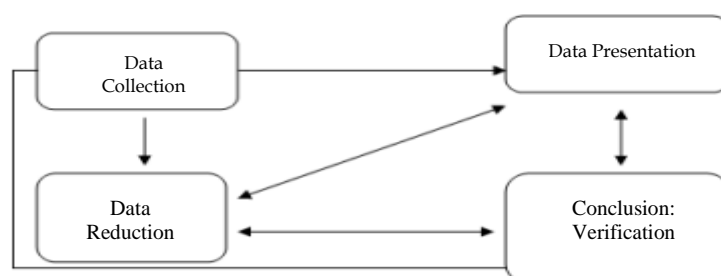
Thus, this research can descriptively identify the implementation of inclusive schools in two primary schools in Sidoarjo Regency: State Elementary School of Sidokerto and Elementary School of Muhammadiyah 2 Tulangan. It also describes the implemented inclusion system or culture, facilities and infrastructure, learning and administration, human resource competencies, and learning outcomes for students with disabilities.

## B. Method

According to Bogdan and Biklen, qualitative research has the following characteristics (Fadli, 2021): 1) the primary data of the research results are obtained by naturalistic inquiry in analyzing occurring phenomena, 2) the researcher is the main element in data collection and interpretation, 3) the research is descriptive by explaining the phenomenon being studied. The approach in this research is the evaluation of the CIPP (Context, Input, Process, Product) model from Stufflebeam and Shinkfield (1985), cited in the article (Suharjo & Zakir, 2021). Thus, the CIPP model becomes a decision-oriented evaluation approach (Jaya, 2020). The context component in the evaluation program consists of activities to analyze the problems in the implemented program. It begins with the resources owned and continues with the weaknesses and challenges faced during the program implementation. The input component consists of the decisions that will be made, information on available resources, and the kind of plans and strategies for

achieving the objectives. The process component consists of the predictive activities of procedure design and providing various program information in preparing decision-making data. The product component consists of assessment activities conducted to determine whether a program achieves its objectives through the developed plan.

CIPP model evaluation research subjects were the Principal, Grade 5 Teachers, Shadow Teachers and students with disabilities in grade 5 at State Elementary School of Sidokerto and Elementary School of Muhammadiyah 2 Tulangan. Then, the research instruments used were interviews, documentation, and observation guidelines. Instruments are adjusted to the type of data and validated by experts such as supervisors and proposal examiners. The interviews were conducted to meet the research subjects at the State Elementary School of Sidokerto and the Elementary School of Muhammadiyah 2 Tulangan. The observations were made by visiting the State Elementary School of Sidokerto and the Elementary School of Muhammadiyah 2 Tulangan to observe the inclusive education program. The documentation was used as evidence of inclusive education programs in both schools. The data analysis technique used in this research is the theory from (Miles et al., 2013), as follows:



**Figure 1.** Miles and Huberman's data analysis technique

### 1. Data Condensation

Miles and Huberman explained that "data condensation refers to the process of data selection, focusing, simplifying, abstracting and transforming.". Data condensation refers to selecting, focusing, simplifying data, abstracting and summarizing field notes, interview transcripts, documents and other empirical materials.

### 2. Data Presentation

Data presentation is the process of organizing and presenting data in the form of narratives. Researchers describe the focus of research in the form of explanations, tables, figures, matrices, and so on.

### 3. Drawing the conclusion

Drawing conclusions is a new finding that has yet to exist. Furthermore, drawing conclusions is conducted not only at the end of the research but also during the research process. The researchers collect as much data as possible to perform the decision-making process.

According to Miles and Huberman, the data analysis technique in this research is used for several reasons, including 1) it can find realities in the data, 2) it can create a more explicit relationship between researchers and respondents, 3) it can describe the phenomenon and can make decisions related to other situations, 4) it can find joint influences that sharpen the relationships of parts of the analytical structure.

## C. Result and Discussion

### Result

#### 1. Context Component

The context evaluation of the inclusive education program at the State Elementary School of Sidokerto and Elementary School of Muhammadiyah 2 Tulangan is as follows:

**Table 1.** Research Site Profile

Research Site Profile		
School Name	State Elementary School of Sidokerto	Elementary School of Muhammadiyah 2 Tulangan
Number of classrooms	15	19
Number of teachers	45	100
Number of students	489	472
Subjects	Ten general subjects and 2 Islamic Education subjects	Ten general subjects and 3 Islamic Education subjects
Facilities and Infrastructure	<ol style="list-style-type: none"> <li>1. 15 classrooms</li> <li>2. One library</li> <li>3. One resource room for students with disabilities</li> <li>4. One computer lab</li> <li>5. 1 UKS (School Medical Room)</li> </ol>	<ol style="list-style-type: none"> <li>1. 19 classrooms</li> <li>2. One library Two source rooms in different buildings</li> <li>3. One computer lab</li> <li>4. 2 UKS (School Medical Room)</li> </ol>
Subject Teacher Qualification	Subject teachers have been trained in the inclusive education program and culture.	Subject teachers have been trained on inclusive education programs and culture.
Shadow Teacher Qualifications	After completing their internship, shadow teachers will assist students with disabilities.	After completing their internship, shadow teachers will assist students with disabilities.

#### 2. Input Component

Input evaluation of the inclusive education program at State Elementary School of Sidokerto and Elementary School of Muhammadiyah 2 Tulangan consists of students, curriculum, teaching materials, educators and learning facilities.

##### a. Students

Both the State Elementary School of Sidokerto and the Elementary School of Muhammadiyah 2 Tulangan accept students with and without disabilities. Both of

these schools have regulations regarding the data on students' intelligence quotient before entering the school environment, which requires an assessment from the hospital related to the variety of disabilities. This regulation aims to determine that these students can learn in primary schools that organize inclusion and as a form of stakeholder cooperation in developing an inclusive learning environment, including therapeutic or intervention institutions.

b. Curriculum

State Elementary School of Sidokerto uses the same national curriculum as public primary education units. It modifies it during its implementation with the principle of diversification as needed by the inclusion-organizing education unit. Furthermore, the Elementary School of Muhammadiyah 2 Tulangan uses the National and Muhammadiyah curriculum and modifies it during its implementation with the principle of diversification according to the needs of students with disabilities by including an organizing education unit.

c. Teaching materials

The curriculum is modified based on disabilities and non-disabled students' needs. Then, the classroom and shadow teachers will collaborate to plan the learning program for non-disabled and disabled students. For students with disabilities, PPI (Individual Learning Program) is arranged.

d. Teachers

The State Elementary School of Sidokerto and the Elementary School of Muhammadiyah 2 Tulangan organized training or workshops to improve the inclusive learning environment. Furthermore, a personal understanding is given to stakeholders at the State Elementary School of Sidokerto. Moreover, meetings every semester were held to support inclusive school education programs for both class teachers and shadow teachers. At the Elementary School of Muhammadiyah, training or workshops related to inclusive culture and personal branding of teachers and educational personnel are regularly held. The training is obligatory for school guards, janitors and teachers to participate as participants supported by school facilities. Both schools are by Government Regulation No. 19 of 2005 Article 41, which states that every education unit implementing inclusive education must have personnel competent to organize learning for students with disabilities (Suharjo & Zakir, 2021). In addition, both schools have shadow teachers who meet the academic qualifications, have certificates from inclusive education training and are members of the Sidoarjo inclusion working group.

e. Learning facilities

The inclusive education program is a program that requires comprehensive costs. State Elementary School of Sidokerto collaborates with the education office and school committee to develop supporting infrastructure for inclusive education programs. Moreover, the Elementary School of Muhammadiyah 2 Tulangan collaborates with the Education Office, school committee and Muhammadiyah Foundation to build supporting infrastructure for inclusive education programs – the learning facilities in

this research include classrooms, resource rooms, libraries, and computer laboratories. From the observations and interviews with the State Elementary School of Sidokerto and the Elementary School of Muhammadiyah 2 Tulangan principals, all the infrastructure facilities are in good condition.

**Table 2.** Learning Facilities of State Elementary School of Sidokerto

Observed Aspects	Total	Condition
Classroom	15	Good
Resource room	1	Good
Library	1	Good
Computer Laboratory	1	Good

**Table 3.** Learning Facilities of Elementary School of Muhammadiyah 2 Tulangan

Observed Aspects	Total	Condition
Classroom	18	Good
Resource room	2	Good
Library	1	Good
Computer Laboratory	1	Good

### 3. Process Components

The evaluation process in the inclusive education program at State Elementary School of Sidokerto and Elementary School of Muhammadiyah 2 Tulangan can be declared efficient because it is related to the implementation and learning activities, the use of learning methods, the usefulness of the resource room and library, the provision of types of assignments, and teacher administration.

#### a. Implementation and Learning Activities

The learning process in regular classes of inclusive schools at State Elementary School of Sidokerto and Elementary School of Muhammadiyah 2 Tulangan combines students with disabilities and non-disabilities in one classroom. The teaching and learning process begins with apperception activities, explaining objectives and subject matter, working and discussing together during the teaching and learning, clarifying students who still do not understand the subject being taught, responding to student's answers, and closing the teaching and learning process. During the teaching and learning, students with disabilities are accompanied by shadow teachers to help them understand the lesson.

#### b. Use of Learning Methods

The learning method at the State Elementary School of Sidokerto uses participatory lectures, and students with disabilities are given equal opportunities to communicate and interact with each other. The shadow teacher helps with communication and interaction according to the needs of students with disabilities. Moreover, the learning methods at the Elementary School of Muhammadiyah 2 Tulangan use interactive



teachers and the educational-diagnose meeting method to provide equal opportunities for student communication and interaction. The class teachers and shadow teachers work together during the interaction process. Thus, both schools still provide comfort for students with disabilities and non-disabled students by prioritizing equality.

c. The usefulness of Resource Room and Library

The resource room is provided to support students with disabilities during the learning process. The resource room will be used when students have difficulty learning in regular classes. At the State Elementary School of Sidokerto, the resource room, including intervention facilities, is well-utilized, and the mobility of students with disabilities is fulfilled. The resource room at the school is also used for inclusive extracurricular activities such as dance and painting, along with the regular schedule for personal guidance for students with disabilities with experts from Psychology or PLB. Moreover, the Elementary School of Muhammadiyah 2 Tulangan has two resource rooms since it has two buildings. The first building is next to the main road for 1-3 grades, and the second is in the neighbourhood for 4-6 grades. The resource room is a place to train the independence and skills of students with disabilities regularly.

d. Task Assignment Type

Assigning tasks to students with disabilities is adjusted to the difficulty level or the indicators in the subject matter and understanding in learning modifications. For example, in grade 5, the learning objectives for non-disabled learners in Mathematics are the material of multiplication and division by stacking. Then, it is enough for students with disabilities to multiply and divide by adding and subtracting with more straightforward numbers. In group assignments, the teachers provide equal opportunities without discriminating in social processes, interaction, and communication between students.

e. Teacher Administration

Classroom teachers in both schools prepare the same lesson planning program. The class teacher has a teaching module handbook, and then the shadow teacher lowers the teaching module to PPI (Individual Planning Program) to achieve the same learning goals. This collaboration also helps ensure that the achievement of inclusive learning is understood.

#### 4. Product Components

Product evaluation in the inclusive education program at State Elementary School of Sidokerto and Elementary School of Muhammadiyah 2 Tulangan was conducted based on the learning outcomes of students with disabilities. Students with disabilities can participate in teaching and learning by getting the proper teacher and appropriate assistance during the learning process. The development or achievement of students with disabilities in both schools is generally quite good, and both academic and non-academic achievements are also quite good, as seen in the grade 5 PDPD scores.

**Table 4.** Math Score Mid-Summative Assessment State of Elementary School of Sidokerto

No.	Full Names	Variety of Disabilities	Score
1.	Adzan Dzarka Prasetyo	Slow Learner	88
2.	Dhimas Azhar Firmansyah	Slow Learner	66
3.	Kenzi Anugrah Utama	Intellectual Disability	76

**Table 5.** Math Score of Mid Summative Assessment of Elementary School of Muhammadiyah 2 Tulangan

Full Names	Variety of Disabilities	Score
Keisha Farah	Intellectual Disability	88
Kanaya Almahyra Rochmawan	Hearing Disability	78

## Discussion

Based on the research results discussion, the evaluation of inclusive education program in two primary schools of Sidoarjo (State Elementary School of Sidokerto and Elementary School of Muhammadiyah 2 Tulangan) are as follows: The context element known as the school profile is categorized as good; however, shadow teachers must be integrated in compliance with the standards and qualifications of a teacher graduate, specifically Strata 1 or Bachelor. In addition, both schools must fulfil their obligations to students with sensory disabilities, including providing guide blocks and making building modifications that include inclined planes that are secure for students with physical limitations.

The input component of students with disabilities who are accepted in both schools in the mild and moderate categories uses the National curriculum. In addition, the curriculum of DIKDASMEN Muhammadiyah has been added to the Elementary School of Muhammadiyah 2 Tulangan and has been adjusted to meet the needs of students with disabilities. Moreover, the teachers received formal and informal training according to the teaching materials used in the modules obtained from PPI. However, both schools require training to demonstrate to teachers and other education staff that they are qualified to participate in inclusive organizing schools. In addition, the relevant Education Office also supports inclusive organizing school preparation standards and guarantees for Shadow teachers as a reward.

The process component was classified into a suitable category, beginning with implementing learning activities with equal involvement, especially in interaction and communication for students with disabilities and non-disabilities. The implementation process is examined by providing equal opportunities in understanding learning materials. Then, the use of resource rooms is fully maximized by both schools.

The product component through learning outcomes indicates that students with disabilities can compete with non-disabled students during the teaching and learning

process. This is the theory of inclusion implementation programs from the basic concepts of inclusive education and the fulfilment of education for students with disabilities. It stated that the management of inclusive learning is planning, implementation and evaluation of inclusive learning. The theory is as follows:

The Universal Declaration of Human Rights recognizes the right to education for people with disabilities. It emphasizes the value of education for supporting human rights nationally and internationally and educating people about life (Pangestuti & Pribadi, 2022). Some of the achievable objectives are (Afifah & Hadi, 2018):

1. Universal education aims to uphold and encourage respect for fundamental freedoms and human rights.
2. The development of citizen's personal skills and human values can only be achieved when they realize the importance of protecting human rights.
3. Education helps to understand, tolerate, and enhance gender equality and friendship with fellow human beings worldwide. i.e. It encourages caring behaviour of vulnerable groups such as refugees, mentally and physically disabled, elderly, children, third gender, and socially, economically and culturally disadvantaged people, along with promoting racism, language, religion, and so on.
4. Education can encourage people to participate actively and effectively in the economic, political, social, legal and cultural development of society and the state.
5. The purpose of education is to achieve human rights, along with providing a perspective on human values, morals and ethics.
6. The training's purpose is to achieve the United Nations and international law's goal of creating world peace and security.

The Universal Declaration of Human Rights, International Covenant on Economic, Social, and Cultural Rights in 1966, ratified by Law No. 11 of 2005, recognizes that education is the human right of every person (Oviensy & Putri, 2022). The right to education is indicated by the fact that the participants of the annual congress agreed on several things, such as (Afifah & Hadi, 2018):

1. Recognize everyone's right to education.
2. Education should aim to strengthen skills and human values of dignity and reinforcement of human rights and freedoms.
3. Education shall allow everyone to participate effectively in a liberated society, further understanding, tolerance and friendship among all peoples, racial, ethnic or religious groups, and as a crucial component of the UN's mandate for maintaining peace.

The implementation of the teaching and learning process is not only limited to the structured, patterned, and well-implemented planning process, but it can also be measured by providing a comprehensive picture of the developmental conditions of students during the learning process conducted by the education unit (Suhartono, 2021). Fundamentally, each student has different characteristics. Thus, the implementation of the learning process must be based on their potential and abilities. In its principle, quality education develops students with character, independence, noble character and

competence that can optimize their potential and skills to benefit themselves and others (Rahayu et al., 2022). Therefore, education includes not only academic knowledge but also knowledge and skills for specialized or inclusive programs.

Learning management, according to Hanry L. Sisk explains that management is the coordination of all resources through the processes of planning, organizing, directing and controlling to attain state objectives, which indicates that management is the process of organizing, planning, and supervising all available resources to accomplish the intended goals (Rasmitadila, Widayarsi, et al., 2021). George R. Terry & Leslie W. Rue's book explains that management is a work process that involves guidance or direction with actual organizational goals or objectives (Rasmitadila et al., 2020). Meanwhile, Mulyasa stated that learning is a complex and conscious aspect of human activity as a product of interaction between teachers and students to achieve learning goals (Widiada et al., 2021). According to Alben Ambarita, the ability of teachers to create effective teaching and learning processes using available resources through cooperative learning activities is known as learning management. It allows for the successful and efficient achievement of learning objectives in the classroom (Rasmitadila et al., 2021).

Meanwhile, Asrori Ardiansyah explains that learning can be interpreted in general and specific terms. In general terms, managing the teaching and learning process for the student begins with planning, organizing, directing co, controlling, and assessing. In specific terms, the teacher needs to manage the activities during interaction with students in teaching and learning (Perdana, 2020).

From the description of these definitions, it can be concluded that learning management is a process of interaction between students and teachers in the classroom through several activities, including planning, organizing, and assessing the implementation of learning to achieve school program goals and determine effective learning results.

## 1. The planning of Inclusive Learning

Teachers' role in planning inclusive learning is to prepare learning tools for implementation, and evaluation can be conducted systematically to achieve the expected results.

### a. Syllabus Preparation

According to Masnur Muslich, the syllabus is an outline or summary, overview, and the main points of content or subject matter. The steps of syllabus development are as follows (Murtadlo, 2018):

- 1) Review competency standards and essential competencies
- 2) Identifying subject matter
- 3) Developing learning experiences
- 4) Formulate indicators of learning success
- 5) Determining the type of assessment
- 6) Determining time allocation

#### 7) Determining learning resources

From this explanation, it can be concluded that the syllabus preparation is a lesson plan that contains competencies and basic competencies, subject matter, learning activities, and indicators of competency achievement, from assessment to learning resources.

#### b. Lesson Plan Preparation

Masnur Muslich explains that a lesson plan is a curriculum for each subject the teacher will teach (Murtadlo, 2018). Meanwhile, Mulyasa stated that lesson plans are short-term plans to estimate the activities in the teaching and learning process (Agustin, 2022). From some of these explanations, lesson plans are short-term instructional programs to assess the activities conducted during teaching and learning. The components in the lesson plan include (Murtadlo, 2018):

- 1) Subject identification includes education unit, grade, semester, program, subject or theme, and the number of meetings.
- 2) Competency standards with minimum students' ability qualifications in describing the knowledge, attitudes, and students' skills as expected.
- 3) Essential competencies concern several abilities that students in a particular subject must achieve.
- 4) Competency achievement indicators are associated with behaviours that can be quantified to show the achievement of essential competencies that are a reference for subject assessment.
- 5) Learning objectives describe the process and learning outcomes expected and achieved by students.
- 6) Teaching materials consist of relevant facts, concepts, principles, and procedures formulated in accordance with competency planning indicators.
- 7) Time allocation is related to determining the need to achieve the essential competencies of the learning workload.
- 8) Learning methods create a good learning atmosphere to achieve the determined competencies or indicators.
- 9) Learning activities are the first activity in a learning process, and they motivate and help students focus actively during the teaching and learning process.
- 10) Assessment of learning outcomes is a process and instrument for evaluating procedures and learning outcomes that have been modified to meet assessment standards and competency achievement indicators.
- 11) Learning resources consist of identifying learning resources customized to learning objectives, instructional materials, learning activities, and the achievement indicators process.

## 2. The Implementation of Inclusive Learning

Although they use different materials, students study the same subject simultaneously and in other locations. The goal of the individual learning process is to

offer equal education to each student with the assistance of qualified teachers (Sholawati, 2019), as long as the knowledge and abilities are regarded as essential or prerequisite. The service process does not affect the general learning environment because it is conducted independently or while the students are still in the classroom.

### 3. Inclusive Learning Evaluation

According to Rusman, the learning evaluation is conducted to determine the quality of learning from the planning, implementation, and evaluation of learning outcomes (Okech et al., 2021). Meanwhile, Suharsini AK and Lia Yuliana explained that the evaluation is conducted at the end of each completion of the standard competence of all subjects (Manubey et al., 2021). Learning evaluation is a process to determine the learning level of planning, implementation, and assessment of each final standard of competence in all subjects.

### D. Conclusion

Based on the research results and discussion, both schools can be considered feasible and qualified to organize inclusive schools. In addition, both schools have good facilities and infrastructure to support the inclusive school program. The administration and learning processes, from planning and implementation to evaluation, are conducted carefully to implement the inclusive school program. The curriculum, teaching materials and learning facilities are adapted based on the needs of students with disabilities. This is also indicated by the learning outcomes of students with disabilities who can achieve the specified competency standards.

This research will impact fulfilling the needs of the inclusive school program. This includes accessibility that all types of students with disabilities can reach. The regulation of the inclusion system or culture in implementing programs requires all school community members to cooperate with parents and the surrounding community. Thus, the preparation for organizing inclusive schools can be comprehensive and detailed to fulfil rights or equal opportunities in obtaining education, especially on the basic concepts of inclusive education and its relevance to applicable regulations. It is also essential to know the factors that support and obstacles in organizing inclusive schools, as well as strengthening the competence of human resources in the operational standards of inclusive organizing schools.

Therefore, the suggestion for future researchers is to develop a research focus on implementing inclusive schools in urban and rural areas. Then, the research focus is supported by multiple literature studies, using the accuracy of data collection, data sis, and interpretation. In addition, the suggestion from this research is that inclusive schools also need unique and precise supervision to intensively monitor the implementation of inclusive school programs, including the welfare for shadow teachers, so that they can

support competence in inclusive learning, especially the clarity of operational standards for schools that organize the inclusion program.

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