

# Management of Inclusive Education at Tunas Harapan Ilahi Integrated Islamic Elementary School, Tangerang City

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**Abstract.** Several prospective students with special needs registered at THI Integrated Islamic Elementary School; however, not all could be accommodated. This study aims to analyze and describe the planning, organizing, actuating, and supervising of inclusive education at the school. A qualitative descriptive method was employed. The findings are as follows: (1) Planning is based on Islamic values and national policies, involving students with special needs, teachers, and parents; (2) Organization is supported by a structured system consisting of an inclusion coordinator, special education teachers, and an external consultant, with adequate facilities and infrastructure; (3) Actuating is implemented through the Merdeka Curriculum, with modified lesson materials and individualized learning programs—both academic and non-academic—using a pull-out system; (4) Supervision is conducted by the principal, vice principal, and inclusion coordinator, along with the external consultant. However, oversight from government education supervisors is less intensive compared to that in public schools. THI Integrated Islamic Elementary School demonstrates effective inclusive education practices. Nevertheless, ongoing support from educational authorities is needed to ensure program sustainability and continuous improvement. This study offers a comprehensive case study of inclusive education within a private Islamic school, providing valuable insights for educators and policymakers interested in implementing similar initiatives.

**Keywords:** Basic Education; Government Policies; Inclusive Education; POAC; Management

## 1. Introduction

Education for All, declared by UNESCO in 1994, aligns with the principles of Islamic education and the humanistic philosophy of Ki Hajar Dewantara. In the Qur'an, Surah Abasa (verses 1–11), Allah emphasizes the importance of providing education to everyone, including individuals with disabilities. This reflects the prioritization of equal dignity and the recognition of education as both a right and a responsibility for all individuals to access equally and equitably (Anggraini & Wiryanto, 2022). The Indonesian government supports inclusive education through the enactment of Law Number 8 of 2016 concerning Persons with Disabilities, which states: "The Government and Regional Governments are required to organize and/or facilitate education for Persons with Disabilities in every pathway, type, and level of education within their authority." Furthermore, the Ministry of Education, Culture, Research, and Technology Regulation Number 48 of 2023 on Adequate Accommodations for Students with Disabilities in Early Childhood Education, Primary Education, Secondary Education, and Higher Education reinforces the earlier Regulation Number 13 of 2020 regarding accommodations for students with special needs. These policies, implemented by both central and local governments, demonstrate the country's commitment to supporting children with special needs. Inclusive education policies play a significant role in realizing the rights of students with special needs (Achmad, 2023).

However, despite international declarations and national legislation, significant gaps in the implementation of inclusive education persist. While many countries, including Indonesia—through Law Number 8 of 2016 and various Ministry of Education regulations—have established legal frameworks to support inclusive education, practical challenges remain widespread. THI Integrated Islamic Elementary School (THIIIES) has been implementing inclusive education for

over ten years. Each year, the number of registered students with special needs (SNS) continues to increase. In the most recent admission cycle, 15 SNS registered for enrollment; however, only 3 were accepted. One additional student was prioritized due to continuity from TH1 Kindergarten to TH111ES. This situation reflects the school's limited capacity, resulting in 11 registered SNS being unable to enroll. The primary issue identified was a shortage of Special Guidance Teachers (SGTs) at TH111ES. A similar challenge has been reported in Bireuen, where a primary school has received adequate resources for inclusive education, but the lack of qualified teachers continues to hinder effective implementation (Hata et al., 2021). Consistent with these findings, previous international studies on inclusive education have highlighted persistent management challenges, including a lack of resources, insufficient teacher training, stigmatization and prejudice, ineffective inclusive policies, limited collaboration and family engagement, inflexible curricula and assessments, diverse student needs, and low awareness of inclusion (Deroncele-Acosta & Ellis, 2024). In response to these challenges, this study seeks to explore the management of inclusive education at TH111ES. Specifically, it aims to examine the planning, organizing, actuating, and controlling (POAC) aspects of inclusive education implementation within the school.

### **1.1. Problem Statement**

Schools implementing inclusive education often lack adequate facilities, which results in many elementary schools being unable to accommodate students with special needs. The primary challenges faced by inclusive schools include limited resources, institutional capacity, and the unavailability of Special Education Teachers (SETs) (Aminulloh et al., 2024). Contributing factors to schools' unpreparedness include the scarcity of educators holding a bachelor's degree in Special Education, limited pedagogical readiness, and deficiencies in both human resources and infrastructure (Hartadi et al., 2019). If more schools were to implement inclusive education and accept students with special needs, it would provide greater access and wider opportunities for these students to attend school and receive appropriate education as preparation for social integration and future independence. Inclusive education not only supports students with special needs but also fosters social tolerance and empathy among all learners, preparing them for participation in diverse communities (Utomo & Thaibah, 2021). However, negative perceptions of inclusive education persist, both in Indonesia and internationally. School principals have reported that such perceptions are rooted in teachers' concerns about increased workload, the potential negative impact on other students, and the lack of necessary tools and teaching materials (Strigel et al., 2024). These challenges indicate that unpreparedness to implement inclusive education is largely due to inadequate management practices.

This research aims to explore the management of inclusive education at TH111ES by examining four core functions: planning, organizing, actuating, and controlling. By uncovering how inclusive education is managed within the school, it is hoped that the findings will contribute to improving inclusive education practices and encouraging the establishment of more inclusive schools, ensuring that children with special needs gain access to quality education.

### **1.2. Related Research**

Previous research has highlighted various aspects of inclusive education management. Desmita (2021) found that effective management of inclusive education significantly contributes to enhancing educational quality at SD Negeri 40 and SD Negeri 117 Pekanbaru. The implementation of structured and purposeful management practices is believed to foster an inclusive learning environment that benefits all students, including those with disabilities.

Moudina et al. (2023) examined the planning, organizing, implementing, and evaluating processes of inclusive education at MIN 9, Banda Aceh City, Indonesia. Their findings indicate that the Psychology Study Program at Syiah Kuala University, along with the school principal, the inclusive education team, and teachers, play active roles in both the planning and implementation phases. The curriculum is adapted to meet the needs of students with disabilities, while available facilities and infrastructure are utilized to ensure a safe and supportive learning environment. The principal is responsible for recruiting the inclusive

education team and overseeing its implementation, with supervision provided by the madrasah education division and external agencies.

In addition, Kinanthi (2024), through a literature review, identified several effective strategies for strengthening school management in the implementation of inclusive education at the elementary level. These include enhancing teacher competence through professional development, ensuring sufficient resources, promoting effective and wise school leadership, providing appropriate facilities and infrastructure, and securing adequate financial support. The study also emphasizes the importance of strong commitment from all implementers (Kinanthi et al., 2024).

Finally, a systematic literature review by Riowati et al. (2022) explored school-based inclusive education management as a quality assurance system in Indonesia. The review revealed that schools with effective inclusive education practices often serve as models for other institutions, inspiring creativity and innovation in response to the challenges of inclusive education.

### **1.3. Research Objectives**

The purpose of this research is to analyze and describe the planning, organizing, actuating, and controlling of inclusive education at THIIIES in Tangerang City. This study aims to provide a comprehensive understanding of how inclusive education is managed through the application of the POAC management framework.

## **2. Theoretical Framework**

The 2015 World Education Forum in Incheon emphasized the goal of ensuring inclusive and equitable quality education and lifelong learning opportunities for all by 2030 (Papa, 2020). Indonesia is among the countries that have demonstrated strong commitment to inclusive education. This is evidenced by the enactment of Law Number 48 of 2023 concerning Adequate Accommodations for Students with Disabilities in Early Childhood Education Units, Primary Education, Secondary Education, and Higher Education. This national regulation was followed by regional implementation, including Tangerang City's Regulation Number 73 of 2023 on the Implementation of Inclusive Education. To ensure the successful implementation of these policies, effective and well-structured management is essential.

### **2.1. Management**

According to George R. Terry, management is a distinctive process comprising planning, organizing, actuating, and controlling activities undertaken to determine and achieve established objectives through the use of human and other resources (Tuala, 2018). Similarly, Siregar (2021) defines management as the art or ability of an individual to manage, organize, and accomplish tasks through others to achieve organizational goals. In line with these views, Henry Fayol describes management as a systematic process involving the planning, organization, coordination, and supervision or control of available resources to enable the effective and efficient achievement of predetermined objectives (Bunyamin, 2022).

### **2.2. Management of Education**

Educational management refers to all collaborative efforts aimed at effectively and efficiently utilizing both human and non-human resources to achieve educational objectives (Gunawan & Benty, 2017). It is also defined as the science or art of managing educational resources to create a conducive learning environment and support learning processes in which students can actively develop their potential (Khuluqo & Istaryatiningtias, 2022).

### **2.3. Management Functions**

The POAC acronym represents the four fundamental functions of management: Planning, Organizing, Actuating, and Controlling. Introduced by George R. Terry, a prominent figure in management theory, this concept asserts that these functions form a sequential and continuous cycle that is essential for achieving organizational objectives. Planning, as the initial function, involves identifying and connecting relevant facts, making future-oriented assumptions, and formulating necessary activities to achieve intended goals—based on

specific underlying assumptions (Das & Mishra, 2019). Organizing refers to the division and delegation of tasks across different units or individuals within an organization, typically formalized through an organizational structure that supports the achievement of set objectives (Bunyamin, 2022). In an educational context, Actuating encompasses the implementation of planned instructional strategies, the delivery of designated learning materials, and the use of appropriate evaluation methods to ensure effective teaching and learning processes (Apriyanti et al., 2023). Finally, Controlling, as described by Henry Fayol, is the process of verifying conformity with plans, instructions, and policies, identifying deviations or weaknesses, and taking corrective actions to prevent their recurrence in future operations (Das & Mishra, 2019).

## **2.4. Inclusive Education**

Sapon-Shevin and O'Neil (1994) define inclusive education as a system of educational services that enables children with special needs to learn in nearby schools within regular classrooms alongside their age-appropriate peers. The primary goal of inclusive education is to ensure that all students—particularly those vulnerable to social prejudice and students with disabilities—have access to quality education (Ghani & Fatayan, 2022). Inclusive school management grants principals full authority to plan, organize, direct, coordinate, supervise, and evaluate all educational components of the school. These components include students, curriculum, personnel, educational facilities and infrastructure, financial resources, and school-community relations (Sulasmi & Akrim, 2020). Effective inclusive school management is typically guided by five key aspects: academic management, student management, resource management, facilities and infrastructure management, and supervisory management (Dapa & Tuerah, 2021).

## **3. Method**

### **3.1. Research Design**

This research uses a descriptive qualitative approach to analyze and describe the management of inclusive education in THIIIES. According to Creswell (2018), the research process involves the collection of data from participants, inductive data analysis, and the interpretation of meanings derived from the obtained data. Descriptive qualitative analysis examines data derived from observed phenomena and does not necessarily have to be numerical, so the findings of information or data cannot be processed using statistical procedures but are analyzed using existing theories, paradigms, and social facts (Jaya, 2023). Thus, the researcher conducts interviews and direct observations in the field or research site to collect information and facts that are seen and observed. This approach enables the researcher to gain a comprehensive understanding of social phenomena by examining settings, individuals, and activities through synergistic interaction with the research subject.

As an outsider, the researcher acts as a neutral observer of the phenomena occurring. The researcher observes the phenomena objectively because they are not bound by the norms or internal assumptions of the organization. The data generated from this qualitative method consists of written or spoken words obtained from in-depth interviews with respondents or informants. The essence of this research is to observe people and their living environments, interact directly, attempt to understand their language, and interpret their world from their perspective. Thus, this research provides an in-depth description of the practices of inclusive education management at THIIIES, Cipondoh, Tangerang, particularly in the context of the four functions of management: planning, organizing, actuating, and controlling.

### **3.2. Participant**

The research respondents were derived based on purposive sampling. Purposive sampling is a non-probability sampling method where researchers intentionally select participants based on specific characteristics or criteria relevant to the study's objectives (Stratton, 2024). The study involved 9 participants, such as: 1) The Principal of THIIIES as the leader and manager of the institution. 2) The vice principal (Curriculum) who supports the learning materials as well as the

environments for special needs students. 3) The vice principal of Student Affairs plays a vital role in fostering a supportive and enriching environment for students, promoting their academic success and personal development. 4) The inclusive education coordinator who is responsible for the learning process of special needs students of each unit in THIIIES. 5) A special education teacher who is involved in the daily learning of special needs students. 6) Class teacher, 7) a parent of a special needs student, 8) a school committee, 9) the school supervisor of the Tangerang Educational Department. The researcher considered that the participants in this study are those who are intensively involved with the management of inclusive education in THIIIES. Moreover, they have a role in activities such as planning, organizing, actuating and controlling the inclusive education program at the school. Hence, they can give significant information for this research.

### 3.3. Data Collection

The data used in this research were obtained from various sources and collected continuously. The techniques employed in data and information collection included interviews, observations, and documentation. The researcher uses the following tools or instruments for this study: a) Interview Guidelines: The guideline is used as a reference during interviews to ensure that the researcher does not deviate from the research objectives. b) Observation Guideline: These guidelines are used as a reference during observations so that the researcher can conduct observations in accordance with the research objectives. c) Document Study: Document study is used as a reference to collect documents related to inclusive education management at THIIIES THI. The study employs a combination of secondary materials (photographs, written records) and direct field observations, using mobile devices and writing materials for on-site documentation. A comprehensive list of all instruments used is compiled before concluding the field research. The data collection instruments, including the interview, observation, and documentation, are outlined in Table 1.

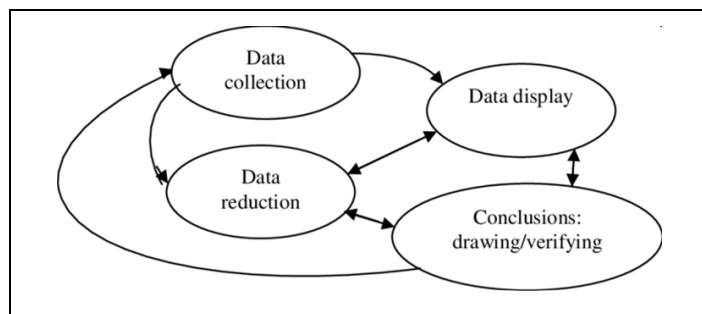
**Table 1.** The instruments of Interview, Observation & Documentation

<b>Indicator Aspects</b>	<b>Questions</b>	<b>Respondents</b>
<i>Planning</i>	1) What is the basis for this school to implement inclusive education?	1) Principal
	2) Does the vision and mission of THIIIES include inclusive education	2) Vice Principal for Curriculum 3) Vice Principal for Student Affairs
	3) What are the objectives of implementing inclusive education programs at THIIIES?	4) Inclusive Education Coordinator 5) Head of THIIIES Committee
	4) How are the School Work Plan and Annual Work Plan specifically for inclusive education programs at THIIIES?	
<i>Organizing</i>	1) What is the organizational structure at THIIIES?	1) Principal
	2) What are the duties, functions, and responsibilities of each position?	2) Vice Principal for Curriculum 3) Inclusive Education Coordinator
	3) How are the resources available at THIIIES to support Inclusive Education?	4) Shadow Teacher 5) Class Teacher
	4) Is there an increase in competence for educators to support Inclusive Education?	

Actuating	<ol style="list-style-type: none"> <li>1) How is the implementation of the teaching and learning process for students with special needs at THIIIES?</li> <li>2) Is the implementation of teaching and learning at THIIIES supported by an inclusive education curriculum and syllabus?</li> <li>3) Is there guidance and development for teachers who teach SNS in the inclusive program?</li> <li>4) Is there special assistance when SNS carries out the teaching and learning, and playing process at THIIIES?</li> </ol>	<ol style="list-style-type: none"> <li>1) Principal</li> <li>2) Vice Principal for Curriculum</li> <li>3) Inclusion Coordinator</li> <li>4) Class Teacher</li> <li>5) Shadow Teacher</li> <li>5) Parent of a special need student</li> </ol>
Controlling	<ol style="list-style-type: none"> <li>1) How is the monitoring process of the inclusive education program at THIIIES?</li> <li>2) How is the supervision process of the inclusive education program THIIIES?</li> <li>3) How is the evaluation process of the inclusive education program at THIIIES?</li> <li>4) What is the follow-up from the evaluation results of the inclusive education program at THIIIES?</li> </ol>	<ol style="list-style-type: none"> <li>1) Principal</li> <li>2) School Supervisor of Tangerang Educational Department</li> <li>3) Inclusion Coordinator</li> <li>4) ShadowTeacher</li> <li>5) Class Teacher</li> <li>6) Head of School Parent Committee</li> </ol>

### 3.4. Data Analysis

The data analysis was conducted continuously from the onset of data collection until its conclusion. The analysis followed the qualitative techniques proposed by Miles and Huberman. This involves categorizing the data, breaking it down into units, synthesizing it, arranging it into patterns, selecting what is important and what will be studied, and drawing conclusions so that it is easily understood by oneself as well as by others (Abdussamad, 2021). The data analysis of this study adopted the interactive model developed by Miles and Huberman, which is described in Figure 1 below.



**Figure 1.** The interactive model by Miles and Huberman

Initially, the researcher recorded the outcomes of each interview with the respondents. These data were then categorized under the relevant dimension of assessment implementation.

Several category tables were utilized to assist in identifying data that were meaningful and relevant to the research questions. Subsequently, the researcher analyzed the verbatim transcripts according to predetermined themes and identified emerging patterns related to how assessments were implemented. Finally, conclusions were drawn based on the patterns and thematic analysis.

### **3.5. Truthworthiness**

Before the interview instrument was administered, both language and content & construct validity were established through expert evaluation. The language validity was reviewed by a Bahasa language expert with appropriate academic qualifications. Meanwhile, content and construct validity were assessed by an expert in educational research with substantial experience in instrument development. This study employed source triangulation by verifying the data obtained from interview participants. The information from these sources was described and categorized. The data were then analyzed by the researcher, leading to conclusions that were subsequently confirmed with the original sources to ensure credibility and trustworthiness.

## **4. Findings**

The following research findings were attained because the goals of this study are to analyze and describe: 1) planning, 2) organizing, 3) actuating, and 4) controlling of inclusive education at THIIIES, Tangerang City.

### **4.1. Planning of Inclusive Education at THIIIES**

THIIIES implements inclusive education as a manifestation of its commitment to providing equal opportunities for all children to receive quality education, by the spirit of Islamic teachings and government policy that students with disabilities have the right to receive adequate education as stipulated in Law No. 8 of 2016. The vision, mission, and educational objectives at THIIIES apply to all students, including those with special needs. The inclusive education program at THIIIES is integrated into the school's vision and mission. This is evident from the school's efforts to promote independence among all students, both regular and those with special needs, through various programs tailored to individual needs. Additionally, the school instills religious values and social responsibility in all students, including those with special needs. By modifying the curriculum and providing engaging activities, the school ensures that all students can learn effectively and maximize their potential. The school aims to equip SNS students with life skills that enable them to be independent and interact socially with their peers. Furthermore, inclusive education at THIIIES is expected to enhance empathy and tolerance among students. More specifically, the school focuses on four main dimensions in inclusive education: socialization, communication, independence, and academics. Thus, the primary focus is not solely on academic achievement but also on the holistic development of students, including social and emotional aspects. The school's work plan and programs are based on three elements: parents of SNS, SNS themselves, and special needs teachers. The inclusive education work program is created annually, per semester, quarterly, monthly, and weekly. It is as stated by the principal of THIIIES, who stated that:

"The school work plan consists of a long-term work plan spanning five years and a short-term annual plan. Each year, it includes specific programs for inclusive education, such as life skills training, brain gym activities, and a pull-out learning system. Training programs are provided for all teachers and parents of students with special needs. The school's initiatives aim to align with home programs for students with special needs. Additionally, there are study programs and "Fun Day with Daddy" events for the parents of SNS and regular students."

In detail, the coordinator of the inclusive school stated:

"The school work plan encompasses programs for students, parents, and teachers. For students, an Individualized Learning Program (ILP) is developed each semester, with progress reports provided every six months. Teacher programs include monthly internal

training, monitoring, supervision by external consultants, and participation in internal and external workshops and meetings. For parents, communication is facilitated through homeroom teachers and special education teachers, along with biannual student progress evaluation reports shared during report card distribution."

#### **4.2. Organizing of Inclusive Education at THIIIES**

THIIIES implements a well-structured organization for inclusive education. At the top of the hierarchy is the principal, followed by the vice principal for curriculum and student affairs, who share responsibilities in school management. The inclusion coordinator plays a crucial role in ensuring the effectiveness of the inclusion program, although their position is coordinative and parallel to the vice principal for curriculum. The principal is responsible for the school's operations and delegates tasks to the Vice Principal for Curriculum, who manages curriculum aspects and inclusive education, as well as Student Affairs, which focuses on discipline and extracurricular activities. SGT are tasked with developing individual programs for students with special needs and simplifying lesson materials. It is as stated by the principal of THIIIES:

"The primary school unit operates under the rectorate of the Tunas Harapan Ilahi Foundation. At the school level, there is a principal, supported by vice principals responsible for curriculum and student affairs. Under the curriculum division, there are coordinators for Quran studies, inclusive education, and extracurricular activities. Below them are teachers, including homeroom teachers, subject teachers, special education teachers), and savior teachers. The school committee operates at the same hierarchical level as the principal, functioning in a coordinating capacity."

The other participants agreed with the statements of the principal. And the researcher also found the same structural board in the management office.

THIIIES has successfully created an ecosystem that supports inclusive education through trained human resources, adequate infrastructure, and planned financial support. Special rooms equipped with facilities such as a trampoline and wall climbing cater to the learning needs of students with special needs. The school is also committed to enhancing teachers' competencies through ongoing training, supported by budget allocations and counseling assistance. Regular meetings and weekly internal training are part of efforts to create a safe and supportive learning environment for all students.

#### **4.3. Actuating of Inclusive Education at THIIIES**

The implementation of inclusive education at THIIIES provides equal opportunities for students with special needs to participate in teaching and learning activities alongside regular students. Although the duration of learning is the same, the teaching methods are tailored to meet the individual needs of each student. SNS who are ready are integrated into regular classes with support from special accompanying teachers, while those who are not yet ready attend lessons in an inclusive room with modified materials.

Collaboration between classroom teachers and SGT ensures that each SNS receives adequate attention and support according to their needs. This approach reflects the school's commitment to providing quality education for all students, including those with special needs.

The curriculum implemented at THIIIES is a flexible curriculum, where academic materials for SNS are modified, simplified, and some parts are eliminated as needed. SGT develops individual learning programs designed to support the development of each student. In line with the statements of the inclusive education coordinator:

"Alhamdulillah, THIIIES is supported by an inclusive curriculum and syllabus. In the inclusive program, there is what is called the Academic and Non-Academic Individual Learning Plan (ILP). In the Academic ILP, special education teachers document classroom materials and identify which content should be simplified, modified, or omitted."

Guidance and direction are provided by the directorate, principal, vice principal for curriculum, and inclusion coordinator to all teachers, especially shadow teachers, through

regular meetings held each semester, monthly, and weekly. This is as stated by the shadow teacher and agreed by the class teacher, who stated that:

"The guidance is provided every six months, during which experts are invited. Additionally, we are monitored by the coordinator and the vice principal of curriculum weekly in scheduled meetings."

Support for SNS is provided intensively by SGT, with gradual adjustments as students gain independence. In the learning process, they offer various forms of support and assistance that vary based on each child's condition and abilities. Some SNS may require full support, while others only need to be monitored from a distance. This approach demonstrates flexibility and responsiveness in meeting the individual needs of students within the context of inclusive education.

#### **4.4. Controlling of Inclusive Education in THIIIES**

The monitoring system for inclusive education at THIIIES is structured and involves multiple stakeholders, including the principal, inclusion coordinator, and vice principal. The inclusion coordinator plays a key role in monitoring, supported by school leadership. While supervisors from the Educational Department of Tangerang generally oversee teaching activities, there has been no specific regular monitoring of inclusive education. It is said based on the statement of the school supervisor who said:

"As supervisors, we monitor the implementation of inclusive education in schools that receive budgetary assistance, such as elementary schools with funding of Rp100,000,000. Our focus is primarily on monitoring financial management, ensuring that purchases align with students' needs. For instance, we check whether items like wheelchairs are purchased only if required, along with other facilities and infrastructure. Regarding inclusive education at THIIIES, our monitoring is less intensive compared to public schools because THIIIES does not receive funding from the Tangerang City government."

THIIIES employs a comprehensive supervision system that encompasses both regular and inclusive teaching activities. The principal primarily focuses on Individual Learning Programs, Home Programs, and the implementation of inclusive activities like brain gym. Learning supervision includes classroom observations by the inclusion coordinator and educational consultants for special accompanying teachers. Education supervisors provide coaching related to inclusive education services.

Evaluations of the inclusive education program occur regularly—weekly, monthly, semesterly, and yearly—addressing various aspects such as stimuli for students with special needs and overall program effectiveness. Evaluation results are shared with parents to ensure transparency and collaboration.

Follow-up actions based on evaluation outcomes involve making necessary improvements or continuing successful programs. These actions may include identifying obstacles at home, adjusting classroom stimuli, curriculum modifications, and teacher training. Overall, the focus remains on enhancing the quality of inclusive education services at THIIIES by addressing identified shortcomings.

## **5. Discussion**

### **5.1. The Planning of Inclusive Education at THIIIES**

The foundation of the inclusive education program at THIIIES is aligned with religious, philosophical, and legal bases. The religious foundation is based on Islamic teachings, specifically referenced in the Quran, Surah Al-Hujarat, verse 13. The philosophical foundation emphasizes that every individual has the right to quality education, regardless of whether they are typical students or those with disabilities. The legal foundation is rooted in Article 31 of the 1945 Constitution, which states that every citizen has the right to education (Pratikno, 2023).

The vision and mission apply to all students, including those with special needs. All aspects of the program, from the curriculum to extracurricular activities, are designed to support holistic development academically and socio-emotionally. However, observations and documentation reveal that the vision and mission of THIIIES do not specifically state that the school implements inclusive education, even though it aims for all students, including SNS, to become independent.

The primary goal of the inclusive education program at THIIIES is to create an inclusive and supportive learning environment where all students feel accepted and valued. All students with special needs have equal opportunities to receive quality education tailored to their needs and abilities (Satriawati, 2020). The guidelines for implementing inclusive education outline two main objectives: providing opportunities for all children, including those with special needs, and appreciating the diversity of students (Arriani et al., 2022). Moreover, the program aims to equip students with the life skills necessary for independence.

To achieve these goals, THIIIES has developed a detailed action plan that includes curriculum development tailored to individual student needs, teacher training, and collaboration with parents and external consultants in inclusive education. The school conducts regular evaluations to ensure program effectiveness and make necessary improvements. This aligns with management functions involving planning—defining organizational goals, strategizing to achieve them, and developing work activity plans (Apriyanti et al., 2023).

Collaboration is key to the success of this program. The school partners with various stakeholders, including teachers, parents, and experts in special education, to provide comprehensive support for students. Parents play a crucial role in supporting the success of the inclusion program.

Research supports planning for inclusive education at SDN Betet 1 in Kediri City by focusing on updating the school's vision, mission, and goals to include inclusive education. It involves planning through a school work plan and allocating resources for teacher training (Marwati, 2021). The elements of planning for inclusive education at THIIIES align with previous research by establishing goals first, structuring plans, managing human resources, and developing teaching methods (Putri, 2023). Additionally, the school's work plan for the inclusive education program is supported by earlier studies suggesting that schools should create programs based on their specific needs and culture (Riowati et al., 2022).

## **5.2. The Organizing of Inclusive Education at THIIIES**

THIIIES has a clear and hierarchical organizational structure, with the principal as the highest leader. Below the principal, there are vice principals for curriculum and student affairs who share the management responsibilities of the school. The inclusion coordinator plays a crucial role in ensuring that the inclusive program runs effectively, although their position is coordinative and parallel to the vice principal for curriculum. The vice principal for curriculum oversees classroom teachers, subject teachers, and Quran teachers. The activities that divide tasks among each part of the organization are illustrated in a clear organizational structure to achieve objectives (Bunyamin, 2022).

In terms of the inclusive education program, the inclusion coordinator supervises the SNS. A coordinator capable of managing the inclusive education program is necessary for the principal to oversee and be responsible for the implementation of inclusive education (Pratikno, 2023).

Professional staff such as doctors, psychologists, special guidance teachers, and orthopedagogists/therapists are also needed to support the smooth operation and quality of the inclusive education program (Dapa & Tuerah, 2021). THIIIES has not yet collaborated with doctors or psychologists; however, it currently has four SGTs, one inclusion coordinator with a background in special education, and an inclusion education consultant. This finding aligns with research by Inda Yasmita et al. (2022), which states that to achieve the goals of inclusive

education, the principal needs a coordinator who can be responsible for the process. Additionally, the inclusion coordinator requires classroom teachers and subject teachers, as well as special accompanying teachers.

The school actively makes efforts to enhance educators' competencies in the field of inclusive education. This is achieved through various training programs, both internal and external. This aligns with research findings that emphasize the importance of improving teachers' competencies through training as a means to enhance inclusive school management (Kinanthi et al., 2024). External training is conducted by the inclusion education consultant from Tunas Harapan Ilahi monthly. In-house training, which brings in expert trainers from outside, is also conducted each semester. Special education teachers are also included in training organized by the government and seminars held by private institutions. This training aims to equip teachers with the knowledge and skills necessary to meet the needs of students with special needs. This is following the Tangerang Mayor Regulation No. 73 of 2023 regarding the Implementation of Inclusive Education in Tangerang City, which states that special need teachers are among the teachers who receive competency training to handle students with disabilities.

THIIIES also collaborates with external parties, namely an inclusion education consultant who is a specialist therapist with a child development therapy clinic and an inclusive school. This consultant regularly provides training to shadow teachers. Previous research that aligns with this is titled "Management of Inclusive Education in MIN 9, Banda Aceh City, Indonesia" by Moudina T. et al. (2023). This study reveals the organization of inclusive education at MIN 9 Banda Aceh, which involves collaboration with external parties from the psychology program at Syiahkuala University (Moudina et al., 2023). The difference in this research is that the collaboration is aimed at recruiting special accompanying teachers, while in the findings at THIIIES, the collaboration with external parties is conducted as an inclusion education consultant, particularly for guidance and training for shadow teachers.

### **5.3. The Actuating of Inclusive Education at THIIIES**

THIIIES has implemented a well-structured inclusive education system following the inclusive education guidelines issued by the Ministry of Education and Culture in 2022. Students with special needs are given equal opportunities to participate in learning activities, both in the classroom and outside, such as in scouting and sports, alongside their peers.

Although the learning duration is the same, teaching methods are adapted to meet the individual needs of each student. SNS who are ready will be integrated into regular classes with support from special guidance teachers. Those who are not yet ready will engage in learning within an inclusive space using modified materials and worksheets. SNS who are prepared to enter the classroom from the start, but at specific times and subjects, may be pulled out to the inclusive room for additional learning with the SGT. This inclusive learning model is referred to as "pull out," where SNS are moved to a special room for certain lessons with guidance from special teachers. Wijaya (2019) said that pull out is where SNS are moved to a special room to get certain lessons with the accompaniment of the shadow teacher or SGT.

Collaboration between classroom teachers and SGT is essential during the learning process. SGT can function as a consultant for classroom teachers or directly for the special needs students themselves (Satriawati, 2020). One form of collaboration involves modifying teaching materials; general lesson plans created by regular teachers are shared with SGT to adjust them according to SNS's learning needs. While there is no modification of the lesson plans themselves, SGT modifies worksheets and adapts teaching materials and assessment methods to ensure that each SNS receives adequate attention and support tailored to their needs. This approach demonstrates the school's commitment to providing quality education for all students, including those with special needs.

Previous research that aligns with the findings of this study was conducted by Moudina et al. (2023), who stated that the learning process of students with special needs at MIN 9 Banda Aceh can be observed through the teaching materials and content provided to SNS, utilizing an analysis of student development based on the capabilities of SNS.

The inclusive education curriculum implemented at THIIIES essentially follows the standard curriculum applicable in general schools, specifically a modified version of the "Merdeka" curriculum to meet the needs of students with special needs. SGT modifies the lesson plan materials created by classroom teachers or subject teachers. This aligns with the view that, due to the various challenges faced by students with special needs, ranging from mild to severe, the regular curriculum must be modified to accommodate SNS (Pratikno, 2023). Additionally, SGT develops individual learning programs for each SNS, which consist of both academic and non-academic components. This is consistent with the Inclusive Education Implementation Guidelines (2022), which explain that the diverse needs of each SNS are so varied that they require individualized educational services referred to as ILPs.

Collaboration between classroom teachers, subject teachers, and special guidance teachers has been carried out in determining teaching materials, individual learning programs, and assessments. This aligns with previous research stating that the primary task of classroom teachers is to create a conducive classroom environment, develop and implement assessments, and design Individual Learning Programs together with SGT (Kinanthi et al., 2024). The modifications in learning implemented at THIIIES include modifications to time, materials, and assessments. This is under government policy as stated in the Ministerial Regulation of Education and Culture Number 48 of 2023 regarding appropriate accommodations for students with disabilities, Article 11, Paragraph 2, which states that the provision of the curriculum is carried out by educational units in the form of curriculum modifications according to the types of disabilities.

Training and guidance for teachers are conducted regularly to enhance their ability to manage inclusive students, involving routine meetings with inclusion coordinators, curriculum representatives, SGT, and classroom teachers. Intensively, every week, the inclusion coordinator and shadow teachers hold regular meetings. The Inclusion Education Coordinator collaborates with guidance teachers to ensure that the implementation of inclusive education is more effective and efficient (Pratikno, 2023). Additionally, training for SGT is provided by external inclusive education consultants monthly. This research complements previous studies, revealing that training at SDN 40 and SDN 117 Pekanbaru was conducted solely by the school principal for all educators and teaching staff to implement inclusive education (Desmita et al., 2021). General teachers and all staff also receive orientation through socialization sessions led by the school principal regarding inclusive education at THIIIES. Even the guardians of SNS receive guidance, training, and parenting seminars. At SD Tumbuh, the implementation of inclusive education is positive, evidenced by the training, seminars, and workshops held monthly, which are mandatory for all teachers at SD Tumbuh 2. There is also a committee to engage parents in organizing programs such as seminars and sharing sessions relevant to education or parenting (Sani et al., 2024).

Support for students with special needs at THIIIES is provided gradually, tailored to the level of student independence, thereby creating an inclusive and responsive learning process. With this approach, THIIIES successfully offers equal opportunities for all students to develop in an inclusive learning environment. For SNS who are not yet fully independent, they may be pulled out to the inclusive room at certain times. The pull-out model involves students with learning differences participating alongside their typically developing peers in regular classes, but at specific times, they can be taken from the regular classroom to a resource room (therapy) with special guidance teachers (Pratikno, 2023).

Relevant research regarding the implementation of inclusive education was conducted by Moudina et al. (2023). This study indicates that the administration of inclusive education utilizes a modified curriculum. Additionally, it is necessary to provide inclusive room facilities in its

implementation. Socialization of the program's implementation is also conducted for all teachers.

#### **5.4. The Controlling of Inclusive Education at THIIIES**

The monitoring activities for inclusive education at THIIIES include observation, supervision, evaluation, and follow-up. The inclusive school monitoring program encompasses monitoring, supervision, evaluation, reporting, and follow-up on the results of the monitoring (Yusuf, 2019). Monitoring, supervision, and evaluation are conducted by several parties, such as the principal, curriculum vice principal, inclusion coordinator, and inclusive education consultants on a regular basis.

This research reflects practices that are in line with and complement previous studies by Defi Desmita in 2021, which stated that the monitoring of inclusive education at SDN 40 and SDN 117 Pekanbaru was actively conducted by school principals who monitored student development, particularly for inclusive students. This study adds that monitoring at THIIIES is not only conducted by the principal but also by the inclusion coordinator. The strengthening of commitment to inclusive, quality education for all requires both an inclusion-oriented training program and a school management team-led system of practice monitoring (López-López et al., 2024).

THIIIES has implemented a structured monitoring system for inclusive education that involves various parties. The monitoring process is carried out periodically by the principal, inclusion coordinator, and vice principal, both directly in the classroom and through specific assessment instruments. The active monitoring of organizational activities is conducted by the Head of Madrasah/School (Pratikno, 2023). The inclusion coordinator plays a central role in monitoring activities; however, the principal and vice principal are also directly involved. Meanwhile, district supervisors typically monitor general teaching and learning activities. Thus far, there has been no specific direct monitoring related to inclusive education at THIIIES by the city's education supervisors.

According to Ministerial Regulation Number 48 of 2023, Article 13, local governments through the education office are required to facilitate disability service units, one of whose tasks is to conduct supervision. In response to this policy, the Tangerang city government, through its education office, has issued Decree Number 800 of 2024 regarding the establishment of a Disability Service Unit whose task includes supervising or monitoring educational provision for individuals with disabilities. This supervision is carried out by supervisors and inspectors from the Tangerang city education office. However, these education supervisors focus more on providing coaching and mentoring related to government funding assistance for primary schools that implement inclusive education. The supervision primarily concerns monitoring the use of government funding, provided amounting to IDR 100 million per year for schools implementing inclusion.

Since THIIIES does not receive inclusive education funding from the Tangerang city education office, monitoring by supervisors is not as intensive as it is for public schools that implement inclusive education. However, generally speaking, supervisors provide support for educational provision overall. Supervisors conduct coaching with school principals regarding educational services, including inclusivity in general educational services, such as whether schools have implemented differentiated learning. The education office provides assistance related to initial learning planning through diagnostic assessments.

Supervision is an activity that involves closely observing someone's work performance, conducted by a superior, to ensure that the work proceeds smoothly and effectively (Dapa & Tuerah, 2021). The supervision activities for the inclusive education program at THIIIES are conducted both internally and externally. Internal supervision is carried out by the foundation's inclusion coordinator, while external supervision is conducted by external inclusive education consultants.

Based on documentation studies, there are schedules and instruments for supervising SGT. Before supervision activities commence, SGT will receive a supervision schedule. Internal supervision occurs in October, while external supervision takes place in November. Both types of supervision utilize the same instruments.

The supervision conducted by the principal regarding inclusive education focuses more on administrative aspects of SGT, such as checking ILPs and home programs, whereas supervision by district education supervisors is directed towards checking whether academic supervision in general at THIIIES is being implemented effectively.

Evaluation of the inclusive education program at THIIIES is carried out to assess the development of SNS both academically and non-academically. This evaluation occurs periodically, from weekly to monthly, semesterly, and annually. According to Stufflebeam and Shinkfield, educational evaluation is a process of describing, seeking out, and providing information useful for decision-makers in determining alternative decisions.

Weekly evaluations focus on stimuli provided to special needs students. Weekly evaluation activities are conducted during routine meetings between SGT and the inclusion coordinator, as well as weekly meetings with curriculum representatives. Monthly evaluations related to ILPs and home programs are also conducted by the principal. Semester evaluations encompass all aspects of the inclusion program, including pull-out schedules and support activities. Evaluation results are communicated to parents as a form of transparency. Additionally, evaluations occur during report card preparation, where classroom teachers and SGT collaborate to communicate special needs students' progress to parents.

Similar research has also been conducted at SD Tumbuh 2 Yogyakarta in 2024. In terms of controlling aspects, evaluations are conducted weekly during meetings and at semester's end (Sani et al., 2024). Evaluation of the inclusive education program is held monthly to assess how much knowledge has been achieved (Moudina et al., 2023).

Relevant research related to this study includes a thesis titled "Management of Inclusive Education Implementation at State Elementary School 131 Jambi City" by Rika Syaf Putri (2023). Evaluations are conducted to determine how well children with special needs can attend regular schools. From this research, it can be seen that each student with special needs undergoes evaluations encompassing both academic and non-academic aspects tailored to SNS's needs.

Follow-up actions regarding inclusive education at THIIIES depend on the results of monitoring, supervision, and evaluation. If monitoring results indicate ineffective learning outcomes, improvements will be made either in methods or stimuli provided to SNS. If observations from supervisory evaluations show that classroom observations by inclusion coordinators and internal consultants have not been maximized, program improvements or curriculum adjustments will be necessary, along with teacher training. If no changes occur, then teacher rotation may also be required. If evaluation results are satisfactory, then the program will continue.

The follow-up actions taken by THIIIES align with Wijaya's (2019) assertion that evaluation results should assist in making decisions about continuation, termination, or modification of programs, since data generated is crucial in determining whether programs should continue, change, or cease altogether. However, unlike previous studies at SDN 40 and SDN 117 Pekanbaru, where principals reported back to the education office regarding how well inclusive education processes were functioning (Desmita et al., 2021). Evaluation results and follow-ups on inclusive education at THIIIES are not reported back to the education office of Tangerang City.

## **6. Conclusion**

The research on the management of inclusive education at THIIIES in Tangerang City reveals that the planning process is guided by religious values and national policies, although the

school's vision and mission do not explicitly reflect its identity as an inclusive education provider. The primary objective of inclusive education is to equip SNS with essential life skills to promote independence and social integration. The organizational structure supports inclusive practices through a clear division of responsibilities among key stakeholders, including inclusion coordinators and special guidance teachers, although not all teachers have taken advantage of the available training programs. The implementation of inclusive education is carried out using a modified version of the Merdeka Curriculum, tailored to the needs of SNS, and supported by ongoing teacher training and parental engagement through regular socialization efforts. Supervision is conducted through direct monitoring by the principal and scheduled evaluations; however, oversight from the local Education Office is less intensive compared to that in public schools implementing inclusive education.

### **Limitation**

This research analyzes and describes the planning, organizing, implementation, and controlling of inclusive education at THIIIES. However, several limitations must be acknowledged. First, the study does not explore other factors that may influence the management of inclusive education at THIIIES, such as institutional policies and school culture. Second, the research focuses exclusively on the application of the POAC framework in inclusive education management, without evaluating its impact on student outcomes.

### **Recommendation**

Based on the research findings regarding the management of inclusive education at THIIIES, here are several recommendations to enhance the quality of education:

1. **Planning:** The school's vision and mission should be reviewed to explicitly include its identity as an inclusive education provider, reflecting a clear commitment and guiding all stakeholders, including parents of students with special needs.
2. **Organizing:** While the organizational structure supports inclusive education and training for teachers, it is recommended that all teachers take advantage of the inclusive education training facilitated by the government to broaden their understanding.
3. **Actuating:** The role of classroom teachers in the learning process should be enhanced by developing modified lesson plans that allow for adjustments in content, methods, and assessments according to individual student needs, rather than solely relying on special guidance teachers.
4. **Controlling:** Government officials should pay more attention to private schools that implement inclusive education and conduct regular monitoring and evaluation by local education authorities to ensure effective implementation of inclusive education programs.

Since the research focuses more on the management process rather than the tangible outcomes for inclusive students, future research is recommended to evaluate the impact of inclusive education management on students' academic achievement & social and emotional skills of the special needs students.

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## Conflict of Interest

The researcher declares that there are no conflicts of interest related to this research. This includes any financial, commercial, legal, or professional relationships that could be perceived to influence the outcomes of the study conducted at THIIIES. The authors have disclosed any potential conflicts, including affiliations with organizations or entities that may have a vested interest in the findings.

## Declaration of Generative AI-assisted Technologies

This manuscript was prepared with the assistance of Generative AI Gemini, Perplexity & Grammarly for tasks such as enhancing linguistic clarity and structuring content. The authors, however, conducted all conceptualization, critical evaluation, and final manuscript revisions, taking full accountability for the presented work's accuracy, originality, and integrity.

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