



# The Success of Implementation Inclusive Education Management As A Mirror of the Principal's Strategy in Realisation of Disability-Friendly Education

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## Abstract

This study aims to describe the successful implementation of inclusive education management as a reflection of the principal's strategy in realizing disability-friendly education. This research uses a qualitative method of case study type. The location of this research at SMAN 1 Rejotangan Tulungagung. The key informant in this study was the School's Inclusive Program Coordinator. Supporting informants include Curriculum Coordinator, Special Assistance Teachers (GPK) and Children with Special Needs (ABK). Collecting data through by observation interviews and documentation. Data analysis is carried out through the process of data collection, condensation, data presentation and verification or drawing conclusions. The results showed that: 1) the principal in implementing the inclusive education program uses a cooperative-collaborative strategy based on the conditions and needs of the school in carrying out its responsibilities as an inclusive school; 2) the process of implementing an inclusive education program starting from the planning process, to monitoring the ongoing program; 3) implementation of intensive learning for children with special needs (ABK) which is supported by the role of special companion teachers (GPK) in each ABK development as evidence of the implementation of the inclusive education program. Inclusive education is implemented in all countries including Indonesia with the aim of providing optimal education services to all groups equally, including the children with special needs.

**Keywords:** principal's strategy, education management implementation, inclusive education

## 1. Introduction

The current era of education continues to strive to be able to accommodate all conditions of students, including children with special needs, so that even education can truly be realized. Inclusive education is education that integrates children with special needs with other children in regular classes (Dian & Erawati, 2017). This unification or integration is carried out in order to create harmony in the learning space and the related educational environment. Various privileges possessed by ABK include blind, deaf, disabled, including sufferers slow learner (*Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 70 Tahun 2009* tentang Pendidikan Inklusif Bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa, 2018).

Inclusive education is included in the discussion of special service management in the study of education management science to encourage schools to be able to synergize between components in the substance of education management and every process in management to achieve effective and efficient educational goals and to support educational equality programs that have long been pursued by the government. Inclusive education is deliberately designed to apply and realize the principle of education for all or education for all groups including children with special needs. The results of expert research prove that educational programs are made to be felt by all people because education plays an important role in developing the

quality of human resources according to the needs and developments of the times (Khasanah, 2015). However, the reality on the ground shows that the majority of schools have not been able to implement quality education, including in implementing inclusive programs. In addition, many public schools refuse to implement inclusive education on the grounds that they are concerned that school performance will decline and will not compete with other schools if they accept children with special needs. Whereas in fact the implementation of the inclusive education program is one way to support government programs to equalize educational services to the community. Therefore, a more thorough review is needed so that every school is worthy of being an inclusive school.

The only school that implements an inclusive education program at the State Senior High School (SMA) level in Tulungagung is SMAN 1 Rejotangan Tulungagung which is given a direct mandate by the Head of the Education and Culture Office of Tulungagung Regency and the Education Office of East Java Province as the organizer of the Inclusive School by cooperating with SMA Terbuka Tulungagung as the organizer of the Open / Distance Middle School (STMJJ) as an effort to equalize education for all citizens. The distribution of learning activities (TKB) in various areas in Tulungagung Regency to facilitate children with special needs in obtaining quality education in accordance with the principles of SMAN 1 Rejotangan in opening a Distance Open Middle School (STMJJ) and as an inclusive school, namely "a disability-friendly flexibility school." Therefore, in this study the researcher wanted to focus on researching and examining the principal's strategy in implementing inclusive education management at the high school level (SMA) as a form of equitable distribution of education services to the community, including ABK. This research also leads to aspects of the learning process for children with special needs to achieve optimal inclusive education services. Researchers want to prove that quality education services and future success must be enjoyed by all children of the nation, including children with disabilities. Researcher's interest in SMAN 1 Rejotangan is because this school has implemented learning with an online system since five years ago in accordance with the era of digitalization of technology currently being developed with other schools in Tulungagung Regency so learning is more flexible. During the Covid 19 pandemic like today, the process of inclusive learning continues to run normally and children with special needs are also familiar with online learning.

The strategy of the principal as the leader of the institution applied in the process of implementing inclusive education emphasizes the humanist aspect, namely prioritizing human dignity as a unique being and must be respected regardless of the conditions. The humanist aspect of education is evidenced by efforts to direct regular students and children with special needs in the same learning environment in order to create harmony which includes unity, tolerance, justice, mutual respect and respect for each other's differences in one sphere of education as a common right. (Jamhuri, 2018).

In addition, the principal also implements a cooperative-collaborative strategy that provides ample opportunities for children with special needs to develop according to their needs and uniqueness by collaborating with various other components in life. These collaborative means involve all parties and related components to implement inclusive education programs in order to achieve equitable education in Indonesia. (Suyadi, 2017).

Inclusive education pays attention to the diversity and individual needs of each student so that each child is able to develop optimally according to the potential they have (Persada &

Efendi, 2018). For the Indonesian people, the education sector always strives to improve in order to facilitate the needs of the community in an equitable and just manner. The implementation of inclusive education is a technique for promoting universal and comprehensive education. The implementation of inclusive education in regular schools requires the awareness of all parties that students are heterogeneous beings so that differences are a process of developing school organizations towards better quality (Yusuf dkk., 2014). The existence of differences is something that naturally happens. The implementation of inclusive education management also involves elements of school culture as a supporter. The process of implementing inclusive education is the optimal implementation and management of the entire educational management process, from planning to monitoring and evaluation of ongoing inclusive programs.

The learning process in inclusive schools is designed slightly uniquely compared to learning in schools in general. Learning strategies or techniques are defined as art, methods and ways to utilize learning resources to educate and nurture students optimally (Giawa, 2017). Regular teachers in collaboration with special companion teachers are given the freedom to determine inclusive children's learning strategies according to their respective conditions to achieve learning goals. Learning strategies are very diverse and should be selected accordingly to develop the potential of students both cognitive, affective and psychomotor in a balanced and sustainable manner.

Children with special needs often experience difficulties in learning, especially for those with slow learning or slow learners. Therefore, we need the right strategy to help this special child in solving the problems it faces. Determination or determination of the right strategy can be carried out by a special companion teacher at the institution based on early stage talent screening and interest tracking activities. (Dermawan, 2013). Through this search, the talents, interests and potentials of students and special needs can be seen, making it easier for educators to carry out optimal development. Assessment of education and learning must be based on justice for children with special needs. The existing plurality is a good learning medium to instill a positive character in students including children with special needs (Amka, 2017).

As it is known, children with special needs are those who have conditions that are slightly different from other people in general. These differences can be identified from growth, development and deviation or having difficulties physically, mentally, intellectually, socially and emotionally. Even so, children with special needs are still entitled to proper education by means of learning that are used to adjust their respective conditions so that they are more flexible.

In the current era, electronic-based learning (e-learning) is widely used, including in inclusive education programs to achieve educational goals effectively and efficiently. Research results from the experience of the Russian state explain that the development of learning in the education system must always be carried out towards a better direction of education and learning and electronic-based learning systems can also be applied in an inclusive school environment (Meskhi dkk., 2019). The use of e-learning adapts to the conditions of the school concerned. However, every school must focus not only on the use and development of e-learning to support the implementation of inclusive education, but there must also be collaboration between the use of e-learning, school policies and environmental aspects that

support the creation of optimal learning. Electronic-based learning (e-learning) in inclusive learning greatly facilitates regular students and children with special needs in carrying out open and fun learning so that harmony in the classroom is more visible.

Learning for children with special needs is not only done in the classroom and is limited to theory. More than that, children with special needs are also trained to develop themselves as meeting the basic needs of students (Wulandari dkk., 2019). Self-development learning is needed for children with special needs and adapting to their respective conditions to train them to live independently so that they can be used as provisions before children with special needs enter the community. Self-development is also used as an attitude training for children with special needs as a result of education and learning carried out within the scope of regular schools.

The implementation of inclusive learning is supported by the role of special companion teachers with regular teachers who should be able to observe the learning progress of each student, especially children with special needs, train creative thinking and have sufficient competence. Developing the ability of educators in managing learning must also be done so that the quality of graduates is competent as a form of guaranteeing the quality of education to the community (Darmaji dkk., 2019). The optimal implementation of inclusive education does not only depend on the role of special companion teachers.

Evidence of the positive attitude of school principals, teachers and staff in implementing inclusive education can be done with a “zero reject” approach to the provision of inclusive education. This means that there is no rejection of children with special needs to obtain optimal educational services. The role of special companion teachers and regular teachers in the implementation of inclusive education within the scope of schools should be able to manage learning in the classroom optimally to create a conducive, active and creative learning atmosphere (Amka, 2017). Both special companion teachers and regular teachers also have a duty to create good relationships with all students, children with special needs with all school members, and maintain good relationships with parents of students and other communities within the scope of the school and outside the school.

The implementation of the inclusive education program requires special companion teachers who are competent to support the implementation process of the inclusive education program (Indriawati, 2013). Related to this, the ability and willingness of teachers to accommodate all the needs of children with special needs is needed as the key to the successful implementation of inclusive education programs in schools. Inclusive education services are also provided to meet people's needs for education and self-development both cognitively, affective and psychomotor. The duties and responsibilities of special assistant teachers in detail include: (1) designing and implementing school specific programs; (2) identifying learning and developing individual learning programs; (3) making modifications to teaching materials; (4) cooperate with regular teachers to evaluate learning programs that are structured; and (5) making program reports and development reports for each child with special needs (Indriawati, 2013).

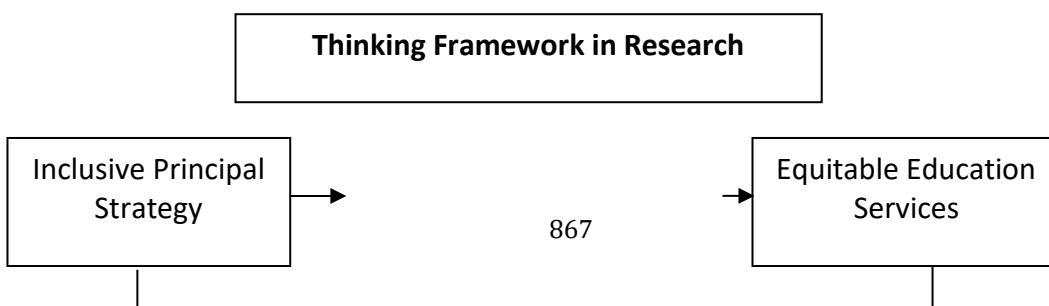
The government of the Republic of Indonesia guarantees the right to equality to obtain educational services equally and properly for all children of the nation. Whatever types of disabilities and disabilities that exist in children with special needs must be able to be accommodated by the school administering the inclusive education program (Ariastuti &

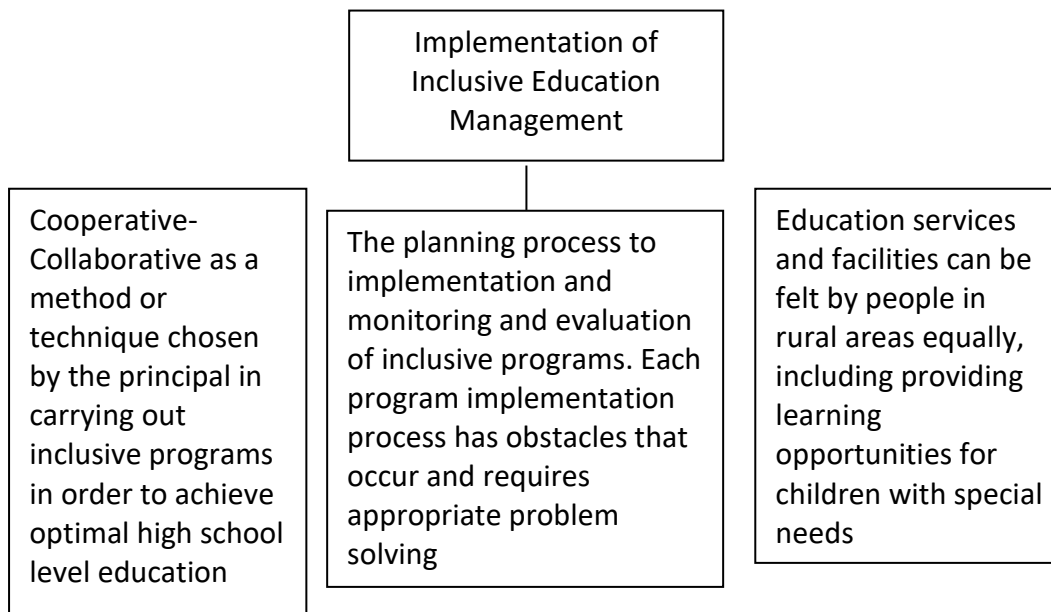
Herawati, 2016). So far, education for children with special needs is more specifically organized in Special Schools (SLB) even though optimal development of children with special needs can be achieved if they are integrated into a regular school or public school so that they are accustomed to living in the wider community without feeling isolated. . It should be noted that the concept of education and learning in inclusive schools is different from learning that takes place in special schools. The inclusive education program also trains social skills for regular students in a school that emphasizes mutual respect, helps each other and increases sensitivity to others (Harthanti dkk., 2015). The readiness of schools in implementing inclusive education as a form of equal distribution of educational services for all groups of society can be seen from the school's open attitude in implementing the inclusive program (Suharni, 2016). The implementation of inclusive education as a form of equitable distribution of educational services to the community can provide several benefits, one of which can be real social justice in the field of education (Pratiwi, 2015). In addition, through the inclusive education program as an effort to equalize education, it is hoped that it can open people's minds to appreciate the differences in life more and later the community will be able to accept children with special needs as part of them.

## 2. Method

This type of research is qualitative with a case study approach at SMAN 1 Rejotangan Tulungagung. Data collection is carried out through observation, interviews and documentation to reveal the phenomena that occur in the field in full and in depth. The data analysis technique used a qualitative descriptive analysis model through the condensation stage and verification or drawing conclusions based on the researchers' understanding. The initial stage is carried out by compiling data which includes organizing, classifying and compiling data categories so that in the end the processed data can be presented as a research report in the form of articles of scientific research results.

In order to know the validity of the data the researcher also checked the members by confirming the recorded information from each research informant because in this study the researcher involved many informants.





**Gambar 1. Thinking Framework in Research**

More clearly and in detail regarding the above framework of thinking can be described as follows. Inclusive schools are schools that implement education for all groups including children with special needs so that they can develop together with other children in general in the same learning environment. The main purpose of implementing inclusive schools is to provide wide opportunities for children with special needs to develop themselves with living habits among regular students so that ABK has a habit of life like the general public. In contrast to the concept of special schools (SLB) which isolate the patterns and learning spaces for children with special needs, in the concept of inclusive education, children with special needs are integrated with regular students in the same learning room (inclusive classes) and supported by GPK as facilitators of the ABK learning process. Inclusive education is one of the efforts to achieve equitable distribution of educational services for all people in accordance with the mandate in the law which is also in accordance with the principles of the application and implementation of inclusive education, namely education for all groups or better known as education for all. Through this program, all inclusive schools should always provide a positive spirit for children with special needs to be motivated to take the best education optimally.

### 3. Results and Dsicussion

#### 3.1. Inclusive Principal's Strategy

SMAN 1 Rejotangan Tulungagung is the only inclusive school at the public high school level in Tulungagung which was founded in 1992, precisely in Jatisari Village, Rejotangan District, Tulungagung Regency. The strategy of the head of SMAN 1 Rejotangan in implementing the inclusive education program collaboratively or the system of working together and supervising the SMA Terbuka as the field implementer, while for administrative matters the SMA Terbuka follows the applicable rules in SMAN 1 Rejotangan. The inclusive education program has been running since 2016 at SMA Tebuka Tulungagung High School and

the learning process is spread across several Learning Activity Points (TKB) in several sub-districts in Tulungagung.

The cooperative-collaborative strategy and developing the humanist side applied by the principal is important to maintain and develop the existence of the school as the implementer of the inclusive education program. Initially the collaboration between the two schools was only limited to a formality, but currently the cooperative-collaborative strategy is more developed and provides many positive changes to support the implementation of the inclusive education program at SMAN 1 Rejotangan. The implementation of cooperative-collaborative strategies by the principal and all staff adds to the closeness and closeness of the school so that the management of inclusive education programs is easily controlled by all parties concerned. The principal's strategy in carrying out the inclusive program during the Covid 19 pandemic was to collaborate strongly to prepare all the needs needed while ABK learn from home. In addition, cooperation during the Covid 19 pandemic was carried out to prepare for the admission of new students for the 2020/2021 school year. The collaborative joint meeting activity is strengthened by the presence of documentary evidence in Picture 1.2



**Gambar 2. Coordination Activities and Joint Meetings of All Inclusive Education Program Administrators**

Based on the results of research at SMAN 1 Rejotangan Tulungagung, there are strategies used by the principal in the implementation process of the inclusive education program which is an additional task for SMAN 1 Rejotangan, namely: (a) cooperative-collaborative strategy that begins with the appointment of SMAN 1 Rejotangan as the implementer of the inclusive education program high school level in Tulungagung Regency. The appointment of SMAN 1 Rejotangan as an inclusive school was strengthened by a Certificate (SK) of Duty from the East Java Provincial Education Office and the Tulungagung District Education Office Branch. This appointment was adapted to the conditions and needs of the educational aspects of the Tulungagung community, especially the Rejotangan District area; (b) Since the establishment of SMAN 1 Rejotangan as an inclusive school in 2016, the collaborative-collaborative process

between SMAN 1 Rejotangan as the person in charge and SMA Terbuka as field implementer or TKB has been very tight and open. SMAN 1 Rejotangan is fully responsible for all activities that occur in TKB and strives to fulfill the needs to support the development of the potential of students, including the ABK; and (c) the process of implementing a cooperative-collaborative strategy involving all parties concerned in implementing inclusive education programs in schools, from planning to evaluation or program improvement for the next period. SMA Terbuka as the implementer of inclusive in TKB is given the power to apply all the rules that have been set together with SMAN 1 Rejotangan. The involvement of all parties from the two schools in this case is to train each individual to think critically, creatively and innovatively in terms of learning, administrative and problem solving during the inclusive program.

This collaborative cooperation condition is a real illustration of the implementation of a special strategy for inclusive schools. Determining a strategy that suits your needs should not only be viewed from a school managerial perspective, but also the GPK approach to ABK with different conditions also requires a special strategy. Strategies in implementing the inclusive program are not only carried out by the principal. Selection of the right strategy can also be carried out by a special assistant teacher at the institution based on early stage talent screening and tracing activities (Dermawan, 2013).

### **3.2. Learning of Children with Special Needs**

Based on the results of research at SMAN 1 Rejotangan Tulungagung learning for children with needs in the inclusive class is carried out by implementing an 80% online and 20% offline system, namely (a) online learning is carried out through application services such as google classroom, zoom, googlemeet, googleform and so on. Schools that seek to take advantage of technological advances to help facilitate inclusive learning also subscribe to applications such as Ruangguru and Zenius to provide learning materials and materials to students. The sensitivity of schools to technological advances to improve the quality of learning provides its own advantages and benefits, especially when the Covid-19 epidemic occurred, such as what happened in 2020; (b) offline learning is conducted in 2 meetings every week, namely on Fridays and Saturdays from 13.30 to 16.30 in the afternoon. Inclusive offline learning adjusts the domicile of the ABK concerned so that the inclusive program runs at TKB Arrosyidiyah Rejotangan and TKB Kauman Tulungagung. This is because there are 4 ABK in SMAN 1 Rejotangan, namely 3 people who live in Rejotangan District and 1 person who lives in Kauman District; (c) inclusive learning at SMAN 1 Rejotangan is very flexible so that it opens learning opportunities for any school age child without being bound by a full week like formal schooling. This is very helpful for the surrounding community so that school-age children can still help the family economy but do not lose the opportunity to learn and enjoy educational services like children in general. Distance learning by utilizing this technology provides a learning experience that is different from other school age children. During the Covid 19 pandemic, GPK also implemented an online private learning system for children with special needs and opened a learning consultation service for all students. 80% of online learning time in a week is done on Monday-Thursday with the provisions of the study time set by the school and accompanied by daily assignments. The skills of each student are also trained at this school.

The conditions for inclusive learning that are carried out in this school are in accordance with previous research which states that in the implementation of inclusive learning, it must be designed according to the conditions of each ABK, not students who adjust to the general

learning system in schools because if ABK adjusts to general learning, they will certainly experience many difficulties caused by the conditions of each of them which are indeed different (Nugroho & Mareza, 2016). Conditions like this in the field encourage GPK SMAN 1 Rejotangan to be more creative in creating learning media, learning materials, strategies that are suitable or suitable for each ABK. Not only that, GPK also strives to create a conducive learning environment by integrating the learning process with special needs students with regular students through a peer tutoring system between ABK and other students.

### **3.3. The Role of Special Assistance Teachers in Inclusive Learning**

The results of the research findings indicate that the role of GPK in inclusive classroom learning does not only focus on ABK alone. Some of the roles of GPK in inclusive classroom learning include: (a) GPK as a guide (teacher as a tour guide) which means providing assistance, direction and learning instructions for children with special needs during learning both online and offline. This role has a formal and standard tendency; (b) GPK as a sister (teacher as a sister), that is, this role is greatly felt by ABK because they are not only close as teachers at school but GPK act as big brothers to be closer to students, especially ABK; and (c) GPK as a counselor or BK teacher (teacher as a counselor), namely the role of GPK in providing direction about the future of students. GPK is fully responsible for developing the potential of students as a provision for the future. The role of GPK as a counselor can not only be felt by ABK but also regular children in general at the school. GPK seeks to explore the potential of students and monitor their discipline during learning. In addition, in carrying out this role, GPK opens private counseling services both online and offline so that students are given the flexibility and freedom to consult outside the context of the subject according to the conditions and needs of each student. GPK on this occasion provides motivation, direction, suggestions and even examples and procedures for behavior for children with special needs and regular students, including aspects of strengthening character education. Inclusive learning and development of children with special needs in inclusive schools cannot be separated from the important role of GPK in it. The results of previous research that examined the ideal GPK in Nigeria explained that the ideal GPK main ability in developing inclusive learning is to be able to handle each ABK within the scope of their school optimally and strive to fulfill the needs of each ABK to support their learning process. (Aiyaleso, 2016). Based on research in that country, GPK should have optimal self-development abilities and a willingness to always learn to follow the development of the surrounding community so that they can foster children with special needs in learning and provide the best educational services for all ABK by following their respective privileges.

### **3.4. Inclusive Education Program as a Form of Equitable Education Services**

The results of the research findings indicate that the inclusive education program is a program designed to meet the needs of society in the field of education. The research findings are described in more detail as follows: (a) the openness of schools in providing access to education, including for children with special needs, is a form of schools participating in the development of the potential of the nation's children as future investments; (b) creating a school with disability-friendly flexibility is the focus of the school in assisting the government in creating equitable education in Indonesia. During the implementation of learning and the provision of educational services outside of school learning seeks to minimize discrimination

so that students can develop together side by side; and (c) excellent service in educational, administrative and managerial terms, efforts are always made to provide the best service to all levels of society as a form of providing easy access and educational services to be closer to the community and easy to reach.

Research conducted by Kislyakov on the social and psychological safety of adolescents with intellectual disabilities in special schools and inclusive schools in Russian regions shows that in the implementation of inclusive education in the region concerned, existing educational institutions emphasize training and strengthening psychological and social aspects as a basis for intellectual development of children with special needs (Kislyakov dkk., 2018).

### **3.5. Problems to the Implementation Process of the Inclusive Education Program**

The findings of research in the field show that obstacles are felt by the four parties including: (a) SMAN 1 Rejotangan as the person in charge of the inclusive program, namely differences in views in solving problems that arise but these problems can be resolved through coordination activities and joint meetings; (b) SMA Terbuka Tulungagung as the implementer of the program, namely developing special children is indeed not easy so that teachers including GPK have difficulty in delivering learning materials to children with special needs because ABK's absorption of the material slows down a little, but all parties are still eager to educate the nation's children, returning to the original goal of school, namely friendly to disabilities in providing the best educational services; (c) with special needs, namely the emergence of feelings of inferiority and feeling that they are always a bother to others so that children with special needs sometimes cannot focus on learning, they feel like giving up, trying to understand the material takes a long time and must be understood repeatedly; and (d) Parents who still think that education is not important because of their disadvantaged economic conditions, so that they only think "what is important is to eat".

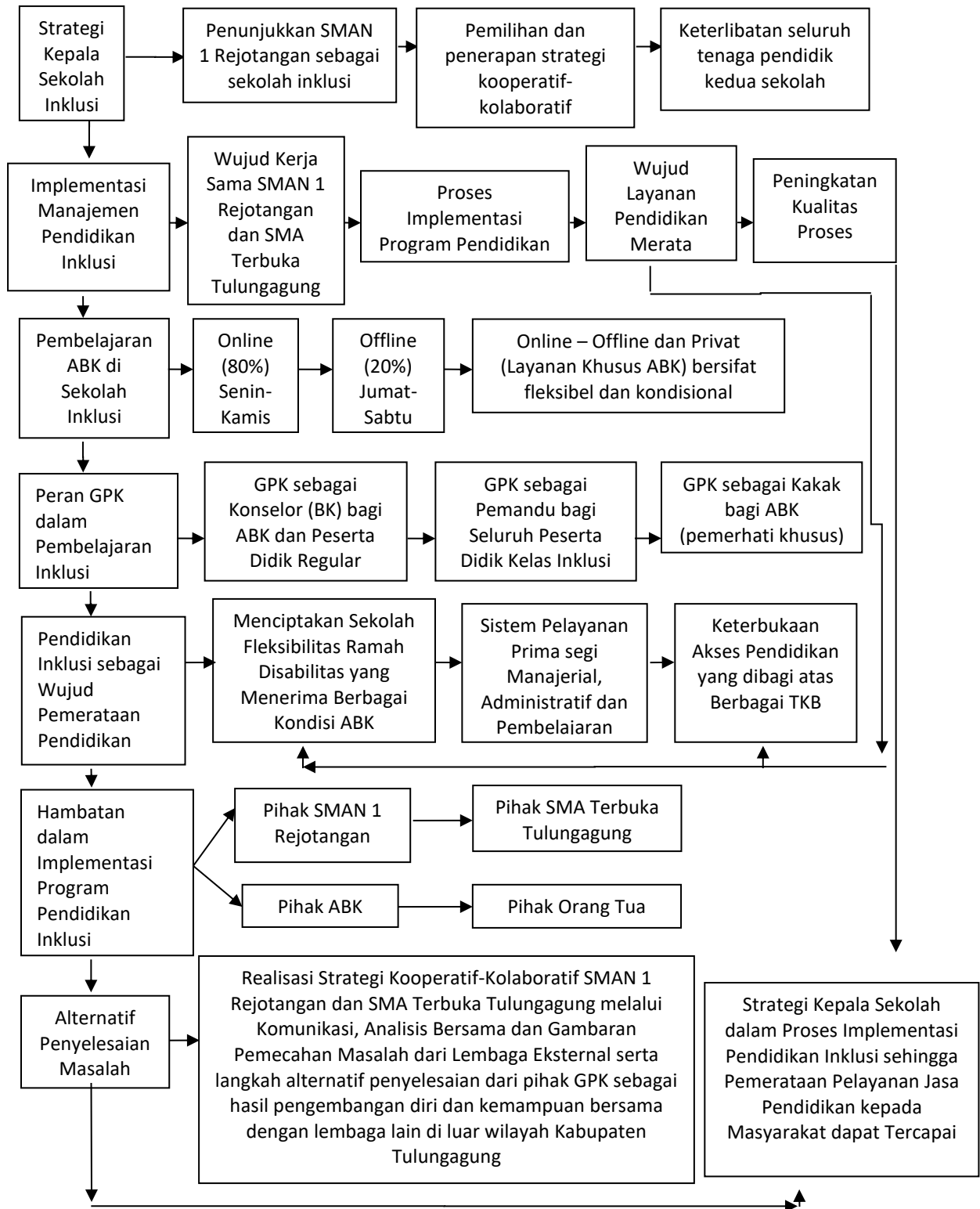
Research conducted by Tarnoto related to problems or obstacles that often arise in the implementation of inclusive education programs shows that the problems surrounding inclusive education in Indonesia include the lack of GPK personnel who are suitable for their needs, lack of GPK competence in managing children with special needs in inclusive schools, GPK often experiences difficulties in managing inclusive learning in schools, GPK lacks in depth understanding of the conditions of children with special needs and the basis for implementing inclusive schools and binding rules, many GPKs do not have an appropriate educational background to foster children with special needs and obstacles are lack of parental support for schools in implementing educational programs inclusive (Tarnoto, 2016).

### **3.6. Alternative Problem Solving During the Implementation of the Inclusive Education Program**

The research findings show that solving problems that arise during the implementation process of inclusive education management is carried out through: 1) meeting, discussion and brainstorming activities. Every virtual meeting or meeting during the Covid 19 pandemic was not always done formally. Meetings were also held informally in order to adjust the conditions of each meeting participant during the Covid 19 pandemic; 2) active communication and obtaining mutual agreement according to the expectations of the two cooperating institutions;

3) using a SWOT analysis. The SWOT analysis step is a tool that helps principals to determine and develop appropriate strategies in dealing with issues of inclusive education. It should be understood that the goal in determining a problem-solving strategy from the SWOT results is basically to produce a viable alternative strategy, not to define the best strategy so that stakeholders can judge that not all problem-solving strategies with SWOT analysis were chosen to be developed (Taufiqurokhman, 2016).

The following shows the overall research findings regarding the successful implementation of inclusive education management as a reflection of the principal's strategy in realizing disability-friendly education, the findings are presented in Picture 1.3.



Gambar 3. Overall Research Findings Chart

#### 4. Conclusion

Based on the results of research conducted at SMAN 1 Rejotangan Tulungagung, SMA Terbuka Tulungagung and Learning Activity Places (TKB) for children with special needs at the State Senior High School level in Tulungagung related to the Principal's Strategy in the Implementation of Inclusive Education Management, the researchers drew the following conclusions: (1) cooperative-collaborative strategies are appropriate for the inclusive principal in this institution because in running the inclusive program between the two schools is closely related which cannot be separated both administratively and technically. The existence of this collaboration strengthens SMAN 1 Rejotangan as an implementing school for inclusive programs in the Tulungagung Regency; (2) the process of implementing the inclusive education program is carried out systematically following the principles of school program management starting from the planning process, data collection or organization, program implementation or program evaluation and program monitoring stages; (3) the learning process for children with special needs in the inclusive class of SMAN 1 Rejotangan runs online and is 80% systematically assigned and 20% offline or face-to-face every Friday and Saturday per week; (4) this school positions GPK which also acts as a learning guide, GPK as BK teacher for all students within the scope of the school including regular students. The school in choosing GPK as well as acting as a counseling teacher at the school also takes into account the educational background of the GPK concerned. In addition, GPK also acts as a big brother to ABK; (5) the appointment of SMAN 1 Rejotangan as the only public high school implementing the inclusive program in Tulungagung is used by schools to support government programs related to efforts to equalize educational services to the community, especially Rejotangan and its surrounding communities. The form of school support for educational equality is evidenced by the learning process which is divided into several TKB so that education services are truly close to the community; (6) obstacles related to the implementation of the inclusive education program emerged from various parties including SMAN 1 Rejotangan as the main school, SMA Terbuka Tulungagung as the implementer of the inclusive program; as well as the obstacles from the ABK and the parents of other students; and (7) in accordance with the cooperative-collaborative strategy that has been implemented by the principal, joint meetings and brainstorming, joint communication is actively carried out to find the best solution for all parties as well as solving problems through SWOT analysis so that the solutions chosen are based on these various alternatives. true in accordance with the problems experienced by the two cooperating schools.

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