

INCLUSIVE LEARNING MANAGEMENT IN IMPROVING SERVICES FOR PDBK IN REGULAR SCHOOLS IN BANDUNG CITY

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Abstract

This research is motivated by the message of the 1945 Constitution article 31 paragraph 1 and Law Number 20 of 2003 concerning the National Education System article 5 paragraph (2) which explains that every citizen has the right to education, as well as citizens who have physical, emotional, mental, intellectual, and/or social disorders have the right to obtain quality special education services. to review, describe and analyze the stages of 1) planning, 2) organizing, 3) implementation, 4) control, and 5) the impact of inclusive learning in improving services to PDBK in regular schools. This research uses a qualitative approach with a case study method. The research location is at SMPN 35 (A) and SMP Alfalah (B), Bandung City. The sources of research data are the Principal, Assistant Principal of the curriculum, two subject teachers, 2 BK teachers, and two students with special and regular needs. Data collection used in-depth interviews, observation, and document analysis methods. Data processing goes through the stages of reduction, presentation, and conclusion. The results of the study show 1) Planning, school A already has a special curriculum (inclusive), and school B does not have a special curriculum, 2) Organization, school A has formed a special team consisting of subject teachers and BK teachers. 3) Implementation, School A: adjustment to teaching materials, implementation of special learning. While in school B the adjustment is only in the teaching module 4) Evaluation, for the material and technical evaluation of learning in school A and B are the same, there is no difference between PDBK and regular students, the difference lies in the assessment criteria; sera 5) Impact, Inclusive learning shows positive results; In school A and school B, PDBK experienced improvements in reading, writing, emotional stability, and self-confidence. Only in school B was the success of PDBK be thanks to the support and contribution of regular students. Recommendations for research results: The school is advised to continue to conduct continuous research to monitor learning success. The government, through related agencies, is expected to organize training for all teachers to be able to become Special Assistant Teachers (GPK). Teachers are also encouraged to improve their competence through workshops, training, and literacy related to the characteristics of PDBK. In addition, active parental involvement in communication and collaboration with schools is essential to support a child's development at school and at home.

Keywords: Management; Inclusive Learning; Students with special needs

Abstrak

Penelitian ini didorong oleh pesan Pasal 31 ayat (1) Undang-Undang Dasar 1945 dan Pasal 5 ayat (2) Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional yang menyatakan bahwa setiap warga negara berhak atas pendidikan, termasuk warga negara yang memiliki gangguan fisik, emosional, mental, intelektual, dan/atau sosial berhak mendapatkan layanan pendidikan khusus yang berkualitas. Untuk meninjau, mendeskripsikan, dan menganalisis tahapan 1) perencanaan, 2) pengorganisasian, 3) pelaksanaan, 4) pengendalian, dan 5) dampak pembelajaran inklusif dalam meningkatkan layanan bagi siswa berkebutuhan khusus (PDBK) di sekolah reguler. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Lokasi penelitian berada di SMPN 35 (A) dan SMP Alfalah (B), Kota Bandung. Sumber data penelitian meliputi Kepala Sekolah, Wakil Kepala Sekolah Bidang Kurikulum, dua guru mata pelajaran, dua guru BK, dan dua siswa dengan kebutuhan khusus dan reguler. Pengumpulan data menggunakan metode wawancara mendalam, observasi, dan analisis dokumen. Pengolahan data melalui tahap reduksi, presentasi, dan kesimpulan. Hasil penelitian menunjukkan 1) Perencanaan, sekolah A sudah memiliki kurikulum khusus (inklusif), sedangkan sekolah B tidak memiliki kurikulum khusus, 2) Organisasi, sekolah A telah membentuk tim khusus yang terdiri dari guru mata pelajaran dan guru BK. 3) Pelaksanaan, Sekolah A: penyesuaian bahan ajar, pelaksanaan pembelajaran khusus. Sedangkan di sekolah B, penyesuaian hanya dilakukan pada modul pembelajaran. 4) Evaluasi, untuk evaluasi materi dan teknis pembelajaran di sekolah A dan B sama, tidak ada perbedaan antara siswa PDBK dan siswa reguler, perbedaan terletak pada kriteria penilaian; 5) Dampak, pembelajaran inklusif menunjukkan hasil positif; di sekolah A dan sekolah B, siswa PDBK mengalami peningkatan dalam membaca, menulis, kestabilan emosional, dan kepercayaan diri. Hanya di Sekolah B, kesuksesan PDBK berkat dukungan dan kontribusi siswa reguler. Rekomendasi hasil penelitian: Sekolah disarankan untuk terus melakukan penelitian berkelanjutan untuk memantau kesuksesan pembelajaran. Pemerintah, melalui lembaga terkait, diharapkan menyelenggarakan pelatihan bagi semua guru agar dapat menjadi Guru Pendamping Khusus (GPK). Guru juga didorong untuk meningkatkan kompetensi mereka melalui lokakarya, pelatihan, dan literasi yang berkaitan dengan karakteristik PDBK. Selain itu, keterlibatan orang tua yang aktif dalam komunikasi dan kolaborasi dengan sekolah sangat penting untuk mendukung perkembangan anak di sekolah dan di rumah.

Kata kunci: Manajemen; Pembelajaran Inklusif; Siswa dengan kebutuhan khusus

INTRODUCTION

Education is a strong foundation for individual and community development. However, for centuries, individuals with special needs have often faced obstacles in accessing the education they need. Students with special needs (PDBK) who are marginalised or isolated in a non-inclusive education system not only harm their own development, but also harm society as a whole. The legal basis for inclusive education provides a framework that the implementation of inclusive education has the legal force to be carried out. The implementation of inclusive education in Indonesia has a related legal or juridical basis. The 1945 Amended Constitution, Article 31, paragraph (1) states that 'Every citizen has the right to education', and paragraph (2) of the same article adds that 'Every citizen must attend basic education and the government is obliged to finance it'. This

naturally includes citizens with special needs, so that the implementation of inclusive education has a clear legal basis. As stated in Law No. 20 of 2003 on the National Education System, Article 5 paragraph (1), 'Every citizen has the same right to obtain quality education'. Paragraph (2): 'Citizens with physical, emotional, mental, intellectual, and/or social disabilities have the right to special education.'

Inclusive education as a reform system refers to fundamental changes in the education system to create an environment that is open, fair, and accessible to all students, regardless of their background, abilities, or special needs. This concept emphasises that schools and educational institutions must adapt their systems so that all children can learn together in the same environment, rather than separating them based on their differences. In Indonesia, inclusive education practices have been implemented. Regular schools are public schools that serve students from various backgrounds, including children with special needs (ABK). In the context of inclusive education, learning in regular schools involves several aspects, including adjustments to the learning environment, curriculum modifications, special support from teachers, teacher training, parent collaboration, and a flexible assessment system.

However, the implementation of inclusive learning management in regular schools still faces various challenges. Factors such as limited facilities, lack of training for educators, and lack of understanding of the special needs of students are obstacles in providing optimal educational services for PDBK. PDBK often faces various barriers in accessing education, ranging from physical and social limitations to stigma. Regular schools, as the most common educational institutions, have a strategic role to accommodate these needs through an inclusive approach. From the initial observations, several indications were found that need attention and further research related to inclusive learning management in regular schools in the Bandung area. There are still PDBK who have not received maximum learning services according to their needs. Inclusive learning has not been fully implemented by teachers. PDBK often needs additional time to understand the lessons, but the busy learning schedule does not allow for this, and not all schools provide GPK to assist PDBK in the learning process

Based on the above problems, there appears to be a gap in the implementation of learning as perceived by PDBK. Therefore, regular schools should implement learning management optimally to serve PDBK. Through good management, schools can design, organise, implement, and evaluate effective learning strategies that are tailored to the needs of PDBK. Furthermore, the success of inclusive education is highly dependent on systematic planning, implementation, and evaluation. Good inclusive education management can improve the quality of learning services for PDBK, ensuring that they receive equal and quality education in accordance with their individual needs and potential (Wahyudin, 2021) Therefore, it is important to examine how inclusive learning management can be effectively implemented in regular schools to improve the quality of

services for PDBK. This research is expected to contribute to the development of inclusive education policies and practices in Indonesia.

Barney, (2001) argues that management is a unique process involving a series of planning, organising, directing, and controlling actions to determine and achieve goals by utilising human and other resources. Management, as defined by Bandur et al., (2022), means to regulate, maintain, care for, nurture and develop, as well as guide and lead, so that the objectives to be achieved can be realised, effective and efficient. Meanwhile, the application of these principles allows every action in management to run flexibly and efficiently in achieving the objectives that have been set. Learning management consists of two words, namely management and learning. The word management comes from the English word 'administration,' which is synonymous with 'management' in a broader sense.

According to the general definition in the Law of the Republic of Indonesia on the National Education System, learners are individuals who seek to develop their potential through the learning process available in certain education pathways, levels, and types. Learning is basically a process of interaction between students and their environment to improve their behaviour. Many factors influence this interaction, both internal factors within a person and external factors from their environment. Therefore, learning is an open system that is easily influenced and changed by external factors. Because all learning has weaknesses and strengths, teachers must be aware of their weaknesses, both personally and methodologically. Therefore, teachers must be skilled in doing things that can build the capacity of their students and, at the same time, be innovators for their students. According to Mulyasa, (2022), learning is actually the interaction of students with their environment to improve their behaviour. Many factors, both internal and external, influence this learning. Human activities have many complex aspects, including learning.

Learning can be simply defined as the product of continuous interaction between development and life experience. In a more complex sense, learning is essentially a conscious effort by a teacher to teach their students (directing student interaction with other learning resources) to achieve the expected goals. Basically, the definition of learning is essentially the same, whereby a teacher must be able to provide good teaching to students so that they can develop their potential optimally. In carrying out learning activities, educators or teachers need to first establish the programme to be taught. This includes planning the implementation, scheduling, managing costs, and identifying supporting and inhibiting factors that may arise. In addition, it is also important to formulate the learning strategies to be applied. After all this, an evaluation process is carried out as a review step to assess the extent to which the learning activities have achieved their objectives, which in turn will assist in future decision-making.

From the above opinion, it can be concluded that learning management can be carried out well if it is supported by reliable and skilled human resources whose presence can have a

positive impact on the activities carried out, as well as by available funds accompanied by the equipment/tools needed to carry out the activities. It is then supported by sympathetic methods or ways of attracting people's interest, and also supported by adequate facilities and infrastructure to optimise various activities, and the existence of promotion as an effort to attract the community. According to Ashari et al., (2022), the duties of a manager are: (1) Planning; (2) Implementation – how to carry out the plan; (3) Controlling – conducting supervision so that every activity is directed towards the objectives as planned, and (4) Evaluation – assessing whether the work has been carried out correctly or not, or whether it requires correction or improvement. Inclusive education, as regulated in Permendiknas No. 70 of 2009, is an education system that provides opportunities for all students, including those with special needs and exceptional intelligence or talent, to study together with other students in the same educational environment. The main objective of inclusive education is to provide the widest possible opportunities for children with special needs and to create an educational atmosphere that values diversity and is non-discriminatory.

Psychologically, learning can be defined as a process undergone by an individual to achieve comprehensive behavioural change, which arises from the individual's interaction with their environment. Sauqi & Dimyati, (2022) explain that learning is a planned activity carried out by teachers in instructional design, intending to encourage students to learn actively through the provision of adequate learning resources. On the other hand, Mulyasa, (2022) states that learning is a tangible form of the curriculum that requires the active role of teachers in creating and developing student learning activities in accordance with predetermined plans. Thus, it can be concluded that learning is a process of interaction between students and educators, and learning resources in a learning environment. The learning design, also known as instructional design, is a comprehensive framework related to learning. It includes a series of procedures arranged according to a system, ranging from the selection of learning methods, steps to be taken, teaching techniques used in the classroom, to all activities carried out, including planning, organising, implementing, and evaluating.

Meanwhile, inclusive education learning models take into account principles that are tailored to the learning characteristics of students. The learning process is tailored to the abilities and needs of each student. This is in line with UNESCO (2009), which explains that inclusive learning is an approach to education that aims to ensure that all children, regardless of their background and abilities, have access to quality education in the same learning environment. Thus, inclusive learning can be interpreted as including students with special needs to study together in regular classes. The learning design for children with special needs is a design that is intended to accommodate all students, regardless of their differences. The principle of inclusive education emphasises the importance of not discriminating against students based on their economic, family, socio-cultural backgrounds, or physical abilities, including children with special needs. In the context of inclusive education, several aspects need to be considered to place children at the centre

of learning, including: 1) all children have the right to a proper education; 2) all children have the right to learn; 3) all children have the right to learning support; 4) learning must be child-centred and must benefit children, both in terms of material and other benefits.

In practice, inclusive learning needs to be designed in such a way as to accommodate the needs of students with special needs. This certainly requires careful management in the implementation process. In the Guidelines for the Implementation of Inclusive Education by the Directorate of PSLB (2004), the teaching process provides more learning opportunities for students through direct experience. The teaching process includes: 1) planning learning activities, 2) implementing learning activities, and 3) evaluating learning activities.

Learning planning is based on child assessment, with the curriculum adjusted to the needs of the child and being flexible. In the context of inclusive education, learning planning includes: planning classroom management, arranging teaching materials, organising learning activities, utilising learning resources, and designing assessments. During the learning process, children with special needs interact with normal children, but sometimes they can join special classes with the guidance of special teachers. The implementation of learning involves: communicating with students, applying teaching methods, using teaching materials and exercises that are in line with learning objectives, encouraging active student participation, demonstrating understanding of the material and its relevance in life, and managing time, space, and teaching equipment. Evaluations are planned to assess the achievement of learning objectives and determine whether modifications are needed. According to Tehrani & Yamini, (2020), learning management is the ability to manage the various components related to the learning process operationally and efficiently. This aims to create added value in each component in accordance with applicable norms and standards. From the various opinions that have been presented, it can be concluded that in the context of learning management, the role of manager is carried out by teachers or educators. Educators have the authority and responsibility to carry out several management activities, including planning, organising, implementing (directing), and controlling or evaluating the learning that is carried out.

Learning management is a crucial component in the education process. Without effective management, education cannot take place comprehensively and optimally. Basically, inclusive learning management has the same principles as learning management in general. Inclusive learning management for children with special needs involves a series of processes starting from planning, implementation, to assessment to achieve effective and efficient education. In this context, the main objective of inclusive learning management is to realise equity in the implementation of a good and quality learning system in accordance with the conditions, potential, and needs of individual students. This is expected to shape individuals who are not only able to participate in their families, communities, and nation, but also become an integral part of social life.

The quality of service for students with special needs (PDBK) in the implementation of inclusive education is very important to ensure that every child, including those with special needs, has access to equal and quality education. The implementation of good inclusive education focuses on efforts to provide a friendly, adaptive, and inclusive learning environment. According to Busthomi et al., (2020), there are five dimensions of service quality, namely: 1) reliability, which is the ability to be dependable, accurate and consistent in performing services as desired by consumers, 2) responsiveness, which is the willingness to help consumers and provide services immediately, 3) assurance, which is the reliability or guarantee of competence, trustworthiness, honesty of the service provider, possession of the necessary skills and knowledge to perform the service, and credibility. 4) Empathy, which is the concern for providing individual attention to customers, understanding customer needs, and being easy to contact. 5) Tangibles, which are the physical facilities or elements, equipment, personnel, and communication materials.

The following are some of the main aspects in improving the quality of PDBK services in regular schools, including Effective curriculum and learning methods Inclusive education requires a curriculum that can be adapted to meet the individual needs of PDBK, including 1) teachers need to use a variety of learning methods, such as a multisensory approach, project-based learning, and individual needs-based learning, 2) Teacher and Staff Skills Teachers need to have specific competencies in teaching children with special needs, including skills in conducting assessments, creating individualised learning plans (RPI), and the ability to handle students' emotional and social needs. Regular training and support for teachers are essential to improve service quality. 3) Adequate Facilities and Infrastructure. School physical facilities, such as building accessibility, friendly classrooms, learning aids, and other facilities that support PDBK learning, are very important. This includes aids such as special whiteboards, software, or hearing aids for students who need them, 4) Mentoring and Emotional Support. In addition to teachers, the presence of special mentors or teaching assistants for PDBK can help in providing more intensive attention. The support of counsellors and psychologists is also important to ensure the social and emotional development of PDBK. 5) Collaboration with parents. Inclusive education involves cooperation between schools, parents, and the community to support PDBK outside the school environment. Parents are expected to participate in their children's education plans, while the community supports them with an inclusive attitude. 6) Periodic Evaluation and Monitoring The quality of PDBK services needs to be evaluated and monitored periodically. This involves measuring learning outcomes, parent satisfaction, and feedback from PDBK. With structured evaluation, schools can identify areas that need improvement.

METHODS

This study examines and describes inclusive learning management in improving services for students with special needs in regular schools, namely SMPN 35 and SMPS Al-Falah in Bandung. This study applies a qualitative method with a case study approach. The methods used to collect data in this study were: (1) participant observation, which involved observing the conditions of the school and classrooms as learning facilities; (2) in-depth interviews with the school principal as the head of the institution, the curriculum coordinator, teachers, and student representatives; (3) document analysis or documentation study, which is a process of collecting data by gathering data in the form of documentation of research activities in the form of photographs, school records, letters or other records that support the research. The data analysis techniques in this study were: data collection, data reduction, data presentation, and conclusion drawing. This is in accordance with Miles et al., (2020) on data analysis in qualitative research, namely data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

Inclusive learning planning

Based on the research findings, it can be described that inclusive learning planning at SMPN 35 and SMPS Alfalah is not much different. This planning begins with identification and diagnostic assessment, compiling teaching modules with learning objectives modified according to the needs of students, delivering material using various learning methods and media, and compiling individual learning programmes for PDBK. The learning plan is developed based on the needs of students with special needs at each school. In inclusive learning planning, attention must be paid to the flexibility of the curriculum, which must be able to adjust the content, process, and learning objectives to suit the abilities, potential, and unique needs of students with special needs.

In this case, teachers modify learning objectives, adjust materials, methods of delivering materials, and develop Individualised Education Programmes (IEPs) or Individual Learning Programmes (PPIs). Modifications to learning objectives must be based on the abilities of PDBK as determined by assessment results. When teachers modify learning objectives, learning materials must also be modified based on the ability level of PDBK. The planning activities carried out by regular schools are in accordance with Permendiknas No. 70 of 2009, which realizes the implementation of education that respects diversity. This is in line with Chaidi & Drigas, (2020) opinion, which states that learning planning in inclusive schools must be tailored to the needs of students. In addition, the planning must also refer to the applicable curriculum and learning guidelines intended for students with special needs.

Organising inclusive learning

Organising inclusive learning involves structuring the interaction of learning resources and dividing tasks so that learning runs optimally. At SMPN 35 and SMP Al Falah

Bandung, this organisation includes teacher readiness, management of inclusive facilities, and collaboration between teachers, homeroom teachers, guidance counsellors, and parents. Teachers are required to have skills in differentiation, inclusive classroom management, and effective communication. Although they do not yet have Special Assistant Teachers (GPK), both schools optimise the role of existing teachers. Collaboration between schools and parents is important to support the development of PDBK.

Implementation of learning management

Based on the findings on the implementation of inclusive learning at SMPN 35 Bandung, where PDBK students study in the same classroom as regular students, there are several things that teachers do in the classroom, including adjusting the lesson material received by PDBK students, arranging seating positions, the format of material presentation, and even assessments to suit the abilities and needs of PDBK students. Differentiated learning is implemented with the hope of facilitating the diversity of students' abilities. The approach taken by teachers in serving PDBK with learning difficulties is to repeat the main ideas of the lesson and provide concrete and literal examples and terms. Meanwhile, the approach taken by teachers in the learning process for PDBK with autism is learning using the role-playing method. This method has many social, emotional, and communication benefits, which are generally the main challenges for PDBK with autism. In the classroom, teachers also involve regular students to support their peers with PDBK. Teachers have implemented Teaching and Learning Activities (KBM) using the PAIKEM approach, which emphasises active, innovative, creative, effective, and enjoyable learning. This approach is very important to attract interest and motivate students. By creating a fun learning atmosphere, it is hoped that the success of KBM can be realised as expected. In implementing PAIKEM-oriented learning, teachers use various strategies, ranging from effective classroom management, method selection, use of interesting learning media to inspirational teacher performance.

The findings of the study at Alfalah Junior High School show that PDBK students learn together with other regular students in one class. Teachers deliver lessons based on modified teaching modules, starting with introductory activities, core activities, and closing activities. In the introductory activities, teachers present an introduction and stimulating questions to condition and motivate students to participate in the lesson. In the core activities, teachers deliver the material using media such as videos or other digital media. Teachers also used various learning methods to stimulate the motivation of both regular and PDBK students. If PDBK students had difficulty understanding the material during the learning process, subject teachers provided personal guidance, but still in the same classroom. Even if PDBK students had difficulties, regular students helped them without being asked. They showed their concern and empathy by being kind to PDBK students. At the end of the activity, the teacher asks all students to reflect on the learning

that has been carried out, to assess whether the learning objectives have been achieved or still need improvement.

Inclusive learning is implemented by applying a full regular class model, where students with special needs learn together with other regular students in the same room, accompanied only by the subject teacher. The findings of this research on the implementation of inclusive learning are in line with Cladis, (2020) opinion that the management of learning in the classroom can be carried out using a full regular class model, a regular class with assistance, or a special class.

Evaluation/control of learning management

Based on the findings of the evaluation of inclusive learning implemented at SMPN 35 through a programme that has been developed in accordance with the existing curriculum. Planned assessments were carried out, including daily tests, ASAT, and ASAJ. This was followed by an analysis of the evaluation results to be followed up with improvement or enrichment programmes. The assessment of PDBK learning outcomes was adjusted to the individual development of students, not only based on general standards. Learning outcomes are communicated to parents through report cards, but parental involvement and participation in inclusive learning still need to be improved, as there are still parents who are unresponsive to their children's development. They rely solely on the school for their children's learning and development. The evaluation of PDBK is based on PPI or teaching modules that are modified to suit their needs. The implementation of evaluation activities is the same for daily, formative, and summative tests. The assessment criteria for PDBK are adjusted to the needs of PDBK. For example, in the evaluation of PDBK with reading difficulties in the Indonesian language, the general learning objective is for students to understand the content of the text, so the PDBK learning objective is only to be able to recognise the alphabet. Based on the results of the interviews, this is intended so that PDBK can achieve its learning objectives in accordance with its needs.

Parental involvement in the evaluation of inclusive learning at Alfalah Junior High School is still considered lacking because parents have not been able to get involved in providing initial input about the needs, learning styles, and obstacles experienced by children at home or outside of school. Parents are also unable to share information about changes in their children's behaviour or development that are not visible at school. Inclusive learning evaluation activities are a systematic process for obtaining information about learning success. Assessments are carried out continuously to monitor the process in accordance with the plan. The assessment techniques used by teachers can be in written, oral, or performance test form. The assessment criteria are adjusted to the abilities of PDBK, and the rubrics are more flexible to accommodate the needs of inclusive students. This is in line with the opinion of Arief et al., (2021), who states that in an inclusive education setting, the evaluation system required by schools is a flexible evaluation system.

Impact of inclusive learning management

Inclusive learning management has a very positive impact on improving the learning outcomes of PDBK, as demonstrated by the positive attitude of regular students towards PDBK and the improvement in teachers' competence in managing the classroom. This was felt by PDBK at SMPN 35 and SMP Alfalah, who felt comfortable learning in a school with a friendly environment that did not discriminate against their disabilities. In fact, their regular peers often assist them in learning activities, and PDBK students are happy to be able to learn with their peers. Teachers are also challenged to be more innovative in using learning methods so that the material can be conveyed to all students with diverse abilities and needs. Thus, good inclusive learning management can improve services for PDBK students in regular schools.

CONCLUSION

From the results of the study, it can be concluded that effective inclusive learning management through the processes of planning, organising, implementing, and evaluating plays a very important role in improving educational services for students with special needs (PDBK). This study shows that in planning, regular schools develop flexible curricula, teaching modules, modified learning objectives, and individual learning programmes. In terms of organisation, the division of tasks, provision of infrastructure, and parental involvement are supporting factors in learning activities. The implementation of the learning process with flexible learning strategies, adequate resource support, and teacher competence in serving PDBK can create a learning environment that is more friendly and responsive to the needs of PDBK. By involving all students in the learning process, schools not only improve the accessibility of education for PDBK but also encourage the development of social and emotional skills among all students. Control or evaluation is carried out in the learning process, including daily tests, formative and summative assessments, with assessment criteria adjusted to the development of students' abilities. Overall, good inclusive learning management not only benefits PDBK but also enriches the learning experience for all students by creating a more harmonious classroom atmosphere. This is an asset for students to be able to interact in a diverse society. Therefore, schools need to continue to develop and implement inclusive learning management to achieve fair and quality educational goals.

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