

Analysis of Learning Management on School Inclusive Education in Ternate City: Case Study of SMA 10 Ternate

Dewi Mufidatul Ummah, Andi Agustan Arifin, Bujuna Alhaddad
*Early Childhood Education Study Program, Khairun University, Jln. Bandara Baabullah Akehuda
Ternate 97728 North Maluku Indonesia*

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Abstract: Learning process in the classroom is one container for each individual in the process of learning to develop IQ, EQ and SQ or skill, as well as the potential that exists in itself, without exception to student with special needs. This study was carried out in the inclusion class in SMAN 10 Ternate of the existence as school inclusive education require special management especially on the lesson. This study aimed to describe and analyze: 1) learning management planning on inclusion class; 2) implementation of learning management of Inclusion school; 3) learning assessment system of school inclusive education at SMAN 10 Kota Ternate. This study used a qualitative approach to data collection techniques with structured interviews, observations and study non participants or documentations study. Data analysis techniques used are data reduction, presentation and verification. While data validity technique used triangulation and member check. The results showed that the planning and implementation of the management of the school inclusion is already done, just that there are some aspects that need improved as the competence of teachers, infrastructure and learning devices. The result of discussion also found factors affect learning management derived from the endowment factors (internal and external schools) and restricting factors of learning i.e. educators, funding infrastructure and management of student with special needs.

1 INTRODUCTION

Education is the right of every citizen, with no exceptions. Education is a forum for every individual in the learning process to develop IQ, EQ, and SQ as well as the skills and potential within him. Education does not always come from formal education such as schools or colleges. Informal and non-formal education also has the same role to construct personality, especially children or students. The Government of the Republic of Indonesia has guaranteed the education of every citizen.(UU 20 tahun 2013)

In principle, each student has the right to get opportunities to achieve satisfied learning achievements. But in reality, there are several groups get less attention, namely children with special needs. Because of the perception of public those who have physical or psychological deficiencies have different needs than children in general, so they must be placed in special schools with children who have similar conditions.

In the 1990s, there was a movement towards special education in regular schools and general classes, used in terms of integration, mainstreaming, inclusive and normalization. The principle of inclusive education is public schools that provide education service systems that include children with disabilities learn together with their peers, in regular school closest to where they live. So that through inclusive education children with disabilities will be given the opportunity to learn together with normal children in regular class. It has implications for fostering interaction and caring for others, especially children with disabilities.

Moreover, inclusive schools are also places where every child is accepted, becomes part of the class and also other community members so that his individual needs are met ". This is in line with the opinion of Powel & Caseau (Farrel, 2008) which states that the most important thing about inclusive education is helping children in academic and social matters.

Learning process in the classroom is one part of developing students' abilities and skills. Learning relates to what material needed and meaningful in life

and an inclusive environment, kind for learning considered the needs, interests and desires of teacher (Hidayat, 2009). It is often referred as child center learning and not centered on achieving the curriculum.

In learning process, teacher is the main part of the class because the teacher plans learning activities in the classroom, implements them, determines the policy strategies that will be used in the classroom, and makes decisions on solutions that will be used when facing obstacles and challenges that occur during the learning process. After the teacher, school component is also important for optimizing the education services of its citizens, because the school is a place for students to develop to get various knowledge and skills in their development.

Based on the result of interviews in a preliminary study with one of the administrators of Education and Learning (Pendidikan dan Pengajaran) of North Maluku Province, there were several schools that administered inclusive education in North Maluku Province and one of them was the 10th High School of Ternate City located on Siswa street. This school is the first school inclusive education in Ternate, held since 2007. It means that SMAN 10 Ternate city has received children with disabilities and implemented inclusive learning for approximately 10 years. At the school, every student gets same educational experience. Based on observations made there are also several facilities provided by the school for the learning process of children with disabilities, such as a supporting laboratory.

Based on the description above, the researchers have an interest in learning of inclusive schools that provide learning opportunities for children with disabilities. So, this study will discuss about inclusive learning management in SMA 10 Kota Ternate. The selection of research locations based on the reasons for the length of time SMA 10 Kota Ternate became one of the schools providing inclusive education in North Maluku Province.

2 METHOD

2.1 Type and Location of Research

This research is a descriptive study using a qualitative approach. The location of the research is in SMA 10 Kota Ternate.

2.2 Research Subject

Respondents used by researchers to collect research data in SMA N 10 Ternate city were principals, class teachers, and students in the inclusion class. The key instrument in this study is the teacher who becomes the direct actor in the learning process.

2.3 Type and Data Source

The type of data needed in this study consists of primary data and secondary data qualitative. Primary data is data from interviews with informants. While secondary data is documentation data and observations before and after being in the research location.

2.4 Data Collection Techniques

Data collection is one of the important stages in research. According to Soegiyo (2008), there are two main things that can affect to quality of research data, namely: (1) the quality of research instruments, and (2) the quality of data collection. Therefore, collecting research data must be designed in such a way that the research produces and obtains valid / valid data.

To obtain the data needed in this study, data collection techniques taken consist of interview, observation, and documentation.

2.5 Research Instrument

In this study, the instrument is the researcher himself. After the research focus becomes clear, the research instruments are developed in a simple manner that can clear and be able to complete the data from interviews, observation and documentation. Then the form of instrument was developed through research focus so that all information obtained becomes accurate data needed in this study. The instruments used are questionnaire, observation format, and documentation analysis format.

2.6 Data Analysis Technique

The stages in data analysis taken in this study included the following steps:

2.6.1 Data Reduction

After collecting the data, the steps taken by the researcher were analyzing by reducing the data, which summarize all the interview data, the results of

observations, and reviewing the documentation and then choosing and taking the main things which were focused on the problems that the researchers want to study based on indicators developed related to learning problems students of SMA 10 Ternate

2.6.2 Data Presentation (Display)

The second main step of the data analysis activity was presenting data. After reducing data, the researchers presented the data in narration, meaning that every fact and information obtained that occurs or that was found by the researchers, was then narrated and given an interpretation of these phenomena.

2.6.3 Data Verification

The third step of the analysis activity was drawing conclusion. From the beginning of data collection, the researcher started to decide what something means, noting order, patterns, explanation, possible configuration, causal flow, and propositions.

2.7 Data Validation Technique

Checking the validity of the data is a very important stage in qualitative research, because it determines the level of trust in the results of the research that has been done.

2.7.1 Triangulation

Triangulation at this stage was carried out source triangulation, namely data obtained by researchers from the result of interviews with primary data sources, researchers proved the truth of the data by interviewing several triangulators as a comparison so that researchers can obtain valid data.

2.7.2 Member Check

At this stage the researcher returns to the field to check all the data obtained from interviews, observations, and documentation with the informant. If the data can be received and approved, the conclusions of the results will be made.

3 RESULT AND DISCUSSION

The location of the school is at K.H Dewantara Street, Ternate Tengah District, Ternate City and border on other schools. The school status is state owned in 2010 which was previously named SMA PGRI and born in 1988. This school is a fairly old school in the city of

Ternate. SMAN 10 Kota Ternate is located in a strategic condition because it is in education area along with other schools and the location of the school is easily accessible, because of its position on the transportation route. In the 2014/2015 school year, the school had 487 students divided into 15 study groups, which stood at ± 2400 m², cared by 36 teachers and 6 laboratory assistants with minimal education is S1.

SMAN 10 Kota Ternate has a vision of Creating Students that excellent in Science and Charity and compete nationally and globally. In addition, the mission proclaimed is 1) Growing appreciation and practice of the teaching of religion embraced as a source of wisdom, 2) Forming superior and competitive personalities that are intensive to all school members 3) Carrying out teaching and learning activities optimally oriented towards achieving standardized competencies National and Global, 4) Developing all potential students optimally in both academic and non-academic fields, 5) Establishing harmonious relationships between school and parents / guardian of students, communities, institutions and related institutions in order to achieve an optimal school vision. Based on the school's vision and mission, it is illustrated that the mission carried out by SMAN 10 Kota Ternate is the implementation and development of learning in improving the quality of education.

3.1 Students' Condition

SMA Negeri 10 Kota Ternate has 558 students. Data of students' condition in academic year 2007/2018 can be seen as follows:

Table 1: Number of students of SMAN 10 Kota Ternate in 2018.

Class	Total
X	189
XI	175
XII	194
Total	558

Source: Administration Data Report Book, April 2018

3.2 Description of Learning Management

3.2.1 Learning Plan

Based on the result of field study, information was obtained that in the planning of learning, teachers were actively seen in the preparation of learning

plans. In the sense that teachers of subject at the beginning of each school have prepared their learning plans on Lesson Plan (RPP). However, RPP made are still general and not adapted to the inclusive learning curriculum. Learning planning should be based on the results of in-depth studies through collaboration between national education goals, the needs of students, community, parents, and the government so that harmony and collaboration between the school and the environment around will increase graduate output and the quality of graduates. It means, in RPP made by the teacher, it is better to include activities for students with disabilities in the class.

Based on the results of the interview, the teacher did not understand the inclusive program implemented by the school. The lack understanding of teachers is also caused the teacher not prepare the learning tools needed for inclusive students. The success of a learning process is determined by careful planning. Good planning makes half the success can be achieved, the other derived from its implementation. Based on the result of triangulation interview, it was concluded that not all subject teachers made lesson plans as expected in inclusive school learning. Most of subject teachers did not yet have the awareness to make a lesson plan kit specifically for inclusive students.

This is partly due to the unevenness of information and knowledge about inclusive schools received by teachers, only two teachers were touched by training and socialization about inclusive schools. However, based on the system, the principal conducted regular meetings every 3 months to evaluate the learning done by the teacher while at the same time look at the teacher's preparation in conducting the learning plan.

3.2.2 Implementation of Learning

1) Teaching activities

In implementing the teaching and learning process, generally, the teacher has made changes and innovations in accordance with the development of students. But the teacher has not involved analysis in accordance with the development of the inclusive students. They have used multimedia or with more varied methods, but evaluation of students with disabilities has not been found in concrete teaching and evaluation activities. The purpose of the learning process is still only to include students who have disabilities in the learning process, not yet to increase the competence of students in the class. So, school implemented enrichment learning for children with disabilities in extracurricular activities.

Extracurricular activities are institutional activities that have an influence on teaching and learning interactions in the classroom. Parties provided space for students with disabilities to be involved in extra-curricular activities, so students feel the same and comfortable with the school environment.

One of implementation of learning management for children with disabilities is the aspect of guidance and guidance of students at SMAN 10 Kota Ternate. The school has created a student mentoring program for capacity building or achievement. Guidance activities carried out by the school were through extracurricular activities. This activity received attention from both school leaders and teachers. According to the teacher, extracurricular activities are: (1) providing art / dance programs, (2) holding tutoring (3) holding social services (4) Red Cross and Scout activities. Besides extracurricular activities, the training of students with disabilities conducted by teachers at SMAN 10 Kota Ternate is a religious activity such as teaching students to commemorate religious holidays such as Isra 'miraj, Maulid Nabi, while for students who are non-Islamic also directed to other activities in contact on developing students' abilities and interests.

From the analysis carried out on the result of interviews with teachers and principals, it can be concluded that the implementation of classroom learning by teachers is still lack of seeing specific conditions of students with disabilities. Schools and teachers tended to only target students to come and socialize with their peers. However, students with disabilities are designed to be more involved in student coaching activities or extracurricular. Students with disabilities were emphasized to develop students' abilities and interests, so that the school offered several activities outside the classroom that accommodate their talents.

2) Completion of Teaching Learning Processes

The completeness of the teaching and learning process, fully prepared by each teacher. Based on the results of interviews, the school has prepared facilities and infrastructure for completing the implementation of learning. Infrastructure facilities prepared such as special laboratory rooms, classrooms, wheelchairs, and braille letters. This is provided by the school to assist learning for students with disabilities, although for now the facilities and infrastructure are poorly maintained and used well by the school. In addition, it was found data that students with disabilities did not want to use the infrastructure

services because they were embarrassed by their peers.

3) Evaluation and analysis of learning outcomes

Evaluation and learning outcomes are continuity activities covering the teaching and learning process. Teachers are expected to be objective, transparent and accountable so that the learning outcomes obtained by students as basic data that can be used as a reference for future improvements.

Evaluation activities are conducted periodically, regularly, and bookkeeping. The results arrived at the reporting stage of the student evaluation results in every semester which will be used both for the internal needs of the school and as material for the education report. However, data was found that the evaluation for students with disabilities had not been carried out by the teacher.

The teacher added, that evaluation for students with disabilities had not been carried out because of the lack understanding of teacher about the condition of students in his class. So, it becomes the root of the teacher not doing a good evaluation of learning.

Besides evaluations conducted by the teacher, there were also evaluations conducted by the principal. Guidance carried out by the Principal is to supervise with emphasis on the improvement and development of professional performance in fostering students. Supervision carried out by the principal is a quarterly meeting that oversees the learning process carried out by the teacher. It was as stated by the teacher of SMAN 10 Kota Ternate..

"... In supervising, Principals sometimes visits the classrooms and makes individual contacts. Class visits are not carried out routinely, sometimes there are notifications, but sometimes without notification. In individual contact relationships, principal always provides direction and guidance (interview, 2010).

According to the researcher, supervision activities carried out by the principal have benefits to the teacher's personal and institutional improvement.

From the result of interviews, surveys and facts of documentation obtained by researchers has shown that there was no indication of the implementation of learning management carried out by SMAN 10 Kota Ternate as one of the schools implementing inclusive schools in North Maluku.

3.2.3 Factors Affecting the Implementation of Learning Management at SMAN 10 Kota Ternate

1. Supporting factors

Based on the result of the interviews, it was found several supporting factors, the first is the enthusiasm of the school to accept students with disabilities, meaning that the school so far has never refused those students. The second supporting factor is the presence of teachers involved in several trainings.

The third supporting factor is the principal who has enough concentration on inclusive education, infrastructure that is supportive enough and the enthusiasm of some teachers regarding the implementation of inclusive education at SMAN 10 Kota Ternate.

2. Obstacle factors

Management of inclusive education institutions is a must to be implemented so that education is a consumption for every human being in Indonesia is no exception. Because of the task as an inclusive education school, the management is not separated from several obstacles that must be faced.

The inhibiting factors in the management of inclusive learning includes:

1). Educator

The existence of supporting factors that facilitate the management of learning in improving the quality of schools providing inclusive education, there were also obstacle factors in the implementation of improving the quality of inclusive education in schools.

From the result of observations and interviews of researchers in the field, it showed that in the implementation of inclusive learning management there were still several things that hinder:

First, educators feel that they are not ready to undertake inclusion-based learning because there is no socialization of the results of inclusive training represented by other teachers.

The second factor, there is an indication that teachers lack enthusiasm to carry out inclusive learning due to the breakdown of the budget disbursed by the education office to the school.

So, it can be concluded that the level of teacher economic is less secure and the inequality of teacher involvement in training will be an obstacle to the development of schools provider inclusive program.

In addition, supporting factors involve the community around the school to participate together in developing and improving the quality of education. Community involvement can be personal participation in directing inclusive students. This collaboration has a large influence in society because its benefits can be directly felt by the community.

2). Funds and Facilities / Infrastructure

From the results of interviews with the principal, the researchers found that the source of funds for SMAN 10 Kota Ternate came from *Bantuan Operasional Sekolah* and also funds from the assistance of the students' parents. Because of the lack of funds obtained so that some learning activities and learning facilities are not optimal. The lack of funding and infrastructure is an educational problem which in its development is not smooth because it is caused by lack of funding "... recommendations to convey to the service, because honestly we were here to prepare learning tools for children there must be operational funding but around 5 year is no longer from the government "

So, from the above opinion it can be concluded that the problem of funds and infrastructure is very important for the continuity of the inclusive program at SMAN 10 Kota Ternate.

4 CONCLUSION

Based on the results of research and discussion obtained several conclusions, namely :

1. Learning Planning based on curriculum management and teaching at SMAN 10 Kota Ternate is adapted to the K-13 curriculum, in learning process teacher prepared the completeness of teaching in lesson plans, enriches or repairs, and evaluates and analyzes learning outcomes. It also still found teacher doing learning planning in lesson plans that have not been in accordance with the inclusive school curriculum.
2. The implementation of learning based on the teaching and learning process carried out by teachers had been carried out innovations based on the development of students by using multimedia. In addition, the teaching and learning process was also enriched with the guiding process of students carried out in extracurricular activities and religious activities. However, there were still teachers who do not analyze the development of students with special needs.

3. The implementation of learning evaluations conducted at SMAN 10 Kota Ternate has been carried out fairly thoroughly for all students, but for students with disabilities where the format was different from other students had not been used yet.
4. The implementation of inclusive school learning based on facilities and infrastructure at SMAN 10 Kota Ternate is sufficient, but there were still shortcomings that still require attention from stakeholders, parents and the government.
5. Implementation of the inclusive school program based on special service management conducted by the SMAN 10 Kota Ternate was involving the community in collaborative activities and supervision of students with disabilities in the school environment, Principals as leaders always supervise as efforts to develop teacher performance in fostering students.
6. Factors that influence the implementation of the inclusive school program at SMAN 10 Kota Ternate are; supporting factors, namely the high support and enthusiasm of the school elements in guarding the Escorting Inclusive School, the consistency of accepting students with disabilities, the construction of the inclusive school teacher development team and teacher enthusiasm to explore the world of inclusive. The obstacle factor was that educators who do not understand the concept of inclusive, funds, facilities and infrastructure are still lack, community participation is not fully involved.

Based on the results of the research and discussion mentioned above, then some suggestions were proposed relating to the learning management of the Inclusion School at SMAN 10 Kota Ternate as follows:

1. The management of school inclusion needs intense academic transformation institutionally with the government, in this case the Education Office of Province, so that the implementation of the Inclusion School in SMA N 10 Kota Ternate becomes a shared responsibility and the success of the school can be maximized.
2. Implementation of inclusive school learning management is demanded by school management professionalism. Management of teaching related to the teaching and learning process where the teacher must understand the concept of inclusion and students with special needs and their handling.
3. Implementation of the inclusive school is a demand for democratization in the field of

education where the involvement of the community must play an active role as partners of the management in the context of school development. In particular, those involved as community representatives in the school committee are expected to be more optimal in understanding their respective duties and functions, both technically and conceptually.

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