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Management of Educational Institutions in Realizing Inclusive Schools Model (Case Study of Inclusive Schools in Ponorogo)

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Abstract

This research aims to examine institutional management and inclusive school learning processes in Ponorogo. The study uses a qualitative approach with a case study design. The researchers are the key instrument. The research locations are SDN Negeri 4 Krebet and SD Immersion. The results of this study show that the learning processes at SDN 4 Krebet and SD Immersion are similar. The only difference is in the developmental aspect. The first step in admitting new students is to conduct an initial screening and evaluation to identify students with special needs. Due to the presence of ABK students, the curriculum has been adjusted. Both schools have individual learning programs (PPI) to provide unique learning opportunities for ABK students. Second, regarding institutional management, both principals agree that schools must prepare several aspects to organize inclusive schools: including the curriculum, human resources, and supporting facilities and infrastructure.

Keywords: management, inclusive education, ABK

A. INTRODUCTION

The law mandates that all Indonesian citizens, including children with disabilities, have the right to a proper education that suits their needs. This mandate is clearly and firmly stated in Article 31, paragraph 1 of the 1945 Constitution, which guarantees every citizen the right to an education. Additionally, derivative laws such as the National Education System Law Number 20 of 2003, Article 5, emphasize that all citizens have the right to a quality education (Sujatmoko, 2010).

In the field of education for the disabled, the model of segregated education is well-known. This model can be interpreted as the practice of organizing education in a way that separates children with special needs from the regular school system (Herawati, 2016). In Indonesia, these segregated schools are known as Special Schools (SLB), which are tailored to the specific needs of their students. For example, SLB/A is intended for blind children; SLB/B is intended for deaf children; SLB/C is intended for mentally retarded children; SLB/D is intended for physically disabled children; SLB/E is intended for emotionally retarded children (Herawati, 2016). This special education unit consists of the TKLB, SDLB, SMPLB, and SMALB levels. In these schools, students with special needs are educated by teachers who have exceptional skills in teaching children with special needs.

Over time, with the enactment of the Ministerial Regulation Number 70 of 2009 concerning inclusive education for students with disabilities, as well as for those with intelligence and/or unique talents, the concept of inclusive education began to gain recognition (Sunardi & Sunaryo, 2011, p. 185). According to the regulation, each district or city must appoint at least one inclusive elementary, junior high, and high school in each sub-district that is required to accept students with various disabilities (Munawwaroh, 2018). The government must guarantee the availability of resources for these schools. Additionally, teaching and learning activities must genuinely consider the characteristics of students. Thus, children with special needs can participate in learning activities despite their limitations. Furthermore, education for children with special needs is essential because it helps them reach their full potential and become more independent (Baiti et al., 2021, p. 57).

Until now, the Ponorogo district has not fully implemented the government regulation requiring each sub-district to have at least one inclusive school at each level (Jalil, 2017). Only eleven schools in Ponorogo carry the concept of inclusive education, yet thousands of its residents are ABK. These schools are SDN 4 Krebet, SDN 2 Padak, SDN 4 Karangpatihan, Immersion Elementary and High Schools, SMPN 2 Satap Jambon, Muhammadiyah 1 Ponorogo High School (Muhipo), SDN Sumoroto, Qurota'ayun

Elementary School, Pesantren Anak Sholeh (PAS) Baitul Qur'an, and Muhammadiyah 2 Ponorogo Middle School (Pebiantri, 2017). In fact, according to the head of the Ponorogo Education Office, there are thousands of ABK residents in Ponorogo, many of whom have not attended school (Jalil, 2017).

The Ponorogo Regency Government is well aware of the urgency of establishing inclusive schools (Pendidikan dan Kebudayaan, 2021). According to Hairuddin, the head of the PKPLK curriculum section of the East Java provincial education office, Ponorogo is a regency in the East Java province that strongly encourages schools to become more inclusive (Kominfo, 2021). There are at least two underlying reasons for this. First, the Ponorogo Regency Government does not want to treat its citizens differently. Second, various studies on ABK (students with special needs) state that those who receive a good education will have their potential explored and developed optimally. Based on these considerations, the Ponorogo Regency Government is committed to increasing the number of inclusive schools until the ideal number is reached, allowing thousands of ABK in Ponorogo to receive the services they deserve (Pendidikan dan Kebudayaan, 2021).

Based on the explanation above, this study aims to examine the implementation of educational institution management in creating inclusive schools at SDN 4 Krebet and SD Immersion. SDN 4 Krebet was chosen for this study because the Provincial Education Office appointed it as a model inclusive school through a decree of the Head of Special Education and Special Services, guiding for other inclusive schools in the Ponorogo district (Setiawan, 2016). In addition, the Provincial Education Office selected the GPK of SDN 4 Krebet as one of 20 members of the East Java inclusive education curriculum planning and development team (TP2KI) (Setiawan, 2016). SD Immersion was selected for further research due to its unique advantages compared to other schools. It is an inclusive school with a comprehensive education concept and system based on the theory of multiple intelligences, which respects each child's unique intelligence. These intelligences include linguistic, mathematical-logical, visual-spatial, musical, kinesthetic, intrapersonal, interpersonal, and natural (Toofani, 2015).

Several previous researchers have studied inclusive school management. Among them were Ahmad Hafizh et al., who wrote the study "Case Study of Inclusive School Management at SDN Manahan Surakarta." The results of this study revealed that the school had implemented modifications in several areas, including learning assessment. These modifications included providing different standards for students with special needs, class promotion based on assessment results and student abilities, and adjustments to learning activity implementation. However, SDN Manahan still had many shortcomings in its implementation as an inclusive school (Hafizh et al., 2020, p. 67). A

second study, titled “Implementation of School Management for Inclusive Education Providers in Bontang City,” was conducted by Afdhol Choliqul Ma’ruf et al. The results of this study revealed that curriculum management involves developing the use of the 2013 curriculum and an independent curriculum modified according to the abilities and conditions of students with special needs. The management of the learning process in an inclusive classroom begins with planning and analysis based on presentations, indicators, and lesson plans. The concept is modified to meet the abilities of each student. Students with special needs are evaluated on their attitudes, knowledge, and skills. Class/subject teachers and the GPK conduct assessments, and the three schools compile student learning outcome reports using the Minimum Competency (KKM), adjusted to the abilities of students with special needs (Ma’ruf et al., 2023, p. 53).

Third is the study by Tsabita Khansa Kinanthi et al. entitled “Improving the Effectiveness of School Management in the Implementation of Inclusive Education in Elementary Schools.” The results of the study indicate that optimizing inclusive school management is crucial for the program’s success. This optimization requires improving teacher competency, providing resources, effective leadership, adequate infrastructure, financial support, and a strong commitment from all parties. Effective management ensures that all students, including those with special needs, can learn together and experience significant benefits, such as reduced fear, an increased sense of responsibility, and better self-understanding (Kinanthi et al., 2024, p. 7). Fourth is the research conducted by Asyfa Nurul Rahma entitled “Optimizing Management in the Implementation of Inclusive Education in Elementary Schools.” This study found that principals play a significant role in achieving organizational goals, particularly in managing inclusive education. Effective communication between administrators, class teachers, special assistant teachers, and the community is essential to implementing inclusive education governance. Furthermore, effective human resources management and accessible facilities and infrastructure contribute to the effective implementation of inclusive education (Rahma, 2023, p. 35). Fifth, a study by Rahma Tanjung et al. entitled “Management of Inclusive Education Implementation in Islamic Educational Institutions,” shows that inclusive education, as a service system for children with special needs (ABK), can be integrated into formal education services. This concept demonstrates the existence of a single learning system within an inclusive school that can accommodate the different learning needs of each individual (Tanjung et al., 2022, p. 339).

This research is important because it will help identify an ideal inclusive school development model that can serve as a reference for other schools. The goal is to increase

the number of inclusive schools in Ponorogo so that no children with special needs are excluded from attending school.

B. RESEARCH METHODS

To achieve a comprehensive and in-depth understanding of the focus of this study, the researchers used a qualitative case study approach. The qualitative approach was chosen because the researchers wanted to understand the focus of the study in its entirety, rather than just fragments of it. The researchers are the key instrument in recording words, collecting data through interviews, observing research subjects, and collecting documents in the field while always using research ethics (Sugiyono, 2014, p. 79). The research locations chosen for this study were SDN Negeri 4 Krebet, located at Jalan Sidowayah No. 31, Sidoharjo, Jambon, and SD Immersion, located at Jalan Pramuka No. 69, Ronowijayan, Ponorogo. The data collection techniques used were interviews, observations, and documentation. Interview data were obtained from the principal, the coordinator of special assistant teachers (GPK), and senior education personnel who have served in the school for a long time. The researchers observed individual learning program (PPI) activities and ABK learning activities in each class. For data documentation, researchers used documentation of ABK student activities in which they participated. This study employs the data analysis technique of Miles and Huberman, which includes data condensation, presentation, and conclusion or verification drawing. The validity of the data can be checked using triangulation techniques, such as triangulation through sources, triangulation through methods, and theory triangulation. Other techniques include checking the truth of the information (referential adequacy checks), discussing the research (peer debriefing), extending the research time (prolonged engagement), and checking for transferability, dependability, and confirmability (Santosa, 2010, p. 16). In this study, the validity of the data was verified using source and theory triangulation and by extending the research time.

C. RESULT AND DISCUSSION

The findings of this study are described as follows:

1. Implementation of Learning Activities and Management of Educational Institutions in the Implementation of Inclusive Schools at SDN 4 Krebet

SDN 4 Krebet has been an inclusive school since 2010. The school became an inclusive school because of the needs of the surrounding community. Many residents of the village where SDN 4 Krebet is located have special needs. In 2010, news emerged about an “idiot village” in Sidowayah Hamlet, Sidoarjo Village, which went viral. Upon learning of this, the education office took immediate steps by requiring SDN 4 Krebet to

become an inclusive school. Initially, the SDN 4 Krebet academic community felt unprepared because the teachers lacked the resources to manage an inclusive school. Additionally, the facilities and infrastructure were far from ideal for an inclusive school. However, due to circumstances and driven by the education office, SDN 4 Krebet began thinking about how to become a truly inclusive school (Senen, 2023).

In addition to encouraging SDN 4 Krebet to become an inclusive school, the widespread news about the "idiot village" has prompted many researchers to conduct studies. These researchers came from various regions and well-known campuses. They investigated the reasons for the high number of people with intellectual disabilities in this village. Their findings revealed that one factor was the drinking water in the Sidowayah hamlet, which came from a river containing lime and low levels of iodine. Additionally, the community's staple food at that time was tiwul rice. Based on the research results, this tiwul rice inhibits iodine absorption. This condition is not without reason, but rather due to the community's low economic level. Therefore, children's nutritional adequacy is lacking.

However, starting around 2010, many people from Sidoarjo village have migrated or worked outside the region and abroad. They work to support their families. Undeniably, as the family economy has improved, nutritional problems have decreased. Consequently, the number of ABK has also decreased. Currently, residents no longer drink river water, and refilled water is also available in the village. Key information states that poor nutritional intake and water without iodine are the reasons for the large number of ABK, not underage or consanguineous marriages, as other allegations in the community suggest (Senen, 2023).

Currently, there are around 15 students with special needs in six classes at SDN 4 Krebet. The total number of students is around 100. SDN 4 Krebet's approach to inclusive education is similar to that of other schools. However, this inclusive school accepts all children, regardless of their abilities. In daily learning, additional programs are carried out to support and accommodate the needs of all students, helping them to develop their potential to the fullest.

Every day, regular and special needs children at SDN 4 Krebet participate in learning activities together. All children are involved in all activities carried out by the school, including in-class learning, learning outside the classroom, and extracurricular activities. However, children with special needs receive additional support for materials they have not yet mastered. For example, they receive additional reading, writing, and arithmetic materials. The type of additional material depends on the situation and condition of the children with special needs (Cahyono, 2023).

The managers of SDN 4 Krebet believe that children with special needs who attend the school have below-average academic abilities. The school directs these children to hone their skills. The hope is that, by honing these skills, the children can use them to provide for themselves in the future. This is important because children with special needs must remain independent and not burden others. The managers of SDN 4 Krebet brainstormed ways to give children with special needs specific abilities that would be useful to them and the surrounding community. Of course, this would be based on the children's potential. In response, the managers took an inclusive cultural approach, emphasizing vocational programs.

This approach utilizes people with special needs who have skills to teach children, especially those with ABK, how to make various household tools using bamboo weaving techniques. Some of the tools made are tompo, rinjing, and kukusan. People with ABK skills are asked to teach as a form of appreciation for their special skills. Additionally, it is hoped that ABK individuals can learn weaving skills (Cahyono, 2023).

In addition to its inclusive culture, SDN 4 Krebet has a gardening program that provides ABK with additional skills. Students are invited to plant using polybags. The plants they plant include turmeric, galangal, and chili. Various extracurricular activities are also held. These activities include dance, weaving, scouting, gamelan, and sports. These activities are intended for both regular and ABK children. For example, ABK children who perform poorly academically but enjoy weaving are encouraged to learn to knit. Regular children can also join the weaving extracurricular activity. Thus, all school programs are accessible to all children. In 2016, some ABK students from SDN 4 Krebet won a competition for making tompo from woven bamboo. This competition was not just for ABK children, but for all children. This proves that, with encouragement from school and family and, of course, interest, ABK children can compete with non-ABK children. In addition, at the end of the school year, there is a “Children’s Creativity Festival.” During this event, the school allows all children to perform. Both regular and ABK children perform according to their abilities. Some dance, some sing, and some perform other acts.

At the beginning of the new school year, SDN 4 Krebet conducted an IAP to determine whether a child is classified as ABK. IAP stands for identification, assessment, and placement. SDN 4 Krebet conducted an IAP at the beginning of the new school year. First, identification is conducted. This is carried out during student registration. Students fill out a complete form with personal data, family information, and health history. This data serves as the school's initial reference for determining the child's identity and condition. Second, an assessment is conducted. This assessment is given to ABK students only after they have participated in several weeks of observation activities in class. The

class teacher conducts these observations and coordinates with the special assistant teacher (GPK). The assessment serves as a reference for providing minimal services to ABK students. The hope is that schools can provide services according to each student's abilities, needs, and interests. The assessment focuses on reading, writing, and arithmetic skills. Third, placement is conducted. Placement involves the school providing services according to students' conditions and needs. For example, students lacking in academics are directed to weaving or gardening.

In addition to conducting the IAP, the school collects data from parents by visiting the children's homes. The school tries to find accurate information about the children and their living conditions in order to provide the right services. The school communicates intensively with parents through the parent forum. Parents are invited to the school to discuss and make a joint commitment. Among the programs are the WA Japri Movement, the Parent Aspiration Network, Ngopi: Chat to Explore Aspirations, and Jaim: Commitment Network. Before the pandemic, the GPK often visited students' homes to learn about their habits. Currently, these visits are carried out according to need.

Over time, there have been no more ABK students with extreme levels. An extreme level is defined as a child with very low academic ability. For example, one day they can write their name, but the next day they have forgotten how. Currently, the defining characteristic of ABK students is their weak academic ability. While studying in class, they socialize with their friends. However, after being identified as needing special assistance, they are included in the PPI program or individual learning program. The PPI program is for all children, regardless of class. The PPI program is carried out periodically in the school library. It focuses on providing additional material that children did not understand in class using a drill system. This activity motivates children to become more enthusiastic about learning.

2. Implementation of Learning Activities and Management of Educational Institutions in the Implementation of Inclusive Schools at Ponorogo Immersion Elementary School

Since its inception in 2010, SD Immersion has been an inclusive school that accepts children with special needs. As of 2023, 38 children with special needs are enrolled at SD Immersion. Twenty-eight of these students need assistance, while approximately ten do not. Some of these students are autistic, deaf, slow learners, or have speech delays. Although SD Immersion was established in 2010, it did not receive an inclusive school decree from the education office until 2015. SD Immersion has two paths for accepting new students: the regular path and the unique path. The unique path is intended for students with special needs. All prospective students must take a Multiple

Intelligences Research (MIR) test. The test determines the child's intelligence and learning tendencies. Learning activities and student development are then adjusted to the child's style and intelligence (Hidayati, 2023).

In addition to MIR, children with special needs are observed first. This observation is packaged as in-game activities. The observation is carried out at school to determine the child's initial abilities and capacity to learn at school. The observation activities will provide initial data related to the child's ability to understand instructions, as well as their gross and fine motor skills. Additionally, children with special needs must bring a letter of recommendation from a psychologist. In short, the entry requirements for children with special needs are the MIR test, an observation, and a recommendation letter from a psychologist.

Children are accepted at this school if they are ready to carry out learning activities, understand instructions, communicate in two directions, and are independent. If the child does not meet these requirements, they cannot be accepted. According to the school's ability, the quota for children with special needs is four children per class because the number of special assistant teachers (GPK) is limited. To become a special assistant teacher at the school, one must have at least a bachelor's degree in education. Prospective teachers are prioritized from majors related to education, so they already understand educational sciences. After being accepted as GPKs, prospective teachers receive special training through the SD Immersion program (in-house training) and participate in seminars and workshops outside the institution. There are a total of 14 GPK teachers (Hidayati, 2023).

At Immersion Elementary School, children with special needs participate in regular learning activities with other children. They learn alongside homeroom and subject teachers by following the learning themes according to the schedule. Children with special needs who require assistance are accompanied by a GPK. The GPK provides materials according to the child's abilities and creates learning resources based on the child's characteristics. These materials are organized by theme, and the standards are adjusted according to the child's level of understanding. For example, in counting activities, the numbers are lowered. The learning resources can be in the form of pictures or songs. In addition to regular classroom activities, a child stimulus unit is prepared for children with special needs. This unit is in a special room. There, together with the GPK, children learn many things according to their characteristics. For example, some games train gross and fine motor skills. Some activities train children's concentration (Safitri, 2023).

The special schedule for USA activities for grades 1, 2, and 3 is held on Thursday and Friday. For grades 4, 5, and 6, it is held on Tuesday and Wednesday. Each session is 35 minutes long. There are no USA activities on Monday because morning habituation is used. However, if a child feels uncomfortable during regular learning or needs to study alone, he or she can be invited to do so in the USA, even without a schedule (Titis, 2023).

The expected outcomes of learning activities for children with special needs are that they can become independent. This includes being able to take care of themselves, dress themselves, eat by themselves, and so on. If children with special needs are considered capable of being independent, the GPK will no longer accompany them. Second is honing children's talents. For example, a child with a speech delay can successfully memorize the number 30. This is based on the theory that all children are intelligent and that God never makes mistakes. With all seriousness and perseverance, these goals can be achieved. The school encourages children's interests and talents, directing learning activities according to each child's learning style. Additionally, extracurricular activities are selected according to the child's talents. Children who like to dance, for example, are encouraged to join dance extracurricular activities, and children with a kinesthetic learning style are encouraged to join futsal or dance extracurricular activities. With serious organization, education can lead children with special needs to succeed in junior high school.

The school monitors the growth and development of students and always communicates with their parents. This communication can be direct or indirect. Direct communication occurs when parents drop off or pick up their children and during class committee discussions held every month. Additionally, a Pearl Community is held once a month specifically for guardians of children with special needs. Indirect communication is carried out through a liaison book. SD Immersion provides homeroom teachers and GPK to create an inclusive school environment. There are ten homeroom teachers, fourteen GPK teachers, and three subject teachers. USA provides the facilities and infrastructure, as well as any other equipment children need for class. School funding comes from the government through BOS, as well as from guardians. The curriculum follows the government's independent curriculum with adjustments for special needs.

According to research conducted by Ahmad Hafizh, learning activities conducted by Immersion Elementary Schools include modifications to learning assessments, such as providing different standards for students with special needs and class promotion provisions based on assessment results and student abilities. These modifications are important in inclusive schools. These modifications aim to ensure that students with special needs receive an education that aligns with their abilities (Hafizh et al., 2020).

3. The Inclusive Education Model in Ponorogo's Inclusive Schools

The education and learning models used by SDN 4 Krebet and SD Immersion to organize inclusive schools are essentially the same. The differences are only seen in a few aspects of their development. First, both schools conduct early detection and exploration of all new students entering the school. This process attempts to gather in-depth information about the students' initial abilities. Thus, students who are classified as ABK and their special needs will be identified. Both schools involve the students' parents in the identification process. Through this early identification, it is hoped that the school can provide services according to each student's needs. SDN 4 Krebet only detects whether students are classified as ABK, while SD Immersion carries out early detection in more detail by implementing MIR (Multiple Intelligence Research). MIR detects and determines children's intelligence tendencies and learning styles (Mardiana et al., 2021). The results of the MIR are then used to select appropriate learning strategies to develop children's intelligence.

A second similarity is that both SDN 4 Krebet and SD Immersion have a PPI program, which provides specialized learning for students with special needs. PPI is generally defined as a learning program designed based on an assessment of a child's abilities, as reflected in their profile (Haryati & Winata, 2022). Both schools emphasize cognitive development, particularly improving the reading, writing, and arithmetic skills of ABK students. At the same time, however, they also pay great attention to honing the independence of ABK students. Both schools concentrate on helping ABK students become and remain independent. In this context, independence means that ABK students can understand instructions and take care of themselves. The hope is that next time, ABK students can be independent without being accompanied by GPK. However, the two schools differ in their PPI programs. SDN Immersion emphasizes cognitive strengthening and independence in the short term, while SDN 4 Krebet provides educational enrichment by teaching ABK students skills that will support them in the future. SDN 4 Krebet provides ABK students with weaving and gardening skills. These skills are chosen to suit the natural potential of Krebet Village. The hope is that, although ABK students may not be able to compete cognitively with other students, they can live independently and not bother others by being equipped with weaving and gardening skills.

The third similarity, in the context of institutional management, is that the principals of SDN 4 Krebet and SD Immersion share the view that schools must prepare for and possess several things in order to organize inclusive schools. First is the curriculum. The curriculum can be defined as everything that the school plans and does to educate students in the affective, cognitive, and psychomotor domains. An example of an activity included in the broad definition of the curriculum is the flag ceremony, held

every Monday to encourage punctuality and proper dress among students. Activities that contribute to the development of participants' character through school culture are also included in the curriculum. For instance, there is a culture of greeting and smiling when meeting teachers or friends. In his book Educational Management, Suharsimi Arikunto describes curriculum management as the entire process of collaborative efforts to achieve educational goals, emphasizing the improvement of interaction quality between teachers and students during learning activities (Arikunto & Yuliana, 2019, p. 77). From this definition, we understand that the primary goal of curriculum management is to create effective teaching and learning activities. In inclusive schools, the curriculum is modified to facilitate effective learning. This modification involves adjusting the curriculum to the abilities of ABK students. Thus, while both schools apply the same curriculum as other regular schools, the material content is simplified for ABK students.

Second is the human resources aspect. Inclusive schools require human resources with extraordinary abilities. In this case, sufficient GBK is necessary. Inclusive schools rely on GPK to assist class and subject teachers in educating ABK students. The GPK's responsibilities include compiling, implementing, monitoring, and evaluating guidance programs for class and subject teachers; providing professional assistance in identification, assessment, prevention, intervention, compensation, and advocacy services; and providing professional assistance in developing curricula, individual education programs, learning and assessment resources, media, and facilities and infrastructure that all students can access. They also compile reports on guidance programs for teachers and report the results to relevant parties, such as the principal, the education office, and other related parties. Finally, they follow up on the results of guidance for teachers (Kustawan, 2012, pp. 75–76). Ideally, a GPK would have a special education certificate and possess the necessary skills, as well as be persistent and patient. Their GPK will continue to develop, and their competencies will improve through various workshops that will increase their knowledge and skills. Both schools have a GPK whose job is to assist ABK students with their learning activities and provide GPKs with opportunities to develop themselves. According to Cushway and Priyono, the scope of HR management includes HR planning, recruitment, selection, placement, training and development, performance appraisal, compensation, overall workforce maintenance, employee relations, and career development (Priyono, 2010, pp. 8–9). In this context, both schools have implemented these principles well. They provide GPK with opportunities to develop through activities such as workshops and training.

Third is the aspect of supporting facilities and infrastructure. Facilities and infrastructure management involves planning, procuring, utilizing, and supervising the facilities and infrastructure that schools use to achieve their educational goals effectively

and efficiently (Rohiat, 2010, p. 26). This management discusses how schools can determine which facilities and infrastructure they need, how they can obtain them, maintain them, use them properly, and eliminate them when they are no longer required. Educational facilities and infrastructure management can be defined as the cooperative utilization of all educational facilities and infrastructure in an effective and efficient manner. According to management theory, the process of managing facilities and infrastructure in schools starts with planning, organizing, mobilizing, maintaining, and supervising (Sulistyorini, 2009, pp. 115–116). As is well known, ABK students have special needs. Therefore, they need special facilities and infrastructure to support their learning success. These facilities include pictures, teaching aids, buildings, PPI rooms, etc. Both schools provide facilities and infrastructure to support ABK students. Among these facilities is a special room for PPI and the necessary equipment.

The study above shows that inclusive schools have various similarities in preparing institutions and providing services to ABK. Other educational institutions that want to change into inclusive schools can do so by following their example. Schools need to prepare learning activities for ABK students so that they can be handled properly and improve their abilities. Although ABK students do not have the same competencies as regular students, they have strengths that deserve recognition so they can develop further. The inclusive school models of the two schools are summarized in the following table:

No.	Aspect	SDN 4 Krebet	SD Immersion
1	Early detection of students	This is conducted at the beginning of the school year when students register for school using the IAP (identification, assessment, and placement) stages. The school also interviews the students' parents.	The MIR (multiple intelligences research) test is used. This test determines the tendencies of children's intelligence and learning styles. The school also interviews parents and includes a psychologist's cover letter.
2	PPI	Outside of class hours, the PPI program focuses on reading, writing, and arithmetic activities using the drill system. The GPK motivates the ABK to be more enthusiastic about learning during this PPI activity.	The PPI program consists of activities carried out in the child stimulus unit room (CSUR). There, together with the GPK, children learn many things according to their characteristics. For example, some games train gross and fine motor skills. Some

			activities train children's concentration.
3	Curriculum Adjustments	The material taught to ABK students is simplified. Students are also taught skills with an inclusive cultural approach. Specifically, this approach utilizes people with special needs to teach children. Gardening and weaving are the skills taught to ABK students.	The material taught to students with special needs is also simplified. Students with special needs are trained according to their respective skills and interests.
4	GPK	It has 4 GPK people.	It has 14 GPK people.
5	Availability of Facilities and Infrastructure	There is a PPI room and equipment to support learning activities.	It has a USA room and equipment to support learning activities.

D. CONCLUSION

Based on the data presented above, the results of this study can be drawn. First, the learning outcomes of SDN 4 Krebet and SD Immersion are similar. The only difference is in the developmental aspect. Both schools generally organize learning similarly, but some of their students have special needs. The first step in accepting new students is conducting an initial screening to determine which students are regular and which are ABK. Due to the presence of ABK students, the curriculum has been adjusted accordingly. Both schools also have Individualized Learning Programs (PPI) to provide ABK students with unique learning opportunities. In the context of institutional management, the principals of SDN 4 Krebet and SD Immersion agree that schools must prepare several things to organize inclusive schools. These include the curriculum, human resources, supporting facilities, and infrastructure.

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