

SERVICE MANAGEMENT FOR CHILDREN WITH SPECIAL NEEDS IN SCHOOLS ORGANISING INCLUSIVE EDUCATION

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ABSTRACT

Education is a human right, including for children with special needs. The 1945 Constitution and Law No 20 of 2003 emphasize the right of all citizens to quality education. Inclusive education allows children with special needs to learn alongside children without special needs, avoids discrimination and improves the quality of education. Implementing this model requires good management, an appropriate curriculum and optimal resources. Inclusive education is effective because it allows children with disabilities to interact and learn alongside other children, in contrast to segregated systems which are less effective. Challenges include providing professional staff, adequate facilities and community participation. Inclusive schools are expected to develop the potential of all students, both with and without special needs, in an integrated system.

Keywords: Management, Special Needs, Inclusive Education

INTRODUCTION

Education is the basic right of every human being, because humans need education to be able to achieve their desires, hopes and ideals. As a basic right for every human being, education is not only intended for normal children but education is also a basic right owned by extraordinary children or children who have special needs (Kustawan, 2016).

Article 31 paragraph 1 of the 1945 Constitution mandates that every citizen of the Republic of Indonesia has the same opportunity to obtain an education and article 32 of the National Education System Law No. 20/2003, article 5 paragraph (1), concludes that the State fully guarantees students with special needs to obtain quality education services. This also means that children with special needs such as the visually impaired, deaf, disabled, disabled, and children with learning difficulties also have the same learning opportunities as other normal children to get an education. Law No 20 of 2003 on the national education system, Article 5, paragraphs 1-4, states that: 1. Every citizen has the same right to a quality education. 2. Citizens who have physical, emotional, mental, intellectual and/or social abnormalities are entitled to special education. 3. Citizens in remote or underdeveloped areas and remote indigenous communities are entitled to special service education. 4. Citizens who have the potential for special intelligence and talent are entitled to special education (Sikdiknas, 2003).

Education providers that value diversity will not discriminate in serving all learners' needs as mandated in the law, hence the need for an integrated education model or an education model that serves normal and special needs learners in one educational institution environment. Such an education model is now known as an inclusive education model. The inclusive education model is an education model that

provides services to students with special needs to follow the learning process together with normal students in one educational environment known as an inclusive school (PPK-LK, 2011).

Schools that implement inclusive education must recognise and respond to the different needs of their students. This includes accommodating different learning styles and ensuring a quality education for all students. This requires good management, appropriate curriculum development, good organisation, selection of appropriate teaching strategies, making the best use of resources and building partnerships with the surrounding community.

It is these special children who sometimes remain unaddressed because they have been studying in regular schools that do not provide special education services. Eventually these children will experience learning difficulties and most likely not be able to follow the lessons well so that children who have these limitations are likely to repeat in the same class which in turn will make children feel inferior and possibly drop out of school (T. Sutjihati Somantri, 2006).

Children with special needs are children who need special services because they have limitations or obstacles in terms of physical, mental - intellectual, and social-emotional. Such conditions either directly or indirectly have an impact on various aspects of their lives. Therefore, services that are in accordance with their specialities are needed so that they can live their lives naturally. However, this does not mean that the services provided are always different from children in general. There are several types of children with special needs who can mostly follow educational services as normal children in general and only in some areas that require special services or assistance, because there are also children with special needs who need individualised services because of their conditions and circumstances that do not allow them to follow services as normal children (Setyaningsih et al., 2022).

Inclusive education is an education that is considered to have a very positive impact on children with special needs, in inclusive education children with special needs are given the same rights as children without special needs. They no longer interact with children of the same type and with the same needs they interact and learn together with ATBK in the classroom and outside the classroom.

Inclusive education is the government's answer to the segregated education system which is considered less effective for children with special needs because in this education children only communicate and learn together with those who have the same type and needs, while in inclusive education children with special needs interact and learn together with children without special needs (Suharjo et al., 2020).

Schools that implement inclusive education must recognise and respond to the different needs of each student. Such as accommodating a variety of learning styles, as well as ensuring that quality education is provided to all students. This requires good management, appropriate curriculum development, good organisation, the selection of appropriate teaching strategies, the best use of resources and community partnerships.

In implementing inclusive education, of course, management is needed so that it runs well. School management will be effective and efficient if it is supported by professional human resources to operate the school, a curriculum that is appropriate to the level of development and characteristics of students, the ability and task commitment of reliable education personnel, adequate infrastructure to support teaching and learning activities, sufficient funds to pay staff according to their functions, and high community participation. If any of the above is not as expected or does not

function as it should, the effectiveness and efficiency of school management will be less than optimal.

Inclusive schools are organised like regular schools, but accept children with special needs as learners by providing an education service system that is tailored to the needs of both normal learners and learners with special needs through adjustments to the curriculum, learning strategies/methods, assessment, and preparation of infrastructure. Learners with special needs get services according to their potential and normal learners get services to develop their potential according to their capacity, so that learners with special needs and normal learners together develop their potential according to their respective capacities. As such, the education services provided combine regular and special education services in one school system.

RESEARCH METHOD

Research using library research methods with a transformative framework paradigm is a research approach that relies on library sources as the main basis for answering research questions and achieving research objectives (Sumarni et al., 2023). This transformative framework paradigm emphasizes the importance of transforming thoughts and views that can bring positive changes in a context. The general steps in the literature research method with the transformative framework paradigm include the identification and formulation of research questions relevant to the field of study to be researched. Next, literature sources related to the research question are collected through literature searches through academic databases, libraries, scientific journals, books, and other. From the collected sources, the most relevant and high-quality literature sources were selected for use in the analysis. After that, a thorough reading and understanding of the selected literature sources was conducted with the aim of identifying patterns, themes and ideas relevant to the research questions. Next, a content analysis of the selected literature sources was conducted, which involved identifying, classifying and interpreting the data found in the literature. The results of the analysis were then used to compile research findings and conduct discussions related to the research questions. Finally, based on the research findings, conclusions and suggestions are drawn based on the implications that arise in the context of the research.

RESULTS AND DISCUSSION

A. Management of services for children with special needs

1. Definition of Service Management

Management is essentially concerned with ways of managing institutions to make them more efficient and effective. Management is a tool to achieve the desired goal (Hamalik, 2012). The science and art of managing the process of effectively utilising human resources supported by other sources in an organisation to achieve certain goals (Saefullah, 2012). Meanwhile, in education, management can be interpreted as an activity to conduct educational resources to be centralised in an effort to achieve educational goals that have been achieved previously.

In the education sector, what is meant by services is the provision of services or assistance to students as an effort that is not directly related to the teaching and learning process in the classroom. But specifically provided by schools to students so that they are more optimal in carrying out learning. For this reason, special service management is needed to support the process.

Service is a service provided by someone to others to fulfil their needs. The term service can be interpreted in several ways, namely; 1) a way of serving, 2) an effort to serve the needs of others by obtaining compensation, 3) the convenience provided in

connection with buying and selling services or goods. In the service there is a reciprocal relationship between those who provide services and those who need services. So services are provided according to needs (Setyaningsih et al., n.d.).

Special service management is a process of activities that provide services to students to support learning activities so that educational goals can be achieved effectively and efficiently (Zulkarnain, 2018).

2. Principles of Education Service Management

Service management is one of the substances of education management. Services in education management are provided from the institution or school to students, which are expected to facilitate the process of teaching and learning activities and strengthen education management at the school level.

The principles in education service management are: (Anzizan, 2004)

- a. **Simplicity**
Simplicity means that the procedures provided are straightforward, easy to understand and easy to implement in a short time. For example, procedures for registering new students, paying school fees or tuition, lending procedures in the library, using laboratories and others.
- b. **Clarity**
Clarity in terms of technical and administrative requirements, intended to reinforce the work unit or official who is authorised and responsible for providing services and resolving complaints or problems in the implementation of services. Clarity and details of fees and payment procedures. For example, in new student admission activities
- c. **Certainty of time**
What is meant is the clarity of the time allocation when providing services so that they can be accessed and completed within a predetermined period of time. For example, the deadline for paying school fees and registering students.
- d. **Accuracy**
The intended accuracy is the provision of products or services that can be received correctly, precisely and legally, for example the provision of paid receipts for students who pay off tuition fees.
- e. **Security**
What is meant by safe is related to the process and the product or service provided is able to provide security and legal certainty for its users. For example, related to the quality competence of the teachers or teaching staff.
- f. **Responsibility**
Education providers have a moral responsibility for providing services and resolving problems that arise in the institution. For example, services in terms of environmental safety at the institution.
- g. **Completeness of facilities and infrastructure**
National education standards require that educational institutions provide adequate educational facilities and infrastructure, equipment, practicum and other supporters such as social networks, provision of technology and informatics facilities, bathrooms, prayer rooms, air conditioning when able and others.
- h. **Ease of access**
Places, service locations are easily accessible and can utilize telecommunications and information technology. For example, the library is located in the center of the campus so that all students feel the same distance to the library,

- i. Discipline, politeness and friendliness in service delivery. All elements involved should be disciplined, polite and sincere in providing services.
- j. Comfort

The service environment is orderly, regular, comfortable, clean, neat and equipped with various service support facilities. Educational activities are essentially service activities, so the comfort of this atmosphere must be felt by all students.

3. Definition of children with special needs

According to the Regulation of the Minister of Women's Empowerment and Child Protection Number 10 of 2011 article 1 reads that: 'Children with special needs are children who experience limitations or abnormalities both physical, mental-intellectual, social, and emotional which have a significant effect on the process of growth and development compared to other children their age. Special needs children can also be defined as slow or retarded children who will never succeed in school like other children. Special needs children can also be defined as children who experience physical, mental, intelligence and emotional disorders that require specialised learning. Children with special needs or often abbreviated as ABK are children who have special characteristics that are different from children in general such as mental, emotional or physical disabilities (P & Afin, 2013). Meanwhile, Heward states that children with special needs are children who have special characteristics that are different from children in general without always showing physical, mental and emotional disabilities (Novan, 2016). Children with special needs are children who educationally require specific services that are different from children in general.

Many terms are used as variations of special needs, such as disability, impairment, and handicap. According to the World Health Organisation (WHO), the definitions of these terms are as follows:

- a. Disability, a limitation or lack of ability (resulting from impairment) to perform activities within normal limits, usually used at the individual level.
- b. Impairment, loss or abnormality in psychological, or anatomical structure or function, usually used at the organ level.
- c. Handicap, an individual's disadvantage that limits or hinders the fulfilment of the individual's normal role.

4. Characteristics of children with special needs

Children with special needs have their own characteristics. These characteristics are an implication of the specificities experienced by each child, so that between types of children with disabilities one with another has its own specificities. The following are the characteristics of children with special needs:

a. Visually Impaired

Children with visual impairment are children who experience visual impairment in such a way that they need special services in education and life.

According to Garida, to recognise visually impaired children can be seen through the following characteristics: (Garnida, 2015)

- 1) Lack of sight (blurred), unable to recognise people at a distance of 6 m
- 2) Difficulty picking up small objects nearby,
- 3) Can't write in a straight line
- 4) Frequent fumbling and stumbling when walking
- 5) The black part of the eyeball is cloudy in colour or dry scales
- 6) Unable to see

7) Severe inflammation of both eyeballs, h) constant eye rolling.'

b. Deaf

Deaf children are children with hearing loss, either mild, moderate or severe, so they need special education in handling them.

According to Ganiofam, there are several characteristics of deaf children: (Geniofam, 2010)

- 1) Not able to hear
- 2) Delayed language development
- 3) Often uses gestures when communicating less responsive when spoken to
- 4) Speech words are not clear monotonous voice quality
- 5) Often tilts the head in an attempt to hear.'

c. Tunagrahita

Tunagrahita is a condition in which children experience retardation in adjusting to their environment and is indicated by their lack of coverage in thinking about academic matters, thus requiring special service education. According to Kemis and Ati, the characteristics of tunagrahita children are as follows: (Kemis & Rosnawati, 2013)

- 1) Slow in learning new things
- 2) Difficulty in generalising and learning new things
- 3) The ability to speak is very lacking for severe tunagrahita
- 4) Physical disabilities and movement development
- 5) Lack of self-help skills
- 6) Unusual behaviour and interactions
- 7) Continued unnatural behaviour.

d. Disabled

The physical characteristics of children with disabilities are usually in addition to having a body defect, also experiencing other disorders, such as reduced hearing power, vision, speech disorders, and other motor disorders. According to Garnida, the characteristics of the disabled can be explained as follows: (Garnida, 2015)

- 1) Fingers are stiff and unable to grasp.
- 2) There are parts of the limbs that are incomplete / imperfect / smaller than usual
- 3) Difficulty in movement (imperfect, inflexible/uncontrollable, shaking)
- 4) There is a defect in the limb
- 5) The limb is withered, stiff, weak/paralysed.

e. Tunalaras

Tunalaras is a disorder or behavioural disorder so that it is less able to adjust to the environment.

Garnida argues that tunalaras (children who experience emotional and behavioural disorders) have the following characteristics: (Garnida, 2015)

- 1) Tend to disobey
- 2) Easily aroused by their emotions (emotional)
- 3) Often commit aggressive, destructive, disruptive actions
- 4) Acts against social norms / moral norms / laws
- 5) Low learning achievement and motivation, often skipping or missing school.'

f. Children with specific learning difficulties

Specific learning difficulties are conditions in a child who experiences learning disabilities, this condition is caused by a disturbance in the learning process in the brain.

Children with specific learning difficulties according to Garnida can be classified into three, namely dyslexia, dysgraphia, and dyscalculia, each of which has different characteristics including: (Garnida, 2015)

- 1) Children who have difficulty reading (dyslexia), namely: difficulty distinguishing shapes, low ability to understand reading content, often make mistakes when reading.
- 2) Children who have difficulty writing (dysgraphia), namely: very slow in copying writing, often writing the letters b with p, p with q, v with u, 2 with 5, 6 with 9 and so on.
- 3) Children who have difficulty counting (dyscalculia), namely: difficulty distinguishing signs: +, -, x, :, >, <, =, difficulty operating counts or numbers, often wrong counting in sequence, often wrong distinguishing numbers.'

g. Slow learner

Slow learners are children who experience delays and limitations in learning and self-adjustment because they have an IQ slightly below normal.

According to Garnida, the characteristics that can be observed in children who experience slow learning are as follows: (Garnida, 2015)

- 1) The average learning achievement is low
- 2) Completing academic tasks is often late compared to their peers
- 3) The ability to grasp lessons is slow
- 4) Has not been promoted to the next grade

h. Children with special intelligence and special talents (CIBI)

Exceptionally intelligent and gifted children are children who have superior potential above that of normal children. According to Garnida, gifted and talented children have the following characteristics (Garnida, 2015):

- 1) Read at a younger age, faster and have a wide vocabulary
- 2) Have a strong curiosity, and a fairly high interest
- 3) Have initiative, creative, and original in showing ideas,
- 4) Able to provide logical, systematic and critical answers or reasons
- 5) Open to stimuli from the environment
- 6) Can concentrate for long periods of time, especially on tasks or areas of interest
- 7) Enjoys trying new things
- 8) they have a strong memory.'

i. Autism

Autism is a complex disorder, affecting behaviour, with resulting deficits in communication skills, social relationships and with other people.

The characteristics of children with autism according to Garnida are as follows:

- 1) Language barriers
- 2) Difficulty in recognising and responding to emotions with gestures,
- 3) Rigidity and poor expression of feelings
- 4) Lack of feeling and empathy
- 5) Often behaves out of control
- 6) Overall behavioural problems
- 7) Lack of understanding of his/her own existence
- 8) Limited self-expression
- 9) Behaves monotonously and has difficulty adapting to the environment.'

5. Principles of the special needs approach

Children with special needs require specialised learning methods. Varied movement patterns are believed to increase the potential of children with special needs in learning activities. The essence of movement patterns to increase the potential of children with special needs is creativity. The development of specific principles of approach that can be used as a basis in efforts to educate children with special needs include: (Wijaya, 2019)

- a. The principle of compassion. This principle focuses on accepting children as they are and striving for them to live their lives naturally like other normal children. Therefore, the efforts that can be made are not pampering, not being indifferent to their needs, and also giving tasks according to their abilities.
- b. Individualised layering principle. Each child with special needs needs to get a large portion of this service. This is because each child with special needs has a unique problem that is different in degree and type. Therefore, what needs to be done to children with special needs during the education process is:
 - 1) The number of students served by the teacher is no more than 4-6 children in each class.
 - 2) Curriculum and timetable arrangements can be flexible.
 - 3) Classroom arrangements are designed so that all students can be reached easily.
 - 4) Modification of teaching aids.
- c. The principle of readiness in receiving certain learning for children with special needs needs to have readiness. Especially prerequisite knowledge, both in the form of knowledge, mental, physical that is needed to support subsequent learning. Teachers in this condition do not need to provide new lessons, but provide activities that are fun and relaxed. After the situation improves the teacher can continue learning.
- d) The principle of demonstration. The use of props is a support for the smooth teaching of children with special needs as a learning medium. Apart from making it easier, another function is to facilitate the understanding of children with special needs (ABK) of the material provided by the teacher. The props used should use artificial materials or at least pictures.
- d. Motivation principle. This principle focuses on how to teach and provide evaluations that are tailored to the conditions of children with special needs.
- e. Principles of learning and group work. The principle of learning and working in groups is the basic principle of educating children with special needs so that they can get along with the community in the environment without having to feel inferior or inferior to normal people.
- f. Skill principle. Skills education for children with special needs in addition to functioning selectively, educationally, recreationally, and therapeutically can also be a provision in their future lives. Selective means directing the interests, skills, talents and feelings of children with special needs appropriately. Educative means guiding children with special needs to think logically, have soft feelings, and have the ability to work. Recreational means that the elements demonstrated are fun for children with special needs. Therapeutic means that the learning activities provided can be a means of rehabilitation for their disorders or disabilities.
- g. Principles of instilling and perfecting attitudes. Physically and psychologically, the attitude of children with special needs is not good, so it is necessary to strive for them to have a good attitude and not always be the centre of attention of others.

6. Education Services for Children with Special Needs

Limited access to learning for children with special needs requires institutions to provide special services based on the needs of each individual child or limited access to education. The success of the institution in implementing inclusive education cannot be separated from the management of school management, where one is interrelated with the other. These services include: (Ilahi, 2013)

- a. Curriculum flexibility (teaching materials) The curriculum is an important component of a formal educational institution which is used as a reference for determining learning content, directing the process of education mechanisms, as a measure of the success and quality of education results. The curriculum requires alignment of goals and programmes that run simultaneously. The objectives to be achieved have been illustrated in the program contained in the curriculum so that they reflect the harmonisation of achievement targets that complement each other. The target achievement in the curriculum is the ideal goal stated in the educational process, because it is an important factor in the educational process. In essence, everything that will be done in the learning process to students must be based on a pre-planned curriculum, thus reflecting an educational process that contains important and directed aspects.
- b. Educators (Teachers) An equally important determinant of the success of inclusive education is the presence of educators who are professional and qualified in their respective fields to foster and nurture children with special needs.
- c. Learner Input The characteristics and initial abilities of students can be the main reference in developing curriculum and teaching materials. It cannot be denied that students are an important component in the learning implementation process, arranged in such a way that they can play a role in realising educational goals according to the needs of the times.
- d. Environment and Inclusive School Implementation Several components related to the surrounding environment that also greatly support the implementation of inclusive schools, one of which is the support of parents and school committees. Parents are required to provide motivation and confidence for their children not to despair in facing life and to actively participate in the learning process, while the committee is able to act as a source centre for parents' communication to the school and serve information and consultation needs for the school.
- e. Facilities and Infrastructure. As one component of the success of the inclusive service programme, it is not easy to obtain, but requires hard work by education observers to seek supporting facilities that encourage the improvement of the quality of children with special needs. Infrastructure facilities should be adjusted to the demands of the curriculum (teaching materials) that have been developed.
- f. Learning Evaluation
Based on Permendikbud number 70 of 2009 articles 7 to 9 states that: Firstly, the assessment of learning outcomes for inclusive learners refers to the curriculum of the relevant education unit level, Secondly, learners who follow learning based on a curriculum developed in accordance with national education standards or above national education standards. Third, learners who experience disabilities and follow learning based on a curriculum

developed below the education standard take exams organised by the education unit concerned. Fourth, learners who complete the examination in accordance with the national standard of education will receive a diploma and its blank issued by the government. Fifth, learners with disabilities who complete education under the national standard of education receive a Certificate of Completion of Learning whose blank is issued by the education unit concerned. Sixth, learners who obtain The Certificate of Completion of Learning can continue education at a higher level or level in an education unit that organises inclusive education or a special education unit.

Furthermore, according to the Directorate of Special Education-Special Services, inclusive school management includes: (Wijaya, 2013)

- a. Student management, which consists of admitting new learners, including identification, assessment, learner placement, guidance, counselling and training programmes and learner attendance.
- b. Curriculum management, which consists of modifying the national curriculum in accordance with the initial abilities and characteristics of learners, outlining the education calendar, organising curricular and extracurricular activities, preparing lesson schedules, organising the implementation of the teaching programme, grade promotion, organising the implementation of assessments, making learning progress reports, remedial efforts and enrichment.
- c. Management of educational personnel, with the aim of managing the performance of educational human resources in charge of organising teaching and learning activities, training, research, intervention and providing technical services in the field of education in the implementation of inclusive education.
- d. Infrastructure management, whose task is to plan the procurement, organisation, maintenance, direction, coordination, supervision and evaluation of needs in order to contribute optimal results in inclusive education learning.
- e. Financial management, namely the financial management of the allocation of funds in general and specifically for the purposes of identification/assessment, curriculum modification, media, methods, incentives for educators and education personnel involved, procurement of infrastructure, empowerment and community participation, and carrying out teaching and learning activities.
- f. Environmental management, namely community involvement in the implementation of inclusive education, especially in aspects of planning, implementation, follow-up, supervision, evaluation and funding, which needs to be optimised by developing managerial mechanisms to optimise community participation.

B. Inclusive Education School

1. Definition of Inclusive Education

The word inclusion from English, namely inclusion, means describing good things in an effort to unite children who have obstacles with realistic and complex efforts in a comprehensive educational life (Smith, 2006). Inclusive education is a form of education system where students with special needs are an integral part of society and therefore the learning strategy is tailored to the needs and characteristics of individual students (Inclusive, 2011).

The definition of inclusive education according to experts, including:

- a. Septy Nurfadillah, argues that inclusive education is education where children with special needs attend regular schools to learn with their peers and eventually become part of the community to create conducive learning conditions (Nurfadillah, 2021).
- b. Hidayat defines inclusive education as education that includes all members of society, including those with special needs, namely those with permanent and or temporary special needs to obtain educational opportunities that suit their needs. These needs can arise as a result of congenital or postnatal disorders, social, economic or political conditions (Sukadari, 2019).
- c. It can be concluded that inclusive education is providing the greatest possible opportunity for every child, especially those with special needs to learn together in regular classes.

2. Models of Inclusive Education

The inclusive education model in Indonesia has several models that have been implemented in schools spread across Indonesia, namely:

a. Regular Class (Full Inclusion)

Putri Ratna Sari argues that Regular classes are classes where children with special needs learn in regular classes with ordinary students using the same curriculum. Regular classes, also known as full inclusion classes, allow students with special needs and typically developing students to participate in the learning process until the end of the class period with the same curriculum. using the same curriculum. So that the grades obtained by students are the result of policies implemented by their respective class teachers (Sari, 2022).

Students who attend regular classes (full inclusion) are students with special needs who have physical and psychological deficiencies but are still able to control themselves and adjust to the environment with other normal students.

b. Regular class with clusters

Ernawati Harahap suggests that the form of regular classes with clusters, namely children with special needs learn with normal children in regular classes in special groups. The treatment is based on the reason that it has a moderate severity category so that it greatly interferes with normal students in learning accompanied by ignorance and low intelligence so that they will be left behind if they are in a group of normal students, depending on what type of need the student has (Harahap, 2022).

Thus, regular classes with this cluster place children with special needs in the same class as normal students, but they are grouped in special groups, meaning that students with special needs and normal students learn according to their abilities, just like normal students with normal students and students with special needs in the same class.

c. Regular Class with Pull Out

Wahyu Eka argues that regular classes with pull outs are children with special needs who learn with normal children but at certain times are pulled into another room to study with a special mentor teacher (Sukmawaty, 2019).

So, regular classes with pull outs where children with special needs are with normal students in one class, but at certain times students can be removed from the regular class and taken to another room to complete the learning process with a special mentor teacher. Withdrawal occurs due to the possibility of students with special needs behaving violently so that the teacher feels unable to control and calm them down. As a result, he is removed from the class and

moved to a special room for children with special needs, which the school has prepared in case there are other students with special needs involved in the student's normal behaviour.

d. Regular Classes with Clusters and Pull Out

Regular class with Cluster and Pull Out is a class that accommodates students with special needs and normal students who learn together in one class based on special groups and at any time at a certain time are pulled into special classes (Irdamurni, 2019).

This model combines two types of classes into one so that it can be implemented in such a way as an innovation in the world of inclusive education.

e. Special Classes with Multiple Integrations

Special classes with various integrations are classes that are in one school environment but do not mix with normal students, only in certain lessons can join regular classes.

Special classes with various integrations are applied because their implementation depends on the level of intelligence of each student, so it is impossible to combine all day with normal students in one class. Lessons that can be combined between students with special needs and normal students are art lessons relying on and sports. Both lessons because intelligence prioritises muscles not but too only and fun, so all students can choose what kind of sport and what kind of art the teacher only supervises and guides (Irdamurni, 2019). Thus special classes with various integrations of children with special needs learning only in certain areas (subjects) can learn with other children in regular classes.

f. Full Special Class

A full special class means a class where all students are students with special needs without mixing one class with normal students and there is no withdrawal of students with special needs at certain times but in the same school environment as normal students, it's just that their classes are different (Irdamurni, 2019).

Thus it can be concluded that there are various models of inclusive education. Inclusive education does not require students with special needs to study in regular classes in full. So from these models, the application of the inclusive learning process goes well if it adjusts the level of condition of students with special needs.

3. Objectives of Inclusive Education

Objectives of Inclusive Education In general, inclusive education is organised with the following objectives: (Introduction, 2018)

- a. Ensuring that all children have access to affordable, effective, relevant and appropriate education in the area where they live.
- b. Ensure that all parties create a conducive learning environment for all children to engage in the learning process. Thus, inclusive education is the process of increasing student participation and reducing their separation from the local school culture, curriculum and community.

Meanwhile, the objectives of inclusive education as stated in the Guidelines for the Implementation of Inclusive Education in Indonesia, Kemdiknas 2007 are as follows:

- 1) Providing opportunities for all children (including children with special needs) to receive an appropriate education according to their needs;
- 2) Helping to accelerate the primary and secondary education compulsory education programme (12 years);
- 3) Helping to improve the quality of primary and secondary education by reducing the number of grade retention and dropouts;
- 4) To create an education model that respects diversity, is non-discriminatory, and friendly to learning
- 5) Fulfilling the mandate of the 1945 Constitution, especially Article 32 paragraph 1 which reads 'every citizen has the right to education', and paragraph 2 which reads 'every citizen is obliged to attend basic education and the government is obliged to finance it'. Law No. 20/2003 on the Education System

National Education, especially article 5 paragraph 1 which reads 'every citizen has the same right to obtain a quality education'. Law No 23 of 2002 on Child Protection, specifically Article 51 which reads 'children with physical and/or mental disabilities are given equal opportunities and accessibility to obtain ordinary education and special education'.

CONCLUSIONS AND SUGGESTIONS

Inclusive education is an education model that provides equal rights for all children, including children with special needs, to obtain quality education. It is based on various laws and regulations in Indonesia that guarantee equal access to education for every citizen, including those with physical, emotional, mental, intellectual and social disabilities. Inclusive education not only aims to accommodate the special needs of these children but also to ensure that they can learn together with normal children in the same environment, which is expected to help reduce discrimination and increase their self-confidence.

Implementing inclusive education requires good school management, an appropriate curriculum, suitable teaching strategies and effective resource utilisation. Inclusive schools must be able to accommodate the different learning styles and needs of students and ensure the quality of education provided to all students. In this regard, it is important for schools to have professional human resources, adequate facilities and infrastructure, as well as financial support and high community participation. Thus, inclusive education can provide optimal education services for all students, both normal and special needs, so that they can develop their full potential.

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