

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

ANALYSIS OF INCLUSIVE EDUCATION LEARNING MANAGEMENT FOR CHILDREN WITH SPECIAL NEEDS (ABK) AT STATE MIDDLE SCHOOL 1 PALU

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Received: 12-05-2026

Revised: 13-05-2026

Accepted: 07-07-2026

Abstract

Inclusive education is a strategic instrument to guarantee equal educational rights for Children with Special Needs (ABK). SMP Negeri 1 Palu as a public educational institution has committed to providing inclusive services, but its effectiveness is highly dependent on the implemented learning management governance. This study aims to analyze the learning management of inclusive education at SMP Negeri 1 Palu, especially in the planning and organizing aspects for students with diverse characteristics. This study uses a descriptive qualitative approach. Data were collected through direct observation, in-depth interviews with the principal, vice principal for curriculum, and subject teachers, and documentation. Method triangulation techniques were used to ensure the validity of the data. The research findings indicate that: (1) Learning planning begins with a scientific identification mechanism through the affirmative PPDB pathway (15% quota) and the implementation of an adaptive curriculum with a simplified Learning Implementation Plan (RPP); (2) Prominent instructional strategies include peer tutoring methods and role differentiation to build students' psycho-social aspects; (3) Organization is carried out through active collaboration between teachers and communication with parents to overcome systemic limitations. Inclusive learning management at SMP Negeri 1 Palu has been implemented creatively at the instructional level, but faces challenges related to human resources and infrastructure. The absence of a permanent Special Guidance Teacher (GPK) and the unavailability of specific learning media have resulted in the burden of curriculum adaptation falling entirely on regular teachers. Policy interventions are needed to procure expert staff and optimize physical facilities to support the sustainability of the inclusive program.

Keywords: Learning Management, Inclusive Education, Children with Special Needs

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INTRODUCTION

Humans were created as caliphs with potential that must be developed through education as a form of worship to Allah SWT. Referring to the hadith of the Prophet Muhammad (peace be upon him), seeking knowledge is an obligation for every Muslim to improve their abilities so they can benefit others and optimally fulfill their duties as caliphs on earth.

Nationally, education is a strategic instrument for equipping citizens to face global challenges while strengthening social integration amidst diversity. Based on Article 31 of the 1945 Constitution, every citizen has an equal right to receive adequate education and teaching, regardless of social background or physical or mental limitations. (Musdalipa et al., 2025).

The Indonesian government has shown its support for children with special needs (ABK) through various regulations, such as Law No. 8 of 2016 and Law No. 20 of 2003. These regulations guarantee the rights of people with disabilities to access quality education, both through special pathways and through equalization of facilities up to the tertiary level.(Nahampun et al., 2025)The inclusive education model, as stipulated in Law No. 70 of 2009, is a solution for integrating children with special needs into regular schools. This system aims to enable children with special needs to socialize and learn alongside their peers, thereby building self-confidence and social skills to live and integrate into society.

The success of inclusive education depends heavily on the role of special education teachers and curriculum modifications tailored to each child's needs. Effective learning management requires managing various elements such as human resources, infrastructure, and funding to create a conducive learning environment that optimizes students' academic and non-academic potential.(Budianto, 2024).

The city of Palu has committed to implementing inclusive programs, including SMP Negeri 1 Palu, which consistently accepts students with special needs every year. This prompted research to analyze the extent to which inclusive education management is implemented at the school to accommodate the diverse characteristics of its students.

RESEARCH METHOD

This research uses a qualitative approach with descriptive methods. This approach was chosen because the researcher wanted to provide an in-depth and comprehensive description of the phenomenon of inclusive learning management occurring in the field.(Lasiyono & Alam, 2024)In qualitative research, the researcher acts as a key instrument (human instrument)(Semiawan, nd)The research location was SMP Negeri 1 Palu. This location was chosen based on the school's status as one of the providers of inclusive education at the junior high school level in Palu City, which has students with special needs (ABK) with diverse characteristics.

The data sources in this study are classified into two main categories to ensure the depth of information obtained. The first is primary data, which is data obtained directly from first-hand sources through interactions with key informants in the field.(Sulistiyo, 2019). Informants, including the Principal of SMP Negeri 1 Palu as the education manager who holds the highest policy, Special Guidance Teachers (GPK) who handle technical assistance for children with special needs, as well as Subject Teachers who interact directly in the instructional process in regular classes and parents of students.

Second, secondary data serves to support and reinforce field findings. This data is sourced from official documents relevant to the research focus, such as school profiles, inclusion program reports, and statistical data on the number and classification of student disabilities.(Sulistiyo, 2019).

To obtain valid and comprehensive data, the researcher employed three interrelated primary data collection techniques. The first technique was observation, in which the researcher directly observed the dynamics of classroom learning. The second technique was in-depth interviews. This process involved structured and semi-structured question-and-answer sessions with informants to uncover information not captured by physical observation. Finally, the researcher used documentation techniques to collect administrative and visual evidence. This documentation included the collection of classroom administrative files, photographs of teaching and learning activities, and internal school regulations regarding inclusive services. All data obtained from these three techniques were then reviewed simultaneously using the principle of method triangulation to ensure the validity and accuracy of the research findings.(Lasiyono & Alam, 2024).

RESEARCH RESULTS AND DISCUSSION

Research Results

Inclusive Education Learning Planning at SMP Negeri 1 Palu

When discussing the learning management process for inclusive education, planning is understood to be an educator's effort to be more creative in selecting methods, strategies, approaches, methods, and curriculum adjustments to meet the needs of all students with special needs. SMP Negeri 1 Palu is one institution that provides inclusive education services through inclusive learning. For inclusive learning to achieve its stated goals, learning management is necessary, encompassing planning, organization, implementation, and evaluation.

Looking at the planning of inclusive education for students with special needs at SMP Negeri 1 Palu, which begins with the admission mechanism for prospective new students with special needs. First, identification is carried out as a screening process for all new students who show signs of special needs. This is done during the New Student Admissions (PPDB) registration. The first step is through a question and answer session with parents. Then, during registration, a certificate from a doctor/psychologist must be included. This was conveyed in an interview with Mrs. Emi Indra, the vice principal of curriculum at SMP Negeri 1 Palu.

"Registration for the PPDB (Special Needs Admissions) is now available, with a 15 percent quota for children with special needs who apply through the affirmative action pathway. Upon registration, a certificate from a doctor or psychologist must be presented, confirming the child's special needs. Parents must also be interviewed."

The identification process is carried out so that the school knows whether the student is experiencing physical, social and intellectual disorders in his/her development and to find out the extent of the abilities and needs of students with special needs so that they can provide the required educational services and can determine the type and form of preventive measures appropriately for the student.

Currently, there are 10 students with special needs at SMP Negeri 1 Palu, characterized by slow learning, autism, and mild intellectual disabilities. This is supported by interviews conducted by researchers during observations at the research site.

Apart from the acceptance mechanism for students with special needs, it's also important to understand the flexibility of the curriculum implemented at SMP Negeri 1 Palu, which is still in the planning stage. This was conveyed by Mrs. Emi Indra in an interview:

"The curriculum is the same as for regular students, but for students with special needs, we lower the level of difficulty. We leave that up to the subject teachers."

This statement is in line with the statements expressed by inclusive class teachers regarding the preparation of lesson plans for students with special needs, one of whom is Mrs. Cici Purwaningsih who is also a Civics teacher in class VIII:

"The lesson plans are the same as for other normal students. For students with special needs, we simplify them. So, there's no separate curriculum."

Furthermore, in an interview with Mrs. Andi Suriati as an inclusion class teacher and arts and culture subject teacher, she also said the same thing:

"The lesson plans are the same, with only the methods and strategies differing. For students with special needs, simpler language is used and instructions are repeated."

In accordance with the statement above, it is important to pay attention to the selection of strategies or approaches for students with special needs. Ms. Andi Suriati also explained this in an interview:

"We use several strategies such as peer tutoring. In my class, during arts and culture lessons, there is drawing material with a predetermined theme. I will ask other

friends to help and color together, but of course with different drawings from other normal friends."

Another interview with Mrs. Ira Pramesti as an inclusive class teacher and Civics teacher in class IX also talked about the strategies or approaches used in her class:

"In my class, I usually use a direct involvement strategy in learning, so students don't just listen to explanations but also participate. For example, in the Introduction to Pancasila material, if normal students are appointed to come to the front to answer questions about Pancasila, it's different with students with special needs, I appoint them to come to the front to write the word Pancasila or show parts of the Pancasila symbol."

Curriculum and teaching strategies are crucial for achieving educational goals. Curriculum development and strategies must be tailored to student development. Furthermore, the success of inclusive education is also supported by the availability of media, facilities, and infrastructure that support the teaching and learning process. This was stated by Mrs. Emi Indra in an interview:

"The school hasn't specifically provided any learning media; we're just using what's already available. The media selection process can actually be done after the identification process, but because the school doesn't have any experts in this field (special assistant teachers), we're just using what's available. We were also provided with an inclusive building, but it hasn't been used at all due to the lack of facilities."

From the results of the several interviews above, it can be understood that the planning process for implementing inclusive education at SMP Negeri 1 Palu is currently still unable to fully provide services according to the needs of students with special needs. This includes curriculum adjustments that are still guided by the current curriculum and used for all students, including those with special needs, without any significant adaptations or modifications, but only the use of simplified language to be understood by students with special needs. Furthermore, there is a lack of supporting media.

Developing the learning skills of students with special needs requires a supportive learning environment, the availability of appropriate learning media that suit their needs, learning strategies, facilities and infrastructure.

Organizing Inclusive Education Learning Management at SMP Negeri 1 Palu

Organizing learning plays a crucial role in the learning process. Organizing learning is the process by which an educator organizes and connects learning resources to achieve learning objectives in the most effective and efficient manner.

Achieving optimal success in inclusive education requires strong collaboration between educators and educational staff. Appropriate organization, quality human resources (HR) and adequate facilities and infrastructure are also crucial for successful inclusive education management.

However, in its implementation, SMP Negeri 1 Palu faces limitations in facilitating and supporting its human resources. This is evidenced by the statement of Mr. Yusri, the school principal, who said:

"Because we don't have a Special Assistant Teacher (GPK) to provide dedicated support, we provide support in the form of training for the teachers involved, although this training is only basic and rarely held. With this basic training, I hope the teachers can gain an understanding of how to provide services for students with special needs here, from mentoring to developing learning materials or media, to providing other supporting facilities, although it is not yet optimal."

Mrs. Emi Indra also said something similar regarding the form of support given to teachers in developing learning for students with special needs, in an interview saying that:

"For support, we still provide basic training and general learning only, so we leave the preparation of learning materials to each subject teacher."

In organizing SMP Negeri 1 Palu, coordination and collaboration between class teachers and subject teachers are also essential in managing learning. As expressed by inclusive classroom teachers who shared the same answer, one of whom, Mrs. Cici Purwaningsih, stated:

"The coordination process involves asking about the students' progress. As a class teacher, I must be more proactive in asking the subject teachers questions so that if there are any difficulties or difficulties in the learning process, I can quickly find solutions. I can also coordinate with parents, even online."

The results of the interview with Mrs. Emi Indra also said:

"Yes, it still exists. Teachers involved in inclusive learning collaborate with each other to find ways to provide learning that can be provided to students with special needs."

Organization in inclusive education learning management is not only limited to the division of tasks and management of resources but also emphasizes the importance of close coordination and collaboration between teachers.

Thus, from the interview results above, it can be concluded that the organization of inclusive education learning management at SMP Negeri 1 Palu still faces obstacles, particularly limitations in facilitating and supporting human resources (HR). However, these limitations can be offset by coordination and collaboration among the teachers involved. This is a crucial asset in supporting the sustainability of inclusive learning, so that even though facilities and HR support are not optimal, the learning process can still proceed with a spirit of togetherness.

Discussion

Inclusive Education Learning Planning at SMP Negeri 1 Palu

The inclusive learning management plan at SMP Negeri 1 Palu is a manifestation of the school's efforts to create a non-discriminatory and creative educational environment. Based on field findings, this plan focuses not only on administration but also serves as a forum for educators to determine strategies, approaches, and methods relevant to the diversity of student abilities. As an institution committed to providing inclusive services, SMP Negeri 1 Palu strives to integrate management functions including planning, organizing, implementing, and evaluating to effectively achieve established educational goals.

The identification mechanism is the primary gateway to inclusive learning planning at this school, implemented systematically during the New Student Admissions (PPDB) process. Through an affirmative action pathway with a 15 percent quota, the school conducts initial screening to detect signs of special needs in prospective students. This process involves quite stringent procedures, ranging from in-depth interviews with parents to the requirement to submit an official certificate from a professional, such as a doctor or psychologist, to ensure an accurate diagnosis of the student's condition.

The primary goal of this identification process is for school management to have a clear data map of the physical, social, and intellectual barriers faced by students. With this information, the school can assess the extent of students' initial abilities and design educational services tailored to their individual needs. Research data indicates that there are currently 10 students with diverse characteristics, ranging from slow learners and autism to mild intellectual disabilities, all of whom require specific managerial attention.

In terms of curriculum flexibility, planning at SMP Negeri 1 Palu demonstrates adaptation, although it is not yet comprehensive. The school still uses the same curriculum base as for regular students, but with a policy of lowering the level of difficulty of the

material for students with special needs. This approach gives subject teachers the autonomy to adjust learning achievement standards without having to separate students with special needs into a completely different curriculum, thus maintaining the principle of togetherness within the inclusive classroom.(Widoningrum et al., 2025).

The implementation of this curriculum planning is reflected in the development of simplified Lesson Implementation Plans (RPPs). Teachers at SMP Negeri 1 Palu tend to use the same RPP format for all students, but with some simplifications in the instructions and task complexity for students with special needs. Using simpler language and repeating instructions are key strategies for teachers to ensure students with cognitive disabilities can still follow the learning flow in regular classes.

The selection of learning strategies is a crucial aspect in supporting inclusion planning at this school. One prominent method is the implementation of peer tutoring, where regular students are empowered to assist their peers with special needs in classroom activities, such as arts and culture lessons. This strategy has proven effective not only in supporting the academic achievement of students with special needs but also in building empathy and positive social interactions among all students.(Hartinah & Hendriani, 2022).

In addition to peer tutoring, direct engagement strategies are also implemented as a modified learning approach for students with special needs. For example, in Pancasila Education, students with special needs are given more concrete and simple roles, such as writing words or pointing out certain symbols, while regular students work on more complex problem analysis.(Alqadri et al., 2022)This task differentiation shows that the teacher has made an effort to make instructional adjustments so that each child can participate according to their respective capacities.

Despite creative teaching strategies, the availability of media and infrastructure remains a major challenge in managing inclusive learning at SMP Negeri 1 Palu. Research findings reveal that the school has not systematically provided specialized learning media for children with special needs. Teachers still rely on available public facilities, even though specific media are urgently needed after the identification process is carried out to help students understand abstract material more concretely.

Another obstacle that emerged during the planning stage was the lack of experts or Special Guidance Teachers (GPK) resident at the school. This lack of professional personnel has resulted in less than optimal utilization of physical facilities, such as the inclusive building, which remains unused due to a lack of supporting equipment. This indicates that physical and human resource planning have not been aligned with the instructional planning carried out by teachers in the classroom.

Overall, this discussion concluded that inclusive learning management at SMP Negeri 1 Palu is still in the development stage and requires systemic improvements. Although access to education has been broadened and teachers' creativity in learning strategies is already underway, support from facilities, infrastructure, and experts remains an absolute prerequisite. Moving forward, more significant strengthening of curriculum adaptations and the provision of a supportive learning environment are needed to maximize the development of learning skills for students with special needs.

Organizing Inclusive Education Learning Management at SMP Negeri 1 Palu

Learning organization plays a crucial role in the success of inclusive education because it serves as a bridge between planning and implementation. At SMP Negeri 1 Palu, this organization is understood as a systematic effort to organize and connect various learning resources so that educational goals for students with special needs can be effectively achieved. However, the success of this organization depends heavily on the quality of human resources (HR) and the availability of adequate infrastructure as the primary supporting instruments in serving student diversity.

The real-life situation at SMP Negeri 1 Palu demonstrates significant challenges in human resource management, primarily due to the insufficient availability of skilled personnel. According to the principal, the school does not yet have a Special Assistant Teacher (GPK) formally tasked with intensively assisting students with special needs. This lack of a GPK creates a gap in the organizational structure of inclusive learning, given the GPK's central role in translating students' specific needs into appropriate instructional practices.

To address this shortage of skilled personnel, school management has taken steps to organize through the regular teacher competency development program. Currently, the school's support is limited to basic training for teachers directly involved in inclusive classes. Although this training remains relatively infrequent, it represents a managerial step to provide educators with the basics to understand mentoring techniques and develop appropriate materials for students with special needs.(Istiarsyah et al., 2024).

From a management perspective, this limited training has resulted in the decentralization of responsibility for developing learning materials. Schools have left the development of learning content and media entirely to individual subject teachers. This requires a high level of creativity and independence from regular teachers, who must independently learn how to accommodate the needs of inclusive students while simultaneously teaching mainstream students, often with only limited knowledge.(Putri, 2025).

Despite challenges with systemic support, the organization at SMP Negeri 1 Palu is strengthened through coordination and collaboration mechanisms between educators. Intensive communication between classroom teachers and subject teachers is key to monitoring the progress of students with special needs. This active coordination pattern allows educators to promptly identify emerging difficulties in the learning process and quickly find collaborative solutions to minimize student learning barriers.

The collaboration at this school is also reflected in the teachers' openness to sharing roles in managing inclusive classes. The class teacher acts as a coordinator, monitoring the overall development of students, while the subject teachers focus on the instructional aspects of the material. This synergy demonstrates that organization is not simply viewed as a division of administrative tasks, but rather a collective effort to ensure that no student is neglected in the teaching and learning process.

In addition to internal coordination, the organization of inclusive learning at SMP Negeri 1 Palu also involves the participation of parents as a crucial external resource. Communication with parents is maintained, even through online platforms, to synchronize children's development at school and at home. This managerial step is crucial in inclusive education because a supportive home environment that aligns with the school environment will significantly determine the success of ongoing educational interventions.(Maula & Khasanah, 2025).

In terms of facilities and infrastructure, the organization of this school still faces challenges in providing specific facilities to support the work of inclusive teachers. Without adequate infrastructure support, the organization of learning resources is less than optimal, so teachers often have to make do with whatever media is available. This confirms that effective organization requires a balance between human competence and the support of assistive devices relevant to the type of student disability.

These results demonstrate that a spirit of togetherness and collaboration among teachers serves as social capital that bridges the gap between limited facilities and expertise. Although human resource support is suboptimal and the training received is still basic, the dedication of educators to continue implementing inclusive learning is commendable. Close coordination between school elements demonstrates that learning management can

continue even under limited conditions, provided that interpersonal organizational functions are functioning effectively.

To conclude this discussion, the organization of inclusive learning management at SMP Negeri 1 Palu still requires strengthening in terms of managerial policies and the provision of technical facilities. Reliance on individual teacher creativity without the support of GPK and adequate facilities can lead to burnout among future educators. Therefore, strategic steps are needed from the relevant authorities to facilitate the need for skilled human resources so that the organization of inclusive learning at this school can move from a survival stage to a more comprehensive quality development stage.

CONCLUSION

1. The planning system at SMP Negeri 1 Palu has demonstrated managerial independence through a scientific identification mechanism integrated into the PPDB system. The use of the affirmative pathway is not merely to fulfill administrative quotas, but also serves as an initial screening to produce accurate data mapping of student obstacles. The strength of this planning lies in the inclusive and participatory curriculum modification policy; where the school has succeeded in maintaining a non-discriminatory learning ecosystem by lowering the cognitive level of the material and simplifying the lesson plans. This proves that teacher autonomy in adapting instruction is the main key in bridging the ability gap between regular students and students with special needs (ABK) (slow learners, autism, and mild intellectual disabilities).
2. The learning implementation strategy has transcended cognitive boundaries by prioritizing psychosocial aspects through peer tutoring and role differentiation. This approach effectively creates learning efficiency while fostering collective empathy in regular classrooms. However, success at this instructional level is inversely proportional to the readiness of specific infrastructure and human resources. The absence of Special Guidance Teachers (GPK) and the unavailability of concrete learning media create a broken management chain. As a result, the physical planning (inclusive buildings) becomes dysfunctional, and the burden of adaptation falls entirely on the shoulders of subject teachers without expert guidance.

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