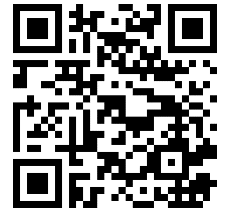


## **Strategic Management of Inclusive Schools (Multi Site Study at SDN Gadang 2 and SDN Benua Anyar 8 Banjarmasin)**



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**ABSTRACT:** This study aims to describe the strategic management applied by inclusive schools in achieving their goals. Observed in depth in 3 research focuses; (1) Strategic management formulation, (2) Strategic Management Implementation, (3) Strategic Management Evaluation at Elementary School Gadang 2 and Elementary School Benua Anyar 8 Banjarmasin. The research was carried out with a descriptive qualitative approach. The data sources are headmasters, inclusion managers, special assistant teachers, class teachers and supervisors who are determined using purposive sampling techniques combined with snowball sampling techniques during research. Data collection is obtained by interview research methods and observations which are also included in documentation. Then the data is analyzed in individual site analysis and cross-site analysis. The results of this study show that strategic management in inclusive elementary schools has been carried out, although the utilization of the results of the SWOT analysis has not been carried out optimally, both schools have a good opportunity to improve schools. The strategic management implemented by Elementary School Gadang 2 and Elementary School Benua Anyar 8 Banjarmasin includes (1) formulation of strategic management, there is the formulation of vision and mission, analysis of the internal & external environment to the formulation of goals and objectives and determination of programs; (2) The implementation of strategic management can be seen from the teaching and learning process, with the use of curriculum 13, resource empowerment, fulfillment of infrastructure, to building social networks, cooperation and communication to realize program implementation; (3) Strategic management evaluation, including evaluation of programs that have been implemented and evaluation of teacher performance carried out by the headmaster through supervision with various techniques

**KEYWORDS:** Strategic Management, Inclusive school

### **I. INTRODUCTION**

Education is fundamental for humans in life. Education is also the most important part in a country, where education is expected to be accessible and absorbed by the community. All Indonesians have the same right to education without exception. Law of the Republic of Indonesia No. 20 of 2003 concerning the right to education article 5 paragraph 1 also explains that every citizen has the same right to obtain quality education. Just as a school that is used as a place to obtain education should provide a wide range of opportunities in accepting all children, including children with special needs, because they have the same rights as other children.

In PERMENDIKNAS RI No. 70 of 2009 Article 1, inclusive education is defined as an education delivery system that provides opportunities for all students who have disabilities and have special intelligence and/or talent potential to participate in education or learning in one educational environment together with students in general. The implementation of Inclusive Education in schools is one of the efforts to reduce discriminatory attitudes in realizing education for the entire community. In its implementation, regular schools with an inclusive orientation are the most effective way to combat discriminatory attitudes, it also creates an open society, builds an inclusive society and achieves education for all. These inclusive schools can also provide effective education to the majority of children and increase efficiency thereby reducing costs for the entire education system. However, in the implementation of inclusive schools, readiness is needed that is really considered. The readiness of schools in organizing inclusive education to affect the achievement of goals. Facts on the ground show that schools that have officially been predicated as inclusive schools, even the first inclusive education provider schools, do not guarantee that The school has implemented inclusive education correctly and well in accordance with the underlying concepts of inclusive education .

The success of inclusive education providers is largely determined by whether or not the organizing institution is ready. This is also as stated by Sukinah (2010) in her research, stating that planning an inclusive education program is very important because it will provide direction for the implementation of the plan or program that has been prepared. The implementation of inclusive education in schools providing inclusive education needs to be designed a program that can direct the work patterns of organizers. Thus, it is necessary to design a program that can direct the organizers in its implementation. The annual work program of inclusive organizers as a reference for the implementation of inclusive education services.

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In essence, in order to be able to provide inclusive education in a school, schools need management that is managed in a structured manner. In addition to achieving the success of educational goals, the school system needs to adapt to students instead of students adapting to the school system. The challenges faced by schools providing inclusive education are very diverse, such as: curriculum that must be adjusted, teacher needs, learning facilities that must be tailored to the needs of children with special needs. The problems that appear in the field as described above, show indicators of weak management capabilities, especially strategic management. For this reason, headmasters in schools providing inclusive education need to understand more and be able to demonstrate their ability in strategic management. This shows that inclusive education in its implementation requires good strategic management. Strategic management according to Jauch & Glueck (Veranti, 2017), explains that strategic management is carried out as a number of decisions and actions that lead to the preparation of an effective strategy in helping to achieve organizational goals.

Based on the description above, it can be concluded that strategic management is an approach that can be used to help solve problems in the field of management in an organization through the process of making strategies, implementing strategies and evaluating or controlling the strategies to be used. Strategic management is concerned with deciding strategic and planning issues, as well as how the strategy is implemented in practice. The assessment of whether or not the school is able to implement strategic management can be measured by viewing strategic management as a dynamic process, because it takes place continuously. The implementation of inclusive schools requires readiness that is really considered. The readiness of schools in organizing inclusive education to affect the achievement of goals.

### **II. METHODOLOGY**

Research using a descriptive qualitative approach aims to observe, analyze and describe phenomena that occur related to strategic management applied by inclusive schools. The research was conducted at Elementary School Gadang 2 Banjarmasin and Elementary School Benua Anyar 8 Banjarmasin. The data sources are headmasters, inclusion managers, special assistant teachers, class teachers and supervisors who are determined using purposive sampling techniques combined with snowball sampling techniques in the midst of research. Data collection was obtained by interview method, observation which was also included with documentation studies. The data obtained were analyzed using the analysis model of Miles & Huberman (2014), which includes data condensation, data presentation, and drawing and verifying conclusions.

### **III. RESULTS AND DISCUSSION**

Based on the results of data analysis, this study shows:

#### **Focus 1**

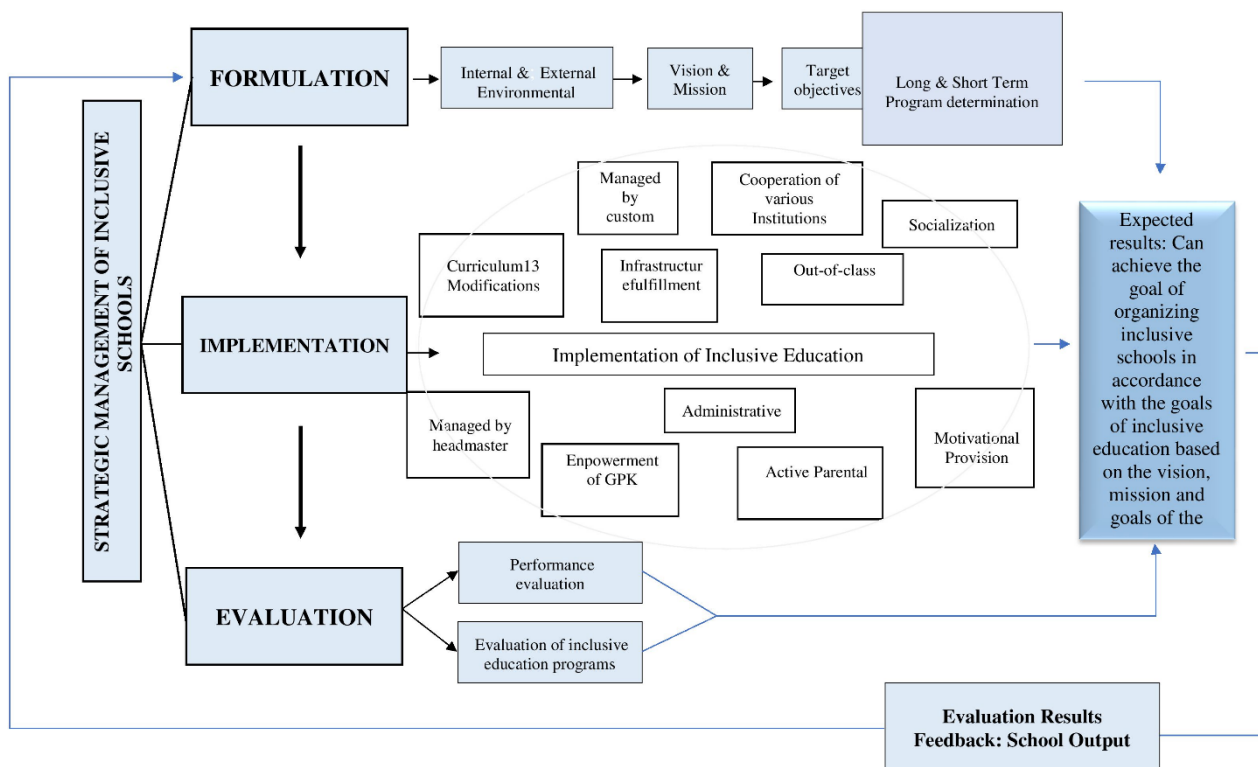
The formulation of strategic management becomes an important activity carried out, the article contains how the school formulates a vision and mission based on school policy, which is adjusted to how the results of the analysis of the internal and external environment, it is done to determine the strengths, weaknesses, strengths and threats of the school.

#### **Focus 2**

The implementation of Strategic Management of inclusive schools can also be seen from how school headmasters empower human resources, including the school curriculum used, school administration, provision of infrastructure, social networks or parties who collaborate with schools to socialization and implementation of school programs that have been planned.

#### **Focus 3**

The strategic management evaluation carried out in both is an evaluation of the program prepared and implemented, as an inclusive school evaluation leads to school programs related to all students, especially children with special needs. Both schools carry out evaluations ranging from scheduled and unscheduled, evaluations are carried out every 1 week, once a month or when needed. Both schools conduct a thorough evaluation at the end of the semester and the end of the new school year. At Elementary School Gadang 2, the evaluation was also carried out by the school superintendent. Based on the findings above, it can be described that the strategic management model of inclusive schools in elementary schools is as follows:



**Picture. 1: Strategic Management Findings Model of Inclusion Schools**

**A. Strategic Management Formulation of Inclusion Schools**

The findings of this study found that the formulation of strategic management at Elementary School Gadang 2 and Elementary School Benua Anyar 8 Banjarmasin as inclusive schools did not have much difference from other schools, the formulation was carried out with various activities, namely: formulation of the vision and mission as the basis of the school, analysis of the internal environment in order to find out the strengths and weaknesses of the school and also externally to find out what opportunities can be used, as well as threats that can occur. Furthermore, to set goals and objectives with the birth of programs that will be implemented by the school. This is in accordance with what was conveyed by David (Tardian, 2019) stated that formulation or formulation is an early stage in strategy management, he also stated that what includes strategy formulation is the development of vision and mission, identifying external opportunities and organizational threats, determining internal strengths and weaknesses of the organization, setting long-term goals, producing alternative strategies and choosing certain strategies to achieve the goals of the organization.

The findings of the study found that the formulation of strategic management carried out was based on the vision, mission and goals of the school that were relevant to the goals of the implementation of inclusive education. This is in line with the findings of Suriansyah's research (2015 and 2017) which states that the vision, mission, goals and strategies of an institution are the basis for realizing a good school program. This can be the basis that the formulation of strategic management starts from the formulation of the vision and mission. Vision and mission is a crucial basis that must be considered by the school. The process of formulating a vision and mission is an insight that becomes a source of direction to guide the school as a foresight as a direction in which the school will be taken. As an inclusive school, the vision and mission prepared is expected to apply to all children and in accordance with the objectives of the implementation. The vision and mission is carried out by paying attention to the educational needs that can be provided by the school.

The results of this study support those conveyed by Hariadi (2010), revealing that in the framework of strategic formulation is the preparation of steps aimed at shaping the vision and mission of strategic organizational goals. The headmaster conducts planning in the vision and mission process by forming a vision and mission drafting team. In line with what was conveyed by Veranti (2017), the components in strategic formulation at least consist of vision, mission, goals and objectives. The main actor in the formulation is the school manager, becoming more conical is the headmaster, so that the school has a policy direction that can support the achievement of the expected goals.

The findings of this study also found that the two inclusion schools had analyzed the environment before formulating a school plan or program. The results of the analysis are used as a reference as a basis for making plans in order to achieve the goals that have been set, the results of the research are in line with those conveyed by Griffin and Ebert (Buchory and Saladin, 2010),

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suggesting that the external environment is everything outside the boundaries of the organization that may affect the organization. Therefore, the manager/leader must understand the environment in scope and accurately and further strive to operate and compete in it. Sari (2017) in her research concluded that SWOT analysis is divided into two elements, namely institutional internal analysis (internal environment analysis) and external environment analysis. Veranti (2017), in her research stated that one of the strategy management techniques applied to inclusive organizing schools is SWOT analysis. SWOT analysis can help organizational decision makers to prepare the basis and considerations for decision making and action.

### **B. Implementation of Strategic Management of Inclusive Schools**

In its implementation, inclusive schools are said to have been properly implemented in the implementation, it can be seen from several components, such as: 1) Policy, curriculum & administration; 2) Human Resources; 3) Infrastructure; 4) Social Networking/Cooperation; & 5) Socialization and until the implementation of the program that has been formulated before. This is as stated by Sukinah (2010), who stated that the implementation of strategic management in inclusive schools is to motivate all inclusive education teams, socialize programs and activities to all parties, allocate resources owned by schools, build cooperation with various parties and implement work programs with sincerity. The results of this study support those conveyed by Amin (2016), stating that to follow up on strategy formulation, policy making is to prepare general policies needed to implement strategies, with the hope that policies can link strategy formulation with strategy implementation. Because on the basis of the policy, all leaders in this case are headmasters who can prepare for implementation. The implementation of inclusive education is based on the Regional Regulation of South Kalimantan Province Number 3 of 2017 concerning the Implementation of Education which hopes that all schools in South Kalimantan can provide inclusive education.

Schools that provide inclusive education are legally given a decree by the Banjarmasin City Education and Culture Office. As the results of research found on both sites, as an inclusion school, it was found that schools have special assistance teachers (GPK), but the majority of GPK in both schools are not graduates who are in accordance with the assistance, although the basic education of GPK graduates is not extraordinary education graduates, but both schools try to prepare GPK so that the assistance can run well. The same thing was found by Widayawati (2017), that the special assistant teacher at the school she studied did not have a special assistant teacher with a special or extraordinary education background. He explained that this finding was not in accordance with Permendiknas No. 70 of 2009 article 10 paragraph 1 which reads the district or city government must provide at least one GPK person to the education unit that organizes inclusion education.

Rahmah, SURIANSYAH & METROYADI (2021) in their research stated that the quality of learning is not determined by whether the curriculum is good or not, but by qualified teachers. This states that the teaching and learning process that has quality is not only seen from the curriculum, but from the quality of teachers. This can be used as a basis that a qualified teacher must be able to carry out learning with all situations, such as in inclusive schools, a teacher is required to be able to adapt to classroom conditions in which there are children with special needs.

In this study, it was also found that school headmasters provide motivation to each teacher, providing motivation is carried out during teacher meetings, supervision and on other occasions, this is done in order to increase the performance of teachers and staff in carrying out their duties, especially in inclusive schools that face children with special needs requiring more patience. Providing motivation can be interpreted as resource empowerment carried out by school headmasters, this is as conveyed by Haryadi, SURIANSYAH & RAWALI (2022), in his research stated Community empowerment is a process of providing power, strength, support and motivation to the community in order to develop their potential. For this reason, empowerment is important to provide equal opportunities to the community in obtaining their rights as a community.

The community here can be interpreted as the school community itself, empowerment is very important because it also contains the provision of power, strength and motivation which can affect the performance of teachers or staff. The same thing in the results of research by Hilal, SURIANSYAH & NGADIMUN (2021), RUSMILA, SURIANSYAH & SULAIMAN (2021), & NOORHAPIZAH, SURIANSYAH, ABIDIN (2023), that the provision of motivation provided by the headmaster can improve teacher performance. In the results of another study, SURIANSYAH & ASLAMIAH (2015) found that the empowerment of teachers and educational staff is one of the key factors in school success, this is because with the right empowerment from the headmaster can involve teachers and staff in being responsible for school activities in achieving the school's vision mission.

The research findings show that Elementary School Gadang 2 and Elementary School Benua Anyar 8 have a school network or cooperation not only with school residents but cooperation with all parents, the surrounding community, and related institutions. This is in accordance with what was conveyed by Sukinah (2010), she stated that the cooperation/social network owned by inclusive schools is the involvement and participation of parents, as well as relations with the wider community, and among them there must be a supporting system.

To create a supporting system, good communication from the headmaster is needed. It can be seen in the findings at Elementary School Gadang 2, even though the headmaster has only been in office for less than 1 year, he has made several achievements in his school, the headmaster strives to build communication, not only establishing communication between school residents but also with

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external, especially to parents, then supporting institutions and the surrounding community. The findings at SDN Benua Anyar 8 also illustrate that good communication can support the implementation of inclusive education, it can be seen that even though the headmaster is only a temporary official, the supporting system in the school is still implemented. This finding is in accordance with what Haryadi, Suriansyah & Rawali (2022) conveyed, they stated that Communication is an activity of delivering information, be it messages, ideas, and ideas, from one party to another. Usually this communication activity is carried out verbally or verbally, making it easier for both parties to understand each other. Meanwhile, communication does not occur without going through a process.

Communication created by schools in the implementation of inclusive schools can provide an understanding of the implementation of inclusive education between all parties, the advantage of this communication is that it can build a supporting system in accordance with what has been expected, namely the support and contribution given in achieving the goals of inclusive education.

The findings obtained from Elementary School Gadang 2 and Elementary School Benua Anyar 8 related to the implementation of strategic management seen from the socialization are that the two schools conducted socialization before implementing the program. Socialization is important to do so that all school residents and parents know what the purpose of inclusive schools is, starting from conveying the vision, mission, goals, and through what programs it can be realized.

This socialization process is also one of the headmaster's strategies in leading inclusive schools with the hope that the socialization carried out can encourage school residents, parents and the community or related institutions to participate in the implementation of the program. The strategy shows that the headmaster applies instructional leadership where leadership leads to efforts to improve the learning process, it can be seen from the pouring of innovative ideas in the preparation of programs and disseminated to school residents (Suriansyah & Aslamiah, 2015).

The findings at SDN Gadang 2 and SDN Benua Anyar 8 on the implementation of programs that have been prepared and implemented to improve the quality of student learning support the statement of Rahmah, Suriansyah & Metroyadi (2021) to realize students who have quality learning, it is necessary to carry out activities that lead to quality in improving learning in schools, so that they can produce quality and quality output. So that the activities or programs made by the two schools in order to improve the quality of school learning are appropriate.

The findings show that the main program of inclusive schools is the learning process that combines all children in a class to carry out learning together. As for other programs, there are different things, Elementary School Gadang 2 found so many programs that can be followed by all students while at Elementary School Benua Anyar 8 there are several programs outside the teaching and learning process. This is in line with the results of Vikalista, Rapisa & Putri (2021) research, the results of the study show that when a school has legitimately become an organizer of inclusion, the school will conduct socialization and implement routine activities that are communicated to parents and teachers, it's just that routine programs related to inclusive education show different programs. However, when inclusive schools provide educational programs that are decent, challenging, but tailored to the abilities and needs of each student as well as the help and support that teachers can provide, in order for children to succeed (Nashokha, tth.). Bothschools have provided the right program for each student tailored to his needs.

### **C. Strategic Management Evaluation of Inclusion Schools**

This study found that the evaluation of strategic management in inclusive schools is by evaluating the planned program. An evaluation activity will be known how the sustainability of the program, the obstacles faced in a program, and get input for the continuation of the program. Wirawan (2012) revealed that program evaluation is an evaluation with the object of educational programs, namely activities that are carried out for an unlimited time.

Evaluation is carried out to evaluate various aspects of education, for example, curriculum, process and method of learning subjects, educational services, educators, and so on. This study also found that the evaluation of strategic management in inclusive host schools is the evaluation of inclusive classroom management by homeroom teachers, teaching planning, and follow-up evaluation of individual programs that have been made. The evaluation carried out is required to be transparent and objective. As explained by Veranti (2017), stated that the evaluation carried out by the headmaster is to enter the classroom at least once a month to supervise and enter the classroom to see firsthand the obstacles faced then discussed and found solutions.

This finding supports the results of research from Aslamiah, Suriansyah, Maimunah & Hikmah (2023) which explains that implementing routine administrative evaluations, monitoring teacher performance, and evaluating teacher performance assessments is the right thing for school headmasters to do. This is also as Irawan, Ridlo & Muslim (2022) found in their research, it was found that the schools they studied conduct periodic evaluations by the inclusive education management team, this is done as an effort to obtain information and a basis for consideration in making decisions to improve the quality of education. Furthermore, the results of their research found an evaluation model carried out by the school, including input aspects, especially teachers carried out through monitoring activities by inclusive education managers and supervision by the headmaster, assessment for new students classified as disabilities, infrastructure facilities through inventory, namely recording infrastructure facilities owned by the school, and

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curriculum evaluation carried out with an action research model by the school curriculum development team with involving teachers, students, parents, and external parties.

Strategic management carried out by the headmaster can provide support to the class and function to synchronize various educational inputs or synergize all components in the interaction (process) of teaching and learning both between teachers, students and supporting facilities in the classroom and outside the classroom, especially for children with special needs, both in extracurricular and extra-curricular contexts, both in the scope of academic and non-academic substance in realizing the vision and mission in implementation of inclusive education.

### IV. CONCLUSION

The results of this study show that strategic management in inclusive elementary schools has been carried out, although the utilization of the results of the SWOT analysis has not been carried out optimally, but both schools have good hopes to improve schools. The strategic management carried out at both sites includes: (1) formulation of strategic management, starting from the analysis of the internal and external environment (SWOT analysis), the formulation of the vision and mission which is then used as a basis for determining school goals and objectives and then poured into the school's short, medium and long-term work programs; (2) The implementation of strategic management includes every thing implemented by the school, emphasizing the empowerment of human resources which further affects the learning process of inclusive students, the curriculum used, the fulfillment of infrastructure, building school networks or cooperation and realizing good communication to be able to carry out each work program predetermined; (3) Strategic management evaluation, including evaluation of inclusive education programs that have been implemented, implemented at the end of the semester, or new school year, evaluated by the headmaster and with the teacher council related. Furthermore, teacher performance evaluation is carried out by the headmaster through supervision with various techniques also assisted by school supervisors.

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