



Inclusive Education Management in Supporting the Potential of Children with Disabilities to Achieve at the Junior High School in Indonesia

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Abstract

This study aims to analyze inclusive education management in developing the potential of gifted children with disabilities at Bandar Lampung Junior High School 14. The research method used is a qualitative approach with a case study type, through data collection techniques in the form of observation, in-depth interviews, and documentation. Data analysis was conducted using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The results of the study indicate that POAC-based inclusive management (Planning, Organizing, Implementing, and Evaluating) has been systematically implemented. At the planning stage, the school conducted a needs assessment, developed an Individual Learning Program (PPI), and modified the curriculum according to the students' conditions. The organization of services involved the principal, teachers, special guidance counselors, parents, and external experts to ensure effective coordination. The implementation of learning uses differentiation strategies, multisensory media, and individual assistance, and is supported by extracurricular activities for talent development. Evaluation is carried out continuously through academic assessment and individual development assessment. This study concludes that inclusive education management has a significant impact on the academic, social, emotional, and non-academic development of students with disabilities, despite obstacles such as limited resources and the need for teacher training.

INTRODUCTION

Inclusive education is a form of education that provides learning opportunities for all students without discrimination, including children with disabilities (Setiawan & Apsari, 2019; Tanjung et al., 2022). The Indonesian government has affirmed this commitment through Minister of Education Regulation No. 70 of 2009 concerning Inclusive Education and the ratification of the Convention on the Rights of Persons with Disabilities through Law No. 19 of 2011. However, the implementation of inclusive education in schools still faces various challenges, such as limited accessible facilities, lack of teacher competence, and suboptimal service management

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(Haryono, 2013; Nurwan, 2019).

Conceptually, the success of inclusive education is greatly influenced by the quality of school management in carrying out the functions of planning, organizing, implementing, and evaluating (POAC). Inclusive schools that have adaptive curriculum planning, collaborative work structures, flexible learning strategies, and continuous evaluation tend to be able to provide more effective educational services for children with disabilities (Susilowati et al., 2022; Tanjung et al., 2022). However, various studies show that some schools still rely solely on an administrative approach and have not comprehensively integrated inclusive management into their learning practices (Melinda et al., 2025; Murtadha & Fauzan, 2025).

Junior High School 14 Bandar Lampung is one of the schools that has been providing inclusive education since 2012 and has an interesting dynamic because there are students with disabilities who are able to achieve both academic and non-academic achievements. This phenomenon shows that the school has made certain managerial efforts to develop the potential of students with special needs despite facing limitations in facilities and resources (Jamila et al., 2024; Sedek et al., 2024). This condition makes the school relevant for further study from the perspective of inclusive education management.

This study was conducted to analyze how schools manage inclusive education based on the functions of planning, organizing, implementing, and evaluating (POAC) in supporting the potential of children with disabilities to achieve. The research used a qualitative case study method because this approach allows researchers to explore processes, experiences, and managerial practices in their entirety through interviews, observations, and documentation (Assyakurrohim et al., 2022). This approach is appropriate because it can provide a deep understanding of management practices that cannot be explained solely through quantitative data.

The findings of this study are expected to contribute theoretically to enriching the study of inclusive education management and to contribute practically to schools that provide inclusive education in improving their service management strategies. In addition, the results of this study can be used as a reference for the development of a more adaptive and sustainable inclusive management model that is relevant to the needs of students with disabilities in the context of today's education.

METHODS

This study uses a qualitative approach because this approach allows researchers to understand the phenomenon of inclusive education management in depth and naturally based on the experiences of informants in the field (Engkizar et al., 2022, 2023; Famella et al., 2025; Gusti, 2021; Wahyuni et al., 2024; Abishev et al., 2025; Rosyadi & Athari, 2025; Jaafar et al., 2025; Htay et al., 2025; Kaema & Ulwi, 2025). This approach was chosen because the focus of the research was on the processes, meanings, and managerial practices that take place within the inclusive school environment, requiring researchers to be directly involved in order to obtain factual data appropriate to the context at Bandar Lampung Junior High School 14.

The type of research used is a case study, which is research that examines a specific object, event, or phenomenon in a specific and intensive manner. In this study, case studies were used to describe and analyze how inclusive education planning, organization, implementation, and evaluation are carried out to support the potential of children with disabilities to achieve. The case study approach was considered most relevant because it can reveal managerial dynamics that cannot be explained solely through quantitative data.

The research subjects were selected using purposive sampling, which is the deliberate selection of informants based on the consideration that they have knowledge of and are directly involved in inclusive education in schools (Abshor,

2023; Engkizar et al., 2025; Ismail, 2025). Informants in this study included school principals, subject teachers, special assistant teachers, and students with special needs. The selection of these informants aimed to obtain comprehensive data on how inclusion services are managed and implemented in schools.

Data collection techniques were carried out through interviews, observations, and documentation. In-depth interviews were conducted to explore the experiences and views of informants regarding the implementation of inclusive education. Observations were used to directly observe learning activities, student interactions, and inclusive classroom management practices. Meanwhile, documentation was used to collect additional data such as lesson plans, modified curricula, school programs, assessment records, and other supporting documents.

Data analysis was conducted using the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers selected and simplified the data according to the research focus. In the data presentation stage, the information was organized in a narrative form so that it was easy to understand. The final stage was drawing conclusions, in which researchers interpreted the findings to answer the research focus on inclusive education management (Arifin & Megawati, 2024; Engkizar et al., 2025; Saputri & Lestari, 2024; Utubira et al., 2025).

The validity of the data in this study was established through technical triangulation and source triangulation. Technical triangulation was carried out by comparing the results of interviews, observations, and documentation, while source triangulation was carried out by comparing information obtained from the principal, teachers, special assistant teachers, and students. This effort was made to ensure that the research data was accurate, credible, and scientifically accountable (Elza, 2025; Engkizar et al., 2024).

RESULT AND DISCUSSION

The results of this study are compiled based on field findings obtained through observation, in-depth interviews, and documentation during the research process. All data collected were analyzed using the Miles and Huberman model to produce a clear, systematic, and comprehensive picture of inclusive education management practices at Bandar Lampung Junior High School 14. These findings are then presented according to the focus of the research, starting from the aspects of planning, organizing, implementing, to evaluating, as well as the supporting and inhibiting factors that influence the implementation of inclusive services in schools. The presentation of these results is expected to provide a deep understanding of how inclusive management is carried out and its impact on the development of the potential of children with disabilities to achieve.

Inclusive Education Planning

The results of the study show that inclusive education planning at Bandar Lampung Junior High School 14 is carried out through mapping the needs of students, developing individual service programs, and adjusting the curriculum. Initial assessments were conducted by the principal and special assistant teachers to identify learning barriers and the academic and non-academic potential of students (Sari et al., 2024; Wijaya & Ridha, 2024). Based on these assessments, the school developed Individual Learning Programs (PPI) that were aligned with the characteristics of the students and their learning needs. In addition, the curriculum was also modified in terms of material, methods, and evaluation to ensure that students could participate in the learning process optimally (Zulhuda et al., 2024).

Organization of Inclusive Education

The organization of inclusive services is carried out through the formation of a support team structure consisting of the principal, classroom teachers, subject

teachers, and special assistant teachers (Ariani, 2022; Helmawati et al., 2025). The principal acts as the policy director, while special assistant teachers provide individual assistance and help classroom teachers adjust their teaching methods (Saskia et al., 2024). Cooperation between teachers, parents, and outside experts is also part of the program organization to ensure that services run more effectively (Mumu et al., 2019). The results of the study found that this coordination pattern works quite well, although periodic evaluations are still needed to align the perceptions of all parties.

Implementation of Inclusive Education

Inclusive learning is implemented through the application of differentiation strategies, the use of concrete media, visual aids, and peer tutoring approaches. Teachers adapt their teaching methods to suit the conditions of each student with disabilities, while special assistant teachers provide direct assistance to students who need it (Habibah, 2024). Schools also provide opportunities for students with disabilities to participate in extracurricular activities such as arts, sports, and literacy as an effort to develop their talents and potential. Several students have achieved academic and non-academic achievements at the school and city levels, indicating that the implementation of learning has had a positive impact on student development.

Inclusive Education Evaluation

The evaluation is conducted through academic assessments and individual development assessments carried out periodically by teachers and special assistant teachers (Sebrina & Sukirman, 2019). Academic evaluations are modified by providing alternative assessments such as visual assignments, additional time, and simplified instructions. Developmental evaluations are conducted to monitor progress in students' social, communication, and independence skills (Utia et al., 2024). Evaluation meetings are also held monthly to discuss student progress and formulate corrective actions.

Supporting and Hindering Factors

Supporting factors for the implementation of inclusive education include the commitment of school principals, the readiness of some teachers to modify their teaching methods, and the availability of special assistant teachers (Rachmawati et al., 2025). In addition, parental support and a school climate that is open to diversity also play an important role. Meanwhile, obstacles encountered include limited accessible facilities, lack of teacher training, and the persistence of stereotypes among regular students towards students with disabilities. These obstacles can still be overcome through intensive coordination and continuous capacity building for teachers (Alfisyah et al., 2025; Wijaya, 2024).

The Impact of Inclusive Management on the Potential of Children with Disabilities to Achieve

Inclusive management based on planning, organizing, implementing, and evaluating (POAC) has a significant impact on the development of the potential of children with disabilities in schools (Azizah et al., 2025). Individual Learning Program Planning (PPI), special teacher assistance, and learning adaptation have been proven to help students understand lessons better (Milnasari et al., 2025). Extracurricular activities also serve as a platform for students to develop their interests and talents, enabling some students to achieve excellence in the arts and literacy. Overall, inclusive management is considered effective in creating a learning environment that supports the academic and non-academic development of students with disabilities.

Discussion

This study discusses how POAC-based inclusive education management (Planning, Organizing, Implementing, and Evaluating) plays a role in supporting the potential of children with disabilities to excel at Bandar Lampung Junior High School 14. The discussion is presented by linking the research findings with educational

management theory and previous research.

Inclusive Education Planning

Inclusive education planning at Bandar Lampung Junior High School 14 shows that the school has conducted a process of identifying student needs through initial assessments. These assessments cover cognitive, motor, social, and emotional aspects as the basis for developing learning plans. This process is in line with the views of (Shunhajir & Saifullah, 2025), who emphasize that inclusive education planning must begin with a comprehensive understanding of student profiles. Thus, the initial steps taken by the school are on the right track to create learning that is responsive to the diversity of students.

Furthermore, the development of Individual Learning Programs (ILPs) is a key component of planning. Teachers and special education teachers collaborate to set short-term and long-term learning goals that are aligned with the conditions and abilities of students. Anjelina et al., (2025) emphasize that Individual Learning Programs (ILPs) are an important tool in ensuring that inclusive learning takes place in a focused manner and according to needs. With the Individual Learning Program (ILP) in place, the learning process can be carried out more effectively because teachers have clear guidelines on what students with disabilities should achieve.

In addition, schools modified their curricula as part of their planning strategies. These modifications included adjustments to materials, learning methods, task completion times, and assessment tools. Adaptive curricula are an important foundation for inclusive education so that students with disabilities can participate in learning optimally (Madjdi & Hariyadi, 2025; Pujiaty, 2024). The results of the study show that even though modifications have been made, schools still need to improve disability-friendly facilities to support a more effective learning process.

Organization of Inclusive Education

The organization of inclusive education is carried out through the formation of an inclusion team structure consisting of the principal, classroom teachers, subject teachers, and special assistant teachers. This structure was chosen so that the division of tasks would be clearer and coordination could run more effectively. Nur & Junaris, (2023) emphasized that organization in inclusive education must involve all stakeholders so that every aspect of learning can be monitored and evaluated properly. The findings of the study showed that the organization at Bandar Lampung Junior High School 14 had been designed collaboratively.

The role of special assistant teachers is central to the organization. Special assistant teachers not only accompany students in the classroom, but also work with teachers to design differentiated learning strategies and assess student progress. This is in line with the theory of Helmawati et al., (2025), which states that special assistant teachers are key to the successful implementation of inclusion. A clear division of tasks between classroom teachers and special assistant teachers has been proven to facilitate the learning process for students with disabilities.

Organization also involves parents and outside experts such as psychologists, speech therapists, or health workers when needed. This approach reflects the concept of collaboration-based management proposed by Mustaqim, (2024), in which inclusive education is not only the responsibility of the school but also of the family and community. However, the study found that coordination between teachers still needs to be improved so that perceptions and learning approaches are truly aligned among the relevant parties.

Implementation of Inclusive Education

Inclusive education is implemented through the application of differentiated learning strategies, the use of multisensory media, and an experience-based learning approach. Teachers adapt teaching methods to student characteristics, ranging from the use of pictures and concrete teaching aids to hands-on activities. Hidayat &

Suryana, (2022) states that differentiation is an important element in inclusive learning because it accommodates differences in student abilities. The findings of this study show that these strategies are consistently applied by teachers in schools.

Special assistant teachers play a major role in the implementation of learning, especially in assisting students with certain disabilities. Special assistant teachers help students understand the material, manage their focus, and increase their independence in learning. Ezra & Latifah, (2025) prove that individual assistance from special assistant teachers can improve the effectiveness of learning for students with disabilities. This shows that the presence of special assistant teachers in schools is not only supportive but also an integral part of the inclusive learning process.

In addition to academic learning, schools also provide opportunities for students with disabilities to participate in extracurricular activities according to their interests and talents. Activities such as dance, drawing, sports, and literacy have been proven to boost students' self-confidence. Halimah et al., (2025) emphasize that providing opportunities for students with disabilities to develop their interests and talents is very important because it helps them show their best potential. The results of the study found that several students have achieved success in competitions at both the school and city levels.

Inclusive Education Evaluation

Inclusive education evaluation is conducted in two forms, namely academic evaluation and individual development evaluation. Academic evaluation is carried out by modifying the form of questions and assessment instruments to suit the abilities of students with disabilities. Teachers provide alternative assessments such as visual-based assessments, simple tasks, or performance observations. Wulandari & Harsiwi, (2024) emphasize that inclusive evaluation must take into account the barriers faced by students so that they can demonstrate their true abilities. This shows that evaluation in schools has fulfilled the principle of equality.

In addition, individual development evaluations are also conducted by teachers and special assistant teachers by monitoring students' social, communication, motor, and emotional aspects. This evaluation is important because inclusive education does not only focus on academic aspects, but also on the holistic development of students. Wardana, (2025) states that social and emotional development are important indicators of the success of inclusion. Research findings show that this development evaluation is carried out continuously and is part of the inclusion team's regular meetings.

Monthly evaluation meetings provide a forum for teachers, special assistant teachers, and the principal to discuss student development and determine follow-up steps. This continuous evaluation approach is in line with the formative evaluation model presented by Irawati & Salito, (2025), in which periodic reflection is necessary to improve the learning process. Thus, the evaluation of inclusive education at Bandar Lampung Junior High School 14 can be said to have been carried out systematically and oriented towards continuous improvement.

Supporting and Hinderling Factors

The main supporting factors found in this study were the commitment of the principal, the readiness of teachers to modify learning, and the presence of special assistant teachers. The principal's commitment is the main foundation for the success of inclusive programs because school leaders determine the direction and policies for implementing the program. Hayida-o, (2025) states that inclusive leadership is a critical factor in the implementation of inclusive services. These findings show that principals have a central role in ensuring that services run effectively.

Teachers who are prepared to modify learning are also a supporting factor. Teachers who understand learning differentiation are able to create a more adaptive and friendly learning environment for students with disabilities. Munawir et al.,

(2025) emphasize that teacher readiness greatly affects the effectiveness of inclusive learning. The study also found that collaboration between teachers and special assistant teachers helps create higher quality learning.

However, the obstacles encountered include limited infrastructure, minimal teacher training, and negative stereotypes from some regular students. These obstacles are in line with the opinion of (Ummah et al., 2023), who stated that physical and social environmental factors are the biggest challenges in inclusive education. Nevertheless, schools have made various efforts to overcome these obstacles through collaboration with parents and external parties. This shows that despite the obstacles, schools still have the adaptive capacity to provide inclusive services.

The Impact of Inclusive Management on the Potential of High-Achieving Children with Disabilities

Inclusive management based on planning, organizing, implementing, and evaluating (POAC) has been proven to have a significant impact on the academic potential of students with disabilities. Careful planning, adaptive learning, and intensive mentoring help students understand the subject matter better. (Lisyawati et al., 2023) emphasize that well-managed inclusion services can improve the academic performance of students with disabilities. The findings of this study show that students with disabilities are able to achieve the targeted basic competencies.

In addition to academic aspects, inclusive management also has a positive impact on students' non-academic development. Extracurricular activities and talent development programs provide a platform for students to showcase their potential. Nulhaq & Merlina, (2025) emphasize that a supportive learning environment can maximize the talents of students with special needs. The results of the study show that some students have achieved success in the arts and sports.

Another significant impact is the increase in the confidence, independence, and social skills of students with disabilities. Teacher assistance and the support of an inclusive learning environment create conditions that enable students to develop social and emotional skills that were previously lacking. Budianto, (2023) states that effective inclusive learning not only improves academic competence but also helps students grow emotionally. Thus, it can be concluded that inclusive education management at Bandar Lampung Junior High School 14 has made a real contribution to the development of the potential and achievements of students with disabilities.

CONCLUSION

This study concludes that inclusive education management at Bandar Lampung Junior High School 14 has been implemented through a fairly systematic POAC (Planning, Organizing, Implementing, and Evaluating) approach to meet the needs of students with disabilities. Planning is carried out through an assessment of student needs, the development of Individual Learning Programs (PPI), and curriculum modifications tailored to the conditions of the students. This planning shows that the school has understood the basic principles of inclusive education, namely placing the needs of students as the top priority in the service planning process. The organization of inclusive education involves various parties, including the principal, homeroom teachers, subject teachers, and special assistant teachers. Clear division of tasks, coordination of the inclusion team, and collaboration with parents and experts show that the school is trying to build a strong support ecosystem. However, the organization still needs to be strengthened in terms of intensive coordination and alignment of perceptions among teachers to improve the effectiveness of service delivery.

The implementation of inclusive education is carried out through differentiated learning strategies, the use of multisensory media, and individual assistance for

students with disabilities. Teachers provide learning adaptations that are relevant to the characteristics and learning barriers of students, while extracurricular activities serve as an important forum for developing students' interests and talents. This flexible and diverse implementation has had a positive impact on students' academic and non-academic development. Inclusive education is evaluated on an ongoing basis through academic assessments and individual development assessments tailored to the students' conditions. These evaluations are conducted by teachers and special assistant teachers through regular assessments and inclusion team meetings to monitor students' holistic development. Periodic evaluations show that the school is strongly committed to improving learning services and ensuring that students with disabilities receive appropriate support.

Overall, this study concludes that the inclusive education management implemented at Bandar Lampung Junior High School 14 has contributed significantly to the development of students with disabilities, both cognitively, socially, and emotionally. The involvement of various parties, adaptive learning strategies, and continuous evaluation are important factors in the successful implementation of inclusive education. Despite obstacles such as limited infrastructure and the need for teacher training, the school continues to make consistent efforts to create a learning environment that is friendly, supportive, and empowering for students with disabilities to achieve their best.

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