

# Management Analysis of Inclusive Educators

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## Article Information

## Abstract

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Education holds a significant role in the progress of a nation and its communities. Inclusive education is a concept that ensures schools can cater to the needs of all children, irrespective of their physical, intellectual, social, emotional, linguistic, or other diverse conditions. Within the realm of learning, teachers assume the roles of facilitators and motivators, entrusting tasks and responsibilities to students themselves and promoting active engagement in learning. The research was undertaken to investigate the implementation of inclusive educational staff management at SD N 131/IV Jambi City, one of the schools championing inclusion in Jambi City. The findings of this educational institution research underscore a commitment to the principles of inclusive education. This commitment is evident through the provision of relevant training, the acknowledgment of contributions, and the provision of compensation to educators. Moreover, the school's emphasis lies more on the abilities and competencies of teachers rather than their specific educational backgrounds. These practices reflect a positive approach toward fostering an inclusive learning environment that caters to the needs of all students.

### Kata kunci:

Edukasi,  
Inklusi,  
Manajemen, Tenaga  
Pendidik

### Abstrak.

Pendidikan memegang peranan penting dalam kemajuan suatu bangsa dan masyarakatnya. Pendidikan inklusif adalah sebuah konsep yang memastikan sekolah dapat memenuhi kebutuhan semua anak, terlepas dari kondisi fisik, intelektual, sosial, emosional, bahasa, atau kondisi beragam lainnya. Dalam bidang pembelajaran, Tenaga Pendidik berperan sebagai fasilitator dan motivator, mempercayakan tugas dan tanggung jawab kepada siswa sendiri dan mendorong keterlibatan aktif dalam pembelajaran. Penelitian ini dilakukan untuk mengetahui implementasi manajemen tenaga kependidikan inklusif di SD N 131/IV Kota Jambi, salah satu sekolah inklusi di Kota Jambi. Temuan penelitian lembaga pendidikan ini menekankan komitmen terhadap prinsip-prinsip pendidikan inklusif. Komitmen ini diwujudkan melalui pemberian pelatihan yang relevan, pengakuan kontribusi, dan pemberian kompensasi kepada pendidik. Terlebih lagi, penekanan sekolah lebih terletak pada kemampuan dan kompetensi Tenaga Pendidik dibandingkan latar belakang pendidikan spesifiknya. Praktik-praktik ini mencerminkan pendekatan positif dalam mengembangkan lingkungan pembelajaran inklusif yang memenuhi kebutuhan semua siswa.

## **INTRODUCTION**

Education plays an important role in advancing a nation and state. Education is a deliberate and structured effort to create an environment and learning process in which students actively develop their potential to develop religious and spiritual strength, self-discipline, individuality, and intelligence, and in particular providing appropriate education for children, including children with special needs (Adimsyah, Fauzi, & Rofiq, 2023; Rosyadi, Aprilianto, & Rofiq, 2023). Minister of National Education Regulation No. 70 of 2009 concerning Inclusive Education emphasizes that inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning (Ardhika & Syaifudin, 2023; Saputra, 2016).

Law Number 20 of 2013 concerning the National Education System opens the way for children with special needs to be able to receive a proper education (Pratiwi, 2016). Inclusive education is specifically defined as an effort to provide education that is intended for children with special needs and normal children to learn. The implementation of inclusive education is based on the belief that every individual has the same value in society, regardless of their differences (Michailakis & Reich, 2009; Prathama, Kusumaningrum, & Indra Dewi, 2022). With inclusive education, it means that the school must be able to accommodate every child without exception, whether physically, intellectually, emotionally, socially, linguistically, culturally, ethnically, minorities, and various other things. (Sari, Sarofah, & Fadli, 2022; Sunardi, Yusuf, Gunarhadi, Priyono, & Yeager, 2011). in the educational environment together with students in general (Setianingsih & Listyarini, 2019).

Inclusive education management is the overall process of joint activities in the field of inclusive education which includes planning, organizing, managing, and evaluating by using and utilizing available facilities, both personnel, material, and spiritual, to achieve educational goals effectively and efficiently (Agustin, 2019; Umami, 2016). Mansur stated that the Management standards for the Implementation of Inclusive Education are Educators, Student Affairs, Infrastructure, Funding, Environmental Management, Curriculum, Special Service Management, Monitoring Applications for ABK (Apriliani, Pahrudin, Koderi, & Syafril, 2024). The standards for teaching staff in inclusive education units include: 1) Educators and educational staff in educational units providing inclusive education are required to have learning competencies for students in general and with special needs, 2) Each educational unit providing inclusive education is required to have a special supervising teacher. 3) Educational units providing inclusive education that do not yet have special supervising teachers as intended in paragraph two (2) can collaborate with special supervising educators from schools or other institutions (Jauhari & Irvan, 2019).

Inclusion educators must pay attention to students' learning development and have a positive attitude towards them (Kamran, Siddiqui, & Adil, 2023; Sunardi & Sunaryo, 2011). Educators must understand that every student has the right to receive educational services, regardless of whether they have normal or limited physical or mental abilities (Anastasiou, Burke, Wiley, & Kauffman, 2024; Kartiko, Rokhman, Priyono, & Susanto, 2024; Nuraini, 2019). If educators have a good understanding of the nature of children with special needs, they will be able to meet their needs well and appropriately. (Kartiko, Wibowo, Gobel, Wijayanto, & Saputra, 2023; Nurfadillah, Hambari, Nisaa, & Maharani, 2022).

In previous research, most researchers have explained broadly about inclusive education management, which includes aspects of planning, organizing, implementing and evaluating. For example, in research conducted by Syaiful Bahri entitled "Management of Inclusive Education in

Primary Schools" published in 2022, it is explained how inclusive education management consists of curriculum management, student management, financing management, teacher and education management, management Public relations, school culture and environmental management, and special services management (Bahri, 2022; Calora, Arif, & Rofiq, 2023; Marlena, Supangat, & Yuliantoro, 2022). Other research on inclusive education in its implementation shows that inclusive education is influenced by internal and external factors (Xue dkk., 2023).

The focus of this research is different from previous research. This research has a more specific focus only on the management aspect of teaching staff in inclusive schools. This means that this research will not pay attention to other aspects such as curriculum management, student management, or other aspects of school management in general. Through this more limited focus, researchers are trying to explore how the management of teaching staff in inclusive schools can be improved or managed more effectively. Based on the background explained, the problem formulation in this research is how to plan, procure, coach and develop teaching staff, promotion and transfer, and dismissal of inclusive teaching staff.

## RESEARCH METHODS

This research was conducted at SDN 131/IV located in Jambi City. This research was conducted from July to October 2023. This research focuses on the management of teaching staff in inclusive schools which includes planning, procurement, employee development and development, promotions and transfers, as well as dismissal of teaching staff. The type of research used is descriptive qualitative research because this research will attempt to create a systematic, accurate and factual general picture of the facts, characteristics and relationships between the phenomena being studied. The essence of qualitative research is to explore a deep, comprehensive and contextual understanding of the phenomenon or problem being investigated (Gerring, 2017; Grbich, 2013).

This research seeks to reveal how teaching staff are managed in inclusive schools. Data collection techniques used include observation, interviews and documentation techniques. Observations were carried out to collect information from various sources regarding the learning process in inclusive schools (Bafadal, Wiyono, & Sobri, 2019; L. Haven & Van Grootel, 2019). Meanwhile, interviews were conducted to gather information from various parties, including school principals, inclusion teaching staff, and students. Meanwhile, documentation is carried out to complete the data needed in this research. Data were analyzed descriptively using interactive data analysis methods. Data analysis is carried out both on site and after the data is collected (Abbey & Meloy, 2017).

The data analysis process consists of three main steps, namely data reduction, data presentation, and data verification (Miles, Huberman, & Saldana, 2013). Data reduction aims to simplify abstract data into a clear and detailed summary. This data was generated from the interview process, observation and documentation. The next process is data presentation (Creswell & Creswell, 2013). Data presentation is a simpler process of displaying data in the form of a narrative presentation of the results of research on the management of inclusive school teaching staff. The final step is data verification. The data that has been processed is then drawn to conclusions. Conclusions are the process of extracting the essence of data that has been organized in the form of short and concise sentence statements but containing broad meaning (Grothaus, 2022).

## **Result and Discussion**

### **Result**

#### **Educator Personnel Planning**

Planning for inclusive teaching staff at SDN 131/IV Jambi City is based on the use of general teaching staff who have been trained in handling children with special needs (ABK) in inclusion classes. In the employee planning process, there is no special allocation for inclusive teaching staff who are recruited separately from schools or the Jambi City Education Office. On the other hand, the teaching staff assigned to inclusion classes are general teaching staff who have undergone special training to deal with ABK in the classroom. This indicates that schools rely on the training and skills development of regular teaching staff to meet the needs of inclusive students in the classroom. Thus, planning for inclusive teaching staff at SDN 131/IV Jambi City focuses more on improving the skills and development of existing teaching staff, rather than recruiting inclusive teaching staff specifically.

#### **Procurement of Educator Staff**

Procurement of teaching staff refers to the process of recruiting, selecting and placing teaching staff in an educational institution. This process involves several stages, including identification of need, announcement of vacancies, receipt of applications, interviews, evaluation, and placement. Procurement of teaching staff is carried out to ensure that educational institutions have teaching staff who are qualified and able to meet students' educational needs in accordance with the vision, mission and educational standards set. This includes ensuring that teaching staff have the knowledge, skills and competencies appropriate to the subjects or fields taught and are able to manage learning in accordance with effective pedagogical principles.

The form of procurement of teaching staff at the inclusive school SDN 131/IV Jambi City places more emphasis on providing training and skills development to general teaching staff already in the school. The training aims to prepare teaching staff to deal with children with special needs in inclusion classes. Although there are no specific plans to recruit teaching staff with a special education background, general teaching staff already in schools have been given the necessary understanding and skills through training organized by the Education Department several years ago.

With this approach, schools can utilize existing resources more efficiently, while still ensuring that teaching staff have the skills needed to support inclusive learning. However, further coordination efforts need to be made between the school and the Education Department to ensure that the training provided is continuously updated and in line with the latest developments in inclusive learning. Employee coaching and development,

#### **Promotion and transfer**

Promotion and transfer of teaching staff are two important processes in human resource management in the education sector. Promotion refers to the increase in position or responsibility of teaching staff in the hierarchy of an educational organization. Promotion marks recognition of the good performance and contribution of an educator and provides an opportunity to take a greater role in decision making and school policy development.

On the other hand, teaching staff transfer refers to the movement of teaching staff from one position or location to another position or location within an educational institution or even to a different educational institution. The purpose of a transfer can vary, including to fill a vacancy in another unit or school, expand the experience and knowledge of the teaching staff, or meet a special need in a particular region or program.

These two processes are important in ensuring the operational effectiveness and sustainability of educational institutions, as well as providing opportunities for teaching staff to develop and contribute more to education delivery efforts. The decision to promote or transfer teaching staff does not depend entirely on their specific educational background. The more dominant factor in determining promotion or transfer is the competence of the teaching staff. Educators who are proven to have high competence and good performance have a greater chance of getting a promotion or transfer, regardless of whether they have a special educational background or not.

This shows that schools place more emphasis on the abilities and competencies of teaching staff rather than focusing on special educational background. This approach is considered fairer and results-oriented, because it assesses teaching staff based on their performance in teaching and supporting student development, including students who have special needs. Thus, promotion and transfer of teaching staff at SDN 131 Jambi is carried out objectively and is based on measurable performance and competency evaluations.

#### **Work Termination,**

Based on the research results, at SDN 131 Jambi there have been no dismissals of teaching staff. This shows that schools do not have the need to lay off teaching staff. However, it is important to remember that dismissal of teaching staff can be a complex process and requires clear procedures and careful consideration.

Currently, schools may not have specific plans regarding management of dismissal of teaching staff. However, developing policies and procedures regarding layoffs could be a wise step to consider in the future. This will help schools deal with any situations that may arise in the future, as well as ensure that the process of dismissing teaching staff is carried out fairly and in accordance with applicable regulations.

Thus, even though dismissal of teaching staff is not yet an issue currently being faced by SDN 131 Jambi, it is important to still prepare yourself by having clear guidelines and structured procedures if one day it is necessary. This will help schools maintain smooth operations and maintain the welfare of all members of the educational community.

#### **Compensation and rewards**

Rewards and compensation for teaching staff are important elements in maintaining motivation, improving performance, and providing appreciation for their dedication and contribution to the world of education. Awards can be in the form of recognition of achievements, contributions or innovations made by teaching staff. Rewards can be given in the form of public recognition, certificates of appreciation, giving gifts, or increasing position status or responsibilities. This kind of award shows that the performance of teaching staff is appreciated and recognized by the school or educational institution.

Meanwhile, compensation refers to a form of compensation or reward given to teaching staff for the work they have done. The compensation provided at SDN 131 Jambi includes salary, allowances, performance bonuses, welfare facilities, and others.

**Table 1: Management of Inclusive Educators**

No	Management Aspects of Inclusive Educators	Research Findings
1.	Procurement of inclusive teaching staff	<ul style="list-style-type: none"> <li>- There is no special procurement of inclusive teaching staff</li> <li>- General teaching staff who have been trained</li> </ul>
2.	Training and development of inclusive teaching staff	<ul style="list-style-type: none"> <li>- Training on inclusive learning is provided by the education office.</li> <li>- There is no further training yet</li> </ul>
3.	Promotion and transfer	<ul style="list-style-type: none"> <li>- Promotions and transfers are based on the competency of teaching staff, not special educational background.</li> </ul>
4.	Rewards and compensation for inclusive teaching staff	<ul style="list-style-type: none"> <li>- Awards are given through events.</li> <li>- Compensation includes salary, allowances and other facilities.</li> </ul>

## DISCUSSION

### Planning for Inclusive Educators

Inclusive education is an approach that has had a significant impact on the current education system. In implementing inclusive education in schools, management of teaching staff is an important aspect that needs to be considered, especially from a planning perspective. Sutrisno stated that HR planning is an activity to estimate the condition of the workforce, so that it meets the needs of the organization effectively and efficiently, in helping to realize a goal (Sutrisno, 2009).

Human resources (HR) are very important for every organization, whether public organizations or non-public organizations, because both have goals to achieve (Haq & Roesminingsih, 2024). To realize this goal, it is necessary to utilize and empower all the resources owned by the organization. Therefore, improving the quality of human resources is a necessity that must be carried out in a planned, directed, intensive, effective and efficient manner in the development process. (Arikunto & Yuliana, 2012).

Even though a school has modern and complete facilities, it does not guarantee educational success, unless it is accompanied by the quality of the educators and educational staff who will use these facilities. Therefore, it is necessary to carry out careful planning to obtain educators and educational staff who have good quality (Jahari & Syarbini, 2013). This means that, although modern and complete physical facilities can create a comfortable and adequate learning environment, educational success does not only depend on this. Facilities are only one of many factors that influence the learning process. Second, the quality of educators and educational staff has a very important role in determining the quality of education.

They are figures who directly interact with students, design curriculum, provide learning, and support student development in a holistic manner. Although good school facilities can facilitate the learning process, it is the quality of good educators and educational staff that can optimize the use of these facilities (Neliwati, Hasanah, Pringadi, Sirojuddin, & Arif, 2023). They have a role in designing relevant learning, providing motivation to students, and creating an inclusive learning environment, so that good facilities will only have a positive impact if they are supported by good quality educators and educational staff. Therefore, there needs to be careful

planning in managing and integrating these two aspects in order to achieve optimal educational success.

At SDN 131/IV Jambi City, it is known that the teaching staff who teach in inclusion classes are general educators who do not have a special educational background. Based on Muniroh & Muhyadi's opinion, recruitment of teaching staff must consider admission qualifications to ensure that they have competencies appropriate to their field (Muniroh & Muhyadi, 2017). In fact, SDN 131/IV Jambi City has not planned properly in this aspect. Educators who teach in inclusion classes do not have a special education background. Thus, there needs to be improvement in planning for the recruitment of teaching staff to ensure that only individuals who have the appropriate qualifications are recruited to teach in inclusion classes.

In the future, it is necessary to develop clear recruitment criteria by the school. It is necessary to develop clear recruitment criteria for teaching staff who will teach in inclusion classes. These criteria must include special education qualifications or experience in educating students with special needs. Second, training and professional development: Schools can provide training and professional development for teaching staff who will teach in inclusion classes. This training may include inclusive teaching strategies, effective classroom management, and differentiation approaches. Third, collaborate with educational institutions and resource centers: Schools can collaborate with local educational institutions or inclusive education resource centers to get support and advice regarding recruitment and training of teaching staff. It is also important to carry out Periodic Monitoring and Evaluation: this aims to carry out regular monitoring and evaluation of the performance of teaching staff in inclusion classes. This will help in identifying additional training needs or necessary support so as to increase awareness and understanding: Schools can also increase awareness and understanding regarding inclusive education among all teaching staff and the school community. This can be done through workshops, seminars, or group discussions.

### **Training and Development of Inclusive Educators**

Training and development of inclusive teaching staff is a crucial step in preparing teachers to teach in an inclusive education environment. According to Mulyasa, one indicator of a quality school is how they encourage the professional growth of their educators (Mulyasa, 2022). This change indicates a deliberate effort by the institution to improve the latest skills and knowledge in accordance with the expected results. Teachers' skills and abilities must continue to be honed and improved in line with improvements to the curriculum, learning objectives and learning methods.

The objectives of human resource training and development are as follows: a) Improving performance in current positions, b) Improving teacher performance and productivity, c) Increasing school profits, d) Improving the quality of teacher work, e) Increasing the accuracy of human resource planning, f) Increase work morale, g) Encourage their own professional development (Akilah, 2018).

At SDN 131/IV Jambi City, training and development was carried out by the Jambi City education office and was only carried out until 2016. This training aims to provide teaching staff with an in-depth understanding of how to handle students with special needs in an inclusive learning environment. Although they may not have a special education background, this training allows them to provide appropriate support to all students, including those with special needs.

Training and development of inclusive teaching staff can help prepare teaching staff to teach effectively so that they can improve the development of students with special needs. However, it is important to note that continuity of training and human resource development in

the field of inclusive education is very important. This is because the challenges and needs in dealing with inclusive education can change over time, and teaching staff need to be continuously updated with the latest knowledge and skills to support all students.

### **Promotion and moving**

Promotion is an increase in a higher position in an organization, which is also followed by an increase in obligations, rights, status and income (Hidayat, 2016). Promotion is a move of increasing responsibility and power to a higher position in an organization or school, accompanied by greater rights, status, and income. (Solihin, Fajrussalam, Syah, & Erihadiana, 2020) (Tiara, 2023). The main concept in carrying out promotions is to select the best from the best candidates. By applying this concept, it is hoped that the promotion will be successful and provide maximum benefits for the organization. Implementing good promotions also indicates an increase in the quality of the individuals being promoted, so that the institution can obtain optimal employee skills and abilities.

At SDN 131 Jambi, promotions and transfers of teaching staff are carried out based on the competencies possessed by the educators, not just based on special educational background. This approach emphasizes the importance of a holistic assessment of educators' abilities and qualities, including teaching skills, experience, ability to collaborate, understanding of student needs, and leadership qualities, among other aspects. While specific educational background may be a factor to consider, it should not be the sole focus in the promotion and transfer process.

Promotion and transfer of inclusive teaching staff must be based on careful consideration of teaching abilities, experience in working with students with special needs, ability to collaborate with staff and parents, and leadership qualities. By considering these factors, promotions and transfers can help strengthen the team of inclusive educators by ensuring that the individuals selected have qualifications that match the demands of the job and the school's vision of supporting the success of every student.

Apart from that, promotions and transfers can also be an incentive for inclusive teaching staff to continue to improve their qualifications, develop new skills, and contribute more to the school. This creates a dynamic work environment and provides opportunities for inclusive educators to continue to develop in their profession (Fuadi, Nasution, & Wijaya, 2023; Isa, Neliwati, & Hadijaya, 2024). Thus, promotion and transfer of inclusive teaching staff is not only a human resource management strategy, but also an integral part of the school's efforts to improve the overall quality of inclusive education (Aliani, Alam, Rofiq, & Srinio, 2023; Nurkhasanah, Barnoto, Hasan, & Ashari, 2023).

### **Compensation of Inclusive Educators**

Compensation is remuneration provided by an organization to its employees, which can be financial or non-financial (Ari & Anwar, 2021; Kartiko & Azzukhrufi, 2019). Compensation is also referred to as a form of reward received by employees as appreciation for the work they do (Fernanda & Sagoro, 2016; Handoko, 2010) In the context of inclusive education, compensation includes various forms of reward and recognition, such as fair salaries, allowances, health facilities, job promotions, training and professional development, as well as other forms of support that strengthen the motivation and quality of inclusive teaching staff.

At SDN 131, compensation for inclusive teaching staff includes several elements, including salary, allowances and other facilities. Salary is a form of financial compensation given to teaching staff as compensation for the work done. Meanwhile, other facilities include support and facilities provided to teaching staff, such as access to educational facilities, equipment or teaching materials



needed, as well as training and professional development. Thus, compensation at SDN 131 includes various elements aimed at supporting the welfare and development of inclusive teaching staff (Efendi & Sholeh, 2023; Hakim & Saryulis, 2023).

Salaries as financial compensation provide recognition for the contributions of teaching staff, while benefits such as health and education benefits add value to their well-being. In addition, supporting facilities such as access to educational facilities, teaching equipment and professional training are also provided to support career development and teaching quality. Thus, the compensation approach at SDN 131 not only aims to meet financial needs, but also to improve the welfare and development of inclusive teaching staff, in line with the school's goal of supporting quality inclusive education.

The compensation given to employees has a significant influence on the level of job satisfaction, work motivation and work results (Fernanda & Sagoro, 2016). Providing compensation appropriate to the type of work and position will increase educators' job satisfaction. On the other hand, errors in implementing the compensation system can cause demotivation and job dissatisfaction among employees (Tanthowi, 2014).

## CONCLUSION

Research on the management of teaching staff in inclusive schools has produced several interesting findings which can certainly provide in-depth insights. One of the findings reflects that teaching staff in inclusive schools play a central role. Empowering teaching staff through special training can improve their ability to manage inclusive classes more effectively. On the other hand, managerial challenges such as resource allocation and administrative policies require careful management strategies. Overall, the results of this research show the complexity of teaching staff management in inclusive schools and emphasize the need for sustainable strategies to achieve successful educational inclusivity.

It is hoped that the results of this research will be useful for increasing knowledge about the management of teaching staff in inclusive schools so that it can improve the quality of education for students. This research is also expected to provide valuable insight into the training and professional development of teaching staff in improving their skills in teaching in inclusive schools. Apart from that, this research can also encourage innovation in inclusive education and provide a better understanding in managing inclusive education.

Research on teaching staff management in inclusive schools has several limitations. Several limitations related to this research include the research subject, where the data sources were only obtained from school principals and inclusive teaching staff. Some findings may be based on the subjective perceptions and experiences of teaching staff, so they can be influenced by personal and contextual factors.

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