

# The Management of Inclusive Early Childhood Education (PAUD) Based on Holistic Integrative

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**Abstract**---The implementation of inclusive education has so far experienced many obstacles, especially services for inclusive education at youth institutions, even though early childhood education is the basic stage of children in the process of child development. The problem that is often encountered is a lack of understanding of inclusive education management, which is the main indicator of the success of inclusive education. This study discusses the implementation of inclusive education in early childhood education by combining an integrative holistic concept as a management principle for inclusive early childhood education. This study uses a qualitative approach with a multi-site case study which aims to describe the implementation of integrated holistic-based inclusion education management in several early childhood education institutions in the city of Semarang. The results of this study indicate that there are 2 patterns of integrated holistic-based management of inclusion applied to inclusive early childhood education which are able to provide positive institutional reinforcement, student-based learning management, active involvement of parents, teachers, curriculum development and inclusive learning models and partnership management between educational stakeholders. Integrated holistic-based management of inclusive education provides an alternative in the implementation of inclusive education as the aim is to provide holistic and integrated educational services for all children according to children's needs.

**Keywords:** holistic integrative management, inclusive education, early childhood education.

## I INTRODUCTION

Education in Indonesia provides full assurance to students with special needs or to have special intelligence and / or talents to obtain quality education services. This is in accordance with the mandate of the 1945 Constitution Article 31 paragraph 1 and Law Number 20 of 2003 concerning the National Education System. In fact, there are still many students with special needs or potential intelligence and / or special talents of school age who do not have access to education, especially those living in rural areas.

Based on this fact, an alternative education system is needed which provides greater opportunities for the expansion and improvement of

the quality of education services for children with special needs (hereinafter referred to as ABK) and / or children with special intelligence and / or special talents. The inclusive education model is an education system that provides opportunities for all students to obtain quality, humanist and democratic education services. based on the field studies conducted, so far inclusive education has been mostly applied to primary and secondary education units. Not many early childhood education institutions implement inclusive education even though inclusive services should be provided from an early age.

Inclusive education was born as a form of dissatisfaction with the provision of education for children with special needs who use the segregation system. The segregation system is a school administration system for children with disabilities or children with special needs (ABK). This system is considered contrary to the goals of education for children with special needs, namely to prepare them to be able to interact socially independently in society.

Sharon Rustemier (2002) who reports in the Center for Study on Inclusive Education (CSIE) that "Inclusive education is all children and adolescents with and without disabilities or learning difficulties together in regular kindergartens, schools, colleges and universities with a network of support. Thus, inclusive education can be followed by all people with or without limitations and can be carried out at all levels of education, from kindergarten to tertiary education (Garnida 2009) (Odom and Diamond 2006). Inclusion from an early age will have a positive impact on children's development, especially children with special needs, as evidenced by a system analysis of factors related to inclusion.

Why is early childhood education inclusion so important? this is because the success of early childhood education will be able to provide a solid foundation for the next stage of education. The earlier the positive stimulation given to the child, the more optimal the achievement will be and teaches empathy and positive values (character education) so that the resulting character will be better. Inclusion early childhood education teaches children to respect

each other, learn to accept and help the limitations of their playmates, find different understandings and experiences so that children grow and develop as a whole, both physically and mentally.

Education must be prepared in a planned and holistic manner as a basis for children to enter further education. Early childhood is the golden age of child development where all aspects of development can be easily stimulated. This golden period only lasts once throughout the human life span. Therefore according to Permendikbud No. 146 of 2014, that early childhood needs to be carried out as a comprehensive development effort concerning aspects of care, health, education, and protection, including children with special needs or special talents / intelligence. This is what underlies integrative holistic education that can be applied to Early Childhood Education units to support and optimize children's growth and development optimally. HI ECD is intended to meet the essential needs of children simultaneously, systematically and integrately and to provide services without discrimination to all children regardless of gender, economic and social status, conditions for child development (ABK), ethnicity, religion, race and class (Ministry of Education and Culture 2015).

School management will be effective and efficient if it is supported by professional human resources to operate the school, a curriculum that is appropriate to the level of development and characteristics of students, ability and task commitment (responsibility for tasks) of reliable education personnel, adequate infrastructure to support activities teaching and learning, sufficient funds to hire staff in accordance with their functions, and high community participation. School management, gives full authority to the principal to plan, organize, direct, coordinate, supervise, and evaluate the educational components of a school which includes input of students, education personnel, infrastructure, funds, management, environment, and teaching and learning activities (Directorate General of Primary and Secondary Education 2007)

Based on a survey conducted in inclusive schools in the city of Semarang, there are still many findings in the field, where schools that serve inclusive education do not have a good management system, making inclusive education run as it is, just accepting and sending their children to school. This is very worrying, in order to achieve a quality education, of course management is needed to be able to mobilize education resources to the maximum because it is very important for schools to manage their management. According to the substance of education management, and the need to understand the meaning of education management itself. The object of research is devoted to early childhood education institutions because all this time inclusive schools are only held at the level of basic

and intermediate education units, whereas in the implementation of early childhood education plays an important role in shaping children's education which will continue at the next level. The implementation of inclusive schools in Early Childhood Education institutions in the city of Semarang became a shot in this study, considering that inclusive education in Early Childhood Education was only carried out partially.

Based on these conditions, an integrated concept is needed in the framework of implementing inclusive education for early childhood so that an education that can accommodate all students in accordance with the needs of each child can be created. With the above rationale, the researchers feel the need to conduct research to develop a management model of Integrative Holistic Inclusion-based Inclusion Education services implemented by inclusive early childhood education in order to produce a comprehensive education and provide education services for all students who have special needs and gifted children.

Awareness about inclusive education also needs to be built, especially with regard to educational development tailored to the needs of each individual child. This is based on the consideration that every child has different characteristics and needs, but has the same rights to obtain quality education according to their potential and needs. They also have the right to study together with their peers. The issue of inclusive education is not only the task of people who are involved in special education or inclusive practitioners, education management also plays a role in producing reliable and professional human resources. This is necessary to build and develop educational institutions through modern educational management which has theoretical and practical as well as scientific foundations. Based on this fact, the implementation of inclusive education requires good management which includes the management of education as a whole including: personnel management (HR), curriculum management, management of facilities and infrastructure, financial management, student management, environmental management, management of special services. All these components must support each other so that the implementation of inclusive education can run optimally (Garnida 2015)

One of the Learning Approaches that can be applied in inclusive education is through integrated holistic based learning that can provide education according to the needs of students (Ministry of Education and Culture 2015). An integrative concept in inclusive education services is needed in order to support the implementation of inclusive education that involves practitioners of education, health and nutrition, psychology, security, society, parents, state officials, and related agencies. In

addition, the inclusive education curriculum must be tailored to the needs of children. Education that so far seems to force a child to follow the curriculum based on the achievement of certain indicators. Therefore schools should provide opportunities to adapt the curriculum to children who have various abilities, interests and interests. Curriculum modification (adjustment) can be made by the curriculum development team in schools. According to the Minister of Education and Culture no.146 of 2014, early childhood needs to be carried out as a comprehensive development effort concerning aspects of care, health, education and protection, including children with special needs or special talents / intelligence. Therefore the curriculum for children with disabilities or special needs is the 2013 Early Childhood Education Curriculum which is further developed according to the potential and needs of children.

In order to develop and improve inclusive education management, education management is needed to increase inclusive education. So that with well-ordered management which includes management of students, management of teaching staff, and facilities to the flow of inclusive education.

School management will be effective and efficient if it is supported by professional human resources to operate the school, a curriculum that is in accordance with the level of development and characteristics of students, the ability and task commitment (task responsibilities) of reliable education personnel, adequate infrastructure to support teaching and learning activities., sufficient funds to employ staff according to their functions, and high community participation.

Based on a survey conducted in inclusive schools in the city of Semarang, there are still many findings in the field, where schools that serve inclusive education do not yet have a good management system, making inclusive education run as it is, only receiving and sending. children to school. This is very concerning. In order to achieve quality education, management is needed so that it can mobilize maximum educational resources because it is very important for schools to manage their management. In accordance with the substance of education management, and it is necessary to understand the meaning of education management itself. The object of research is specifically for Early Childhood Education institutions because so far inclusive schools are only held at the primary and secondary education unit level, whereas in the implementation of early childhood education it plays an important role in shaping children's education that will continue in the future. level. The implementation of inclusive schools in Early Childhood Education institutions in Semarang City is one of the objectives of this study, considering that inclusive education in Early

Childhood Education is only carried out partially.

Based on these conditions, an integrated concept is needed in the context of implementing inclusive education for early childhood so as to create education that can accommodate all students according to the needs of each child. With the above reasons, the researchers felt the need to conduct research to develop a model for managing inclusive inclusive holistic inclusive education services implemented by inclusive early childhood education in order to produce comprehensive education and provide educational services for all students with special needs and special needs. gifted children.

Semarang City has several inclusive early childhood education institutions that are concerned with inclusive education, but some experience technical problems in its implementation, especially in terms of school management, so that the inclusion program cannot be carried out maximally.

Based on this fact, an education management system is needed that is able to support the implementation of inclusive education. several inclusion early childhood education institutions apply the concept of inclusion and holistic integrative concepts in the implementation of their management, this will be studied in depth in order to describe the combination of the concept of inclusion and holistic integrative in the implementation of inclusive education.

## II. METHODS

This study uses an interpretive paradigm with a qualitative approach, intended to understand the implementation and process, problem or phenomenon in society by collecting as many in-depth facts as possible. Various data and information obtained through this research will be described in a narrative form although it is possible to find data / information that need to be quantified. Various data / information collected is carried out using procedures / stages as in qualitative research procedures so that researchers will emphasize the process. This step is taken by arguing that through the correct procedure, accurate and coherent data / information will be obtained. Various data / information found in this study were analyzed by using the inductive method by emphasizing descriptive grounded theory.

This study uses a type of case study and a multicase design. This research is expected to build a naturalistic inductive theory which is then used to obtain substantive findings in accordance with the research focus. Researchers as research instruments are able to develop research objectives directly by seeing, hearing, speaking, thinking and finding facts in the field to obtain deep meaning from the research focus studied in the research. The author intends to analyze and interpret data and facts and phenomena related to

the aspects of integrated holistic-based management of inclusive education in the context of time and space as it is. This field of study is concerned with the process and activity objectives of achieving educational goals at the institution under study on Talenta inclusion Early Childhood Education and inclusion Early Childhood Education Hj. Nartini Semarang.

### III. RESULT AND DISCUSSION

#### **The Implementation Of Inclusive Education management**

The Components or scope of inclusive education management are include: curriculum management, students / students, learning, education staff / HR, sarpras, financing / funding, environment (partnerships and special services).

1. **Curriculum management**, the inclusive education curriculum basically uses the regular curriculum that is applicable in public schools. However, because the various obstacles experienced by students with special needs vary widely, ranging from mild, moderate to severe, then in its implementation, the regular curriculum is modified (aligned) in such a way as to suit the needs of students. Curriculum modification (alignment) is carried out by the curriculum development team at the school. The school curriculum development team consists of: school principals, classroom teachers, subject teachers, special education teachers, counselors, psychologists, and other related experts.

The curriculum that is currently being developed is Curriculum 2013 which emphasizes aspects of attitude, skills and knowledge in harmony by combining core competencies that must be developed in relation to one another. Competence includes (KI 1) spiritual attitudes, (KI 2) social attitudes, (KI 3) knowledge, (KI 4) skills. The characteristics of the inclusive 2013 curriculum include emphasizing the balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities and treating students according to individual needs. Besides developing attitudes, knowledge and skills and applying them in everyday life. Core competencies become the organizing elements of basic competencies where all basic competencies and learning processes are developed to achieve the competencies stated in core competencies. Basic competencies are developed on the principle of accumulation, mutual reinforcement, and enrichment between subjects and levels of

education (horizontal and vertical organization).

2. **Learning management**, Inclusion curriculum development is carried out by modifying learning strategies, types of assessment, and other additional programs by still referring to the needs of students (children with special needs). The results of this curriculum development are commonly called the Individual Education Program (PPI) intended for students who have learning barriers that make it impossible to follow the learning process based on the regular curriculum. Early Childhood Education Talenta Semarang apply ESTEAM learning model which gives freedom to children to explore talents, interests and potentials of each child according to their learning needs.
3. **Student management** has a significant and very basic role, starting from the admission of new students, coaching students, or self-development to the graduation process of students. Student management occupies a strategic and central position in educational services, both in the school institution setting and outside the school institution background, aimed at students. Student management is carried out to provide services to students. Identification is defined as a screening process, while assessment is interpreted as filtering. Child identification is intended as an attempt by a person (parents, teachers, and other education personnel) to carry out the screening process for children who experience disorders / deviations (physical, intellectual, social, emotional / behavioral) in order to provide appropriate educational services. The identification of children with special needs is carried out for five purposes, namely: screening, referral, classification, learning planning, monitoring of learning progress, and program evaluation.
4. **Human resources management**, regular teachers in schools providing inclusive education does not need to be increased, but special education teachers (GPK) are provided from special schools that are used as centers (can be SLB Pembina or the nearest special school) or regular school teachers who are educated and trained to become teachers who understand science Special education. Inclusive educators have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in certain education units that carry out inclusive education programs. Teachers have the position of professional staff at the levels of primary education, secondary education, early childhood education in the formal education pathway as evidenced by an

educator certificate. The positions for each teacher in detail include: (1) Class teachers are domiciled in elementary schools who are determined based on qualifications in accordance with the requirements set by the school; (2) Subject / subject teachers are teachers who teach certain subjects according to the qualifications required at school; and (3) Special Education Teachers are assigned as special companion teachers. Administratively, the employment status of the GPK is; (a) Build a system of coordination between teachers, schools and parents of students; (b) Implementing assistance for children with special needs in learning activities together with classroom teachers / subject teachers / subject teachers; (c) Providing special assistance services for children with special needs who experience obstacles in participating in learning activities in general classes, in the form of remedies or enrichments; (d) Providing continuous guidance and making special notes to children with special needs during learning activities; and (e) Providing assistance (sharing experiences) to classroom teachers and / or subject teachers so that they can provide educational services to children with special needs.

5. **the management of Facilities and infrastructure** for inclusive education are hardware and software that are used to support the successful implementation of inclusive education, equipped with accessibility for the smooth mobilization of children with special needs, as well as learning media that are in accordance with the needs of children with special needs. In its implementation, the management of facilities & infrastructure in inclusive early childhood education has provided facilities according to the needs of the child.

6. **Finance management**, needs to pay attention to and manage funds that are adjusted to the results of the identification of budgeting needs that have been determined by the institution. This budgeting must involve related parties in the implementation of inclusive education so that it can be properly accounted for and able to provide appropriate services according to needs.

Initial activities in the management of inclusive education financing include; (1) Identifying student input activities, such as preparing student data and conducting assessments at the time of receiving students; (2) Modifying the curriculum, in developing the PPI curriculum; (3) Incentives for the education personnel involved, such as procuring GBK teachers or bringing in

assisting teachers from special schools, of course, will require special funding; (4) Procurement of facilities and infrastructure, in order to improve the performance of the quality of learning and make it easier for teachers to cope with ABK students; (5) Empowerment of community participation, in order to empower community participation, of course the beginning of the school must be able to promote its school, which in this promotion process certainly does not escape school funding; and (6) Implementation of teaching and learning activities with the help of good learning tools and media will maximize learning, because ABK students have their own uniqueness in capturing learners in the classroom so that teachers must be able to optimize existing tools or media and in this process the teacher coordinates learning needs. for each student. Financial management in inclusive education is tailored to the needs and capacities of the institution in collaboration with other parties with an interest in both financing and financial management.

7. **The management of partnerships** carried out in this inclusion program includes activities that involve competent parties and support the implementation of inclusive education. the implementation of inclusive education requires the involvement of all parties and stakeholders in supporting the implementation of inclusive education is the key to success.

8. **Special services management** in inclusive schools will of course be more complex than special services in regular schools, usually this makes school principals need to consider carefully when organizing special services, school principals must always look at the relationship between special services and the education program as a whole. Inclusive education programs really need maximum services in assisting the education process of ABK students in a school from various things such as the availability of therapeutic isolation rooms, guidance rooms, special learning rooms for the deaf, visual aids, auditive aids, orthotic devices, prothetics and training tools other physical. this section will be integrated with the provision of special facilities and personnel required. however, it is adjusted to the capacity of the institution and the needs of children in the inclusive class.

### **The Holistic Integrative Management On Inclusive early childhood education**

The aim of Early Childhood Education management in a holistic and integrative manner is

that all essential needs of early childhood can be met, so that children can grow and develop optimally according to their developmental stage and age. The target of developing Early Childhood Education in a holistic and integrative manner is divided into 2, namely direct and indirect targets. The immediate targets include early childhood from the time the fetus is in the womb to the age of 6 years. Indirect targets include parents, families, cadres, health and nutrition workers, educators, caregivers, communities, community social organizations, policy makers, various providers and other stakeholders relevant to meeting the essential needs of early childhood. (1) Holistic services (2) Sustainable services (3) Non-discriminatory services (4) Expanding the distribution of services among community groups (5) Community participation (6) Constructive culture based (7) Good governance.

Integrated holistic based inclusive education management can be implemented in the following 2 patterns:

the concept of integrated holistic early childhood education which is centered on early childhood education unit institutions, where all the educational services needed are located in one institution. fulfillment of needs and services is carried out internally by maximizing existing potential. Early childhood development services with complete types of services include meeting the needs of health, nutrition, education, care and protection services which are implemented in an integrated manner provided by the Early Childhood Education institution.



Figure 1. HI ECD implementation scheme (centered on Early Childhood Education units)

Whereas in the second pattern, the holistic integrative concept in inclusive education management is implemented by involving all parties and stakeholders to help implement inclusive education in the Early Childhood Education institutions. This requires cooperation and involvement of outsiders in the process of inclusive education as the fulfillment of children's rights and needs in the inclusion program. Holistik Integratif ECD pattern that is integrated with outside parties (stake holders) as shown below.



Figure 2. HI ECD service coordination scheme with other partners outside the Early Childhood Education unit

IV. CONCLUSIONS

Based on the results of the research and discussion that has been described, the conclusion of this study is that inclusive holistic-based integrated education management is an alternative solution that can be done in order to synergize all components of education to realize inclusive education. Even though it is still in the process of producing the expected output, at least the integrated holistic concept can help Early Childhood Education institutions in providing adequate inclusive education services for students, as well as opening up discourse of knowledge and awareness for the public in understanding inclusive education. HI-based inclusive education management needs to be maintained and carried out continuously so that evaluation can be carried out with those who are involved in inclusive education.

The development of cooperation and collaboration through an integrated holistic concept in inclusive education is one of the key solutions for implementing inclusive education management, especially in Early Childhood Education institutions. policies that support inclusive education and the existence of working groups and related parties that will assist in its implementation, it is hoped that the obstacles that have been experienced by educational institutions in the inclusion program can be resolved properly. Likewise, the wider community who understands more about inclusion can continue to work with schools to create an inclusive environment that supports children with disabilities.

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