



Student Management in Inclusive Education in Improving the Quality of Graduates (Multicase Study at SDN Betet 1 Kediri City and MI Unggulan Darussalam Gembongan Ponggok Blitar)

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ABSTRACT

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The aim of this research is to describe in depth 1) the process of accepting new students in improving the quality of graduates. 2) coaching and developing students in inclusive education in improving the quality of graduates. 3) supervision of students in inclusive education in improving the quality of graduates. This research uses descriptive qualitative research methods with absolute participation of the researcher. Data was taken from informants or primary data sources including: school principals, inclusion teachers, regular teachers, shadow teachers, student guardians and therapy officers as well as educational staff at both loci, as well as informants from the PLA (Autism Service Center). Accepting new students to improve the quality of graduates in inclusive education at these two educational institutions, all students who register will be accepted without selection. Next, a classification is held based on student competency and grouped into regular and inclusion classes. For those who are detected to have special needs, an assessment will be carried out by the therapist assigned to SDN Betet 1 Kediri. Meanwhile, MI Unggulan was handed over to PLA Blitar for further observation. Meanwhile, the guidance and development of students is carried out intensively, both co-curricular and extra-curricular, based on the students' abilities and adhering to the 2013 curriculum. The evaluation carried out is adjusted to the stages set so that the graduation of students with special needs becomes a priority. Meanwhile, in carrying out supervision and evaluation in filtering the quality of graduates using various methods, including control and supervision by the Head of the Madrasah, from the intense coaching, this madrasah is also able to maintain itself as a superior madrasah in the city of Blitar and 100% of its graduates continue on to higher education, both state and private.

KEYWORDS:

Student management,
Inclusive Education,
Quality of Graduates

1. INTRODUCTION

Quality education and learning is a need and demand of society in relation to the development of science and technology. We must respond to the demands of this globalized world positively so that schools can prepare higher education to keep up with the times. This condition must also be met by schools providing inclusive education in order to be able to compete so that schools are highly competitive and

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sought after by the education user community. One of them is providing the possibility for all children to study at the basic education level at school (increasing accessibility) and preparing a competitive education concept.

In educational institutions providing educational levels (schools), both public and private, always based on the requirement that all Indonesian people have the right to receive basic education and up to high school as stated in article 31 of the 1945 Constitution, "Every citizen has the right to receive teaching (education) (Agustina, 2018). So the noble goals and ideals are to create an Indonesian society that has superior and resilient resources (Hayati, 2012). Education is the right of all Indonesian citizens, both normal and those with special needs. The government facilitates its people to receive educational services equally. Especially after the promulgation of nine years of compulsory education. All citizens are required to attend school at primary age (Darma

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and Rusyidi, 2003). Likewise, students who have special needs do not escape the government's attention. Education for participants with disabilities in Indonesia has been accommodated through Government Regulation Number 72 of 1991 concerning Special Education (Wahyuno et al, 2014).

Education for students with disabilities is provided in three types of educational institutions, namely: Special Schools (SLB), Special Elementary Schools (SDLB), and Integrated Education (Janmaris, 2018). Special Elementary School accommodates various types of children with disabilities into one, so that one school or even one class consists of various types of students with disabilities, for example deaf, physically impaired, visually impaired, mentally retarded, and so on (Friend & Bursuck, 2018). Integrated education or what can be called inclusive education is a regular school that accommodates children with disabilities with the same curriculum, teachers, teaching facilities and teaching and learning activities.

Children with special needs who have not received educational services have various types of disabilities, and most of them live in rural and urban centers (James et al, 2019). All institutions generally want to be able to appear their best in order to attract market attention and remain trusted by educational customers (Mulyasana, 2012). Mobile competition is complex and diverse. There are those who compete in the areas of quality, service, variety of choices, image, and so on. There are those who combine one field with another and there are also those who set a priority scale between certain fields. Responding to society's mindset regarding the importance of education and the quality of graduates being clearly visible, educational practitioners are competing to build educational institutions with various branding and program offerings. With the emergence of new schools, competition becomes increasingly fierce, various efforts are made to win the hearts and gain the trust of prospective students as customers.

Success in providing education will depend greatly on the development of students' physical, intellectual, social, emotional and psychological potential (Lazwardi, 2017). Student management is the arrangement and arrangement of activities related to students, from when students enter until they leave a school. Student management is not just recording student data, but includes broader aspects, namely being able to help children's growth efforts through the educational process at school. Success in providing education will depend greatly on the development of students' physical, intellectual, social, emotional and psychological potential. Therefore, there is a need for student management. Student management is the arrangement and management of activities related to students, from entry to exit of the student from a school.

Student management is seen as part of overall school management (Mubarok, 2019). Therefore, it must have the same goals and/or support overall management goals. The sectoral ambitions of student management remain placed

within the school management framework. He must not be placed outside the school management system (Setiawan, 2021). All forms of student management activities must carry out an educational mission and in order to educate students. All forms of activities, whether light, heavy, liked or disliked by students, must be directed at educating students and not for anything else (Umam, 2019).

In reality, for various reasons many schools still object to accepting students with special needs, but sometimes the implementation is not as expected in accordance with the concept of inclusive education itself (Wulansari, 2016). Apart from that, other technical problems related to the implementation of inclusive education still require much attention from policy makers (Wati, 2014). This explains one of the goals of education, namely a dignified civilization. In fact, this is also the new Madrasah motto which reads "Great Madrasah with Dignity". Creating a great and dignified Madrasah is an effort to provide quality, fair and equitable education as a form of development and at the same time as an investment in human resources needed to support the sustainability of national development (Indriawati, 2013).

II. LITERATURE REVIEW

A. Student Management

1. Understanding Student Management

Student management is the arrangement and management of activities related to students, from entry to exit of the student from a school. Student management does not only take the form of recording student data, but includes broader aspects that can operationally help efforts for the growth and development of students in the education process at school.

Student management activities must strive to unite students who have diverse backgrounds and have many differences. The differences that exist between students are not directed towards the emergence of conflict between them but instead unite and understand and respect each other. Student management activities must be seen as an effort to regulate student guidance. Because of guiding, there must be availability from the person being guided. He is the student himself. It is impossible for such guidance to be carried out well if there is reluctance from the students themselves (Setiawan, 2021).

Student management is the activity of managing students starting with the acceptance of new students, registration, selection, acceptance or placement. After students are accepted, the next stage is to provide disciplinary guidance, activities that take place within the school environment and outside the school. Activities to develop talents and interests through extracurricular activities and other activities. Formal coaching is carried out until the student is declared to have graduated from school, the final stage is establishing relationships with

alumni (Rugiyah & Atik, 2011). So it can be concluded that student management is the arrangement of all matters relating to students in a school starting from planning, student acceptance, coaching carried out while students are at school, until students complete their education at the school.

2. Student Management Objectives

The general aim of student management is to organize student activities so that these activities support the teaching and learning process at school. Furthermore, the teaching and learning process in schools can run smoothly, orderly and orderly so that it can contribute to achieving school goals and educational goals as a whole. The specific objectives of student management are as follows (Mujahidin et al, 2020):

- a. Increase students' knowledge, skills and psychomotor skills.
- b. Channeling and developing general abilities (intelligence), talents and interests of students.
- c. Channeling aspirations, hopes and meeting students' needs.

Students can achieve happiness and prosperity in life, further learning well and achieving their dreams.

3. Student Management Function

The function of student management in general is as a vehicle for students to develop themselves as optimally as possible, both with regard to aspects of their individuality, social aspects, aspirations, needs and other aspects of student potential. The student management function is specifically formulated as follows (Thoriquttyas & Rohmawati, 2018):

- a. The function related to channeling students' aspirations and hopes is to channel students' hobbies, pleasures and interests. The hobbies, pleasures and interests of such students should be channeled, because they can also support the students' overall personal development.
- b. The function relating to meeting the needs and welfare of students is so that students are prosperous in their lives. Such welfare is very important because then he will also think about the welfare of his peers.
- c. The function relating to the development of students' individuality is so that they can develop their individual potential without being hampered much. These innate potentials include: general abilities (intelligence), special abilities (talent), and other abilities.
- d. The function relating to the development of students' social functions is so that students can socialize with their peers, with their parents and families, with the social environment of their school and the social

environment of their community. This function is related to the nature of students as social creatures

4. Principles of Student Management

The principles of student management are as follows (Na'im, 2018): Student management is seen as part of overall school management. Therefore, it must have the same goals and/or support overall management goals. The sectoral ambitions of student management are still placed within the school management framework (Umar & Ismail, 2018). He should not be placed outside the school management system. All forms of student management activities must carry out an educational mission and in order to educate students. All forms of activities, whether light, heavy, liked or disliked by students, must be directed at educating students and not for anything else.

Student management activities must encourage and encourage student independence. This principle of independence will benefit students not only when they are at school, but also when they enter society. This means that student dependency must be gradually eliminated through student management activities. What is given to students and what student management activities always strive for must be functional for students' lives both at school and even more so in the future.

B. Inclusive Education

1. Understanding Inclusive Education

Inclusive education has various meanings. Stainback stated that inclusive schools are schools that accommodate all students in the same class (Gonzales, 2019). This school provides an educational program that is appropriate, challenging, but appropriate to the abilities and needs of each student, as well as the help and support that can be provided by teachers so that children are successful. More than that, an inclusive school is also a place where every child can be accepted, become part of the class, and help each other with teachers and peers, as well as other community members so that their individual needs can be met (Delphie, 2006).

Furthermore, Staub and Peck stated that inclusive education is the full placement of children with mild, moderate and severe disabilities in regular classes. This shows that regular classes are a relevant learning place for children with disabilities, whatever the type of disorder and whatever the gradation (Jannah and Sukiman, 2018). Meanwhile, Sapon-Shevin stated that inclusive education is an educational service system that requires all children with disabilities to be served in nearby schools, in regular classes with their peers (Garnida, 2015).

2. Basic Principles of Islamic Education

The fundamental principle of inclusive education is that as long as possible, all children should learn together regardless of the difficulties or differences they may have. The definition of inclusive education that emerged from the Agra Seminar in 1998, formulated that inclusive education:

- a. Wider than formal education: includes education at home, community, non-formal and formal systems.
- b. Recognize that all children can learn.
- c. Enable educational structures, systems and methodologies to meet the needs of all children.
- d. Recognize and respect various differences in children: age, gender, ethnicity, language, disability, HIV/Aids status and others.
- e. It is a process carried out at Madrasah Ibtidaiyah which continues to develop according to its culture and context.
- f. It is part of a wider strategy to promote an inclusive society

3. Concept of Inclusive Education

The main concepts related to inclusive education are (Mahabbati, 2014) which relate to children including:

- a. All children have the right to receive education in school. All children can learn, and anyone can experience learning difficulties. All children need support to learn.
- b. Child-focused teaching benefits all children.
- c. Concepts about the education and schooling system
- d. Education is broader than formal schooling.
- e. Flexible and responsive education system.
- f. An educational environment that fosters abilities and is friendly.
- g. Improving the quality of effective schools.
- h. A comprehensive school approach and collaboration between inclusive education partners, officially understood by the government and widely referred to by the community.

4. Foundation for Implementing Inclusive Education

The government's efforts to implement inclusive education are outlined in Government Regulation (PP) Number 72 of 1991 concerning Special Education, Republic of Indonesia Law Number 20 of 2003 concerning the National Education system concerning education for students with disabilities⁵², Minister of National Education Regulation number 70 of 2009 concerning Inclusive Education. for students who have disabilities and have the potential for intelligence and/or special talents, as well as the Circular Letter of the Director General of Primary and Secondary Education

Management of the Ministry of National Education Number 380/C.C6/MN/2003, dated January 20 2003, namely: "Every district/city is required to organize and develop inclusive education in at least 4 (four) schools consisting of elementary school, middle school, high school and vocational school."

Even though there have been government efforts to provide inclusive education through laws or government regulations, this does not mean that everything has been completed (Elisa, 2013). The foundations used in implementing inclusive education in Indonesia are philosophical foundations, juridical foundations and empirical foundations (Zulkarnain, 2016). In detail, these foundations are explained as follows: Philosophical Foundations, Juridical Foundations, Empirical Foundations.

5. Inclusive Education Model

The philosophy remains inclusive education, but in practice children with special needs are provided with various alternative services according to their abilities and needs (Agustyawati & Solicha, 2009). Children with special needs can move from one form of service to another, such as:

- a. The form of a full regular class is that children with disabilities study with other (normal) children all day long in regular classes using the same curriculum.
- b. Form regular classes with clusters
- c. Children with disabilities study with other (normal) children in regular classes in special groups
- d. The form of a regular class with a pull out is that children with disabilities study with other (normal) children in the regular class but at certain times are pulled from the regular class to the resource room to study with a special supervising teacher.
- e. The form of regular classes with clusters and pull outs is that children with disabilities study with other (normal) children in regular classes in special groups, and at certain times are pulled from regular classes to the resource room to study together with special supervising teachers
- f. Forms of special classes with various integrations. Children with disabilities study in special classes at regular schools, but in certain areas they can study with other (normal) children in regular classes
- g. Form a full special class in a regular school. Children with disabilities study in a special class in a regular school.

6. Inclusive Education Curriculum

Academic Curriculum Education units implementing inclusive education use an education unit level curriculum that accommodates the needs and abilities of students according to their intelligence, talents, interests and potential. The accommodative curriculum is a national standard curriculum that is adapted to the talents, interests and potential of students with special needs. The development of this accommodative curriculum is carried out by each educational unit providing inclusive education. The targets for developing an accommodative curriculum are focused on aspects of objectives, (Competency Standards (SK), Basic Competencies (KD), Indicators, materials, processes and evaluations. Implementation of an accommodative curriculum can utilize curriculum alignment models carried out in the form of escalation, duplication, modification, substitution and omission (Amponentg et al, 2019).

Developing a curriculum for students with special educational needs basically means combining curriculum models with curriculum components. Meanwhile, its implementation will not be separated from the classroom arrangement which is reflected in the furniture arrangement and adjusted to the child's space and mobility needs. Here are some seating arrangements that suit children's needs.

- a. Class A (deaf and physically impaired)
- b. Class B (deaf and blind)
- c. Class C (mentally and mentally retarded)
- d. Classroom D (autistic and slow learner)

C. Quality of Graduates

1. Understanding Graduate Quality

According to Hari Sudradjad (2005) quality education is education that is capable of producing graduates who have abilities or competencies, both academic and vocational competencies, which are based on personal and social competencies, as well as noble moral values, all of which are life skills. skills), education that is able to produce complete humans (complete humans) or humans with integral personalities (integrated personalities), those who are able to integrate faith, knowledge and charity.

From the description of the opinion above, it is clear that quality education is a pillar for developing human resources (HR). The future of the nation lies in the existence of quality education today. A quality education will emerge if there is good school management. Quality is also a very important competitive arena, because it is a vehicle for improving the quality of products and services. Thus, realizing quality education is important, as an effort to improve the nation's future as well as part of the products and services.

2. Quality Characteristics of Graduates

Several characteristics of educational quality which directly become a reference for viewing and measuring the quality of graduates are (Atika & Padmini, 2015):

- a. Performance (performance) is related to the functional aspects of the school including: teacher performance in teaching, good at providing convincing explanations, healthy and diligent teaching, and preparing complete learning materials, good school administrative and educational services with good performance after becoming a favorite school.
- b. Reasonable time (timelines), namely according to a reasonable time, including starting and ending lessons on time, exact test times,
- c. Reliability means long service life. Including the excellent service provided by the school which lasts for a long time from year to year, the quality of the school remains and tends to increase from year to year,
- d. Durability, namely resilience, for example, despite the monetary crisis, the school still survives,
- e. Beautiful (aesthetics), for example the exterior and interior of the school are attractively arranged, teachers create interesting educational media,
- f. Human relations (personal interface) namely upholding moral values and professionalism. For example, school members respect each other, democracy and respect professionalism,
- g. Easy to use, namely the facilities and infrastructure used. For example, school rules are easy to implement, library books are easy to borrow and returned on time,
- h. Special forms (features) namely certain advantages, for example superior schools in terms of mastery of information technology (computerization),
- i. Certain standards (conformance to specification), namely meeting certain standards. For example, a school has met minimum service standards,
- j. Consistency is consistent, constant and stable, for example the quality of the school has not decreased from the past until now, the school community is consistent with what they say,
- k. Uniformity means no variation, no mixing. For example, schools implement rules, without discrimination, uniforms in dress,
- l. Able to serve (serviceability), namely being able to provide excellent service. For example, schools provide a suggestion box and the

suggestions that come in can be fulfilled well so that customers feel satisfied.

- m. Accuracy, namely accuracy in service, for example the school is able to provide services according to what school customers want.

3. Education Quality Standards

Competency Nationally, education quality standards refer to Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning amendments to Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) including:

- a. Graduate competency standards are criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge and skills.
- b. Content standards are criteria regarding the scope of material and level of competency to achieve graduate competency at a certain level and type of education.
- c. Process standards are criteria regarding the implementation of learning in an educational unit to achieve graduate competency standards.
- d. Standards for educators and education personnel are criteria regarding in-service education and fitness and mental health, as well as in-service education.
- e. Facilities and infrastructure standards are criteria regarding learning spaces

III. RESULTS

1. Acceptance of New Students to Improve the Quality of Graduates

- a. Acceptance of new students refers to the applicable PPDB regulations
- b. All students are accepted, both regular and inclusive students
- c. New students complete administration such as family cards and birth certificates
- d. Carrying out assessments for new students for a regular and inclusive placement process
- e. Communicate with student parents about assessment results and the learning process
- f. Encourage parents to connect the learning process at home with what is implemented at school

2. Guidance and Development of New Students in Improving the Quality of Graduates

- a. The curriculum is created flexibly
- b. Holding full-out inclusive classes that are integrated with regular classes
- c. Hold a Cheerful Saturday class

- d. Provide special assistance to students with one on one classes
- e. Implementing spiritual TPA, arts, sports and nature school programs

3. Supervision of Students in Improving the Quality of Graduates

- a. Monthly, quarterly, semester and annual evaluations
- b. Assessment of learning outcomes takes the form of daily, mid-semester and semester tests
- c. Awards for outstanding students
- d. Incidental supervision by the foundation, community and student guardians
- e. Informal supervision

IV. DISCUSSION

A. Acceptance of New Students to Improve the Quality of Graduates

All learning uses a curriculum derived from the initial curriculum or curriculum 13 so that when accepting new students it also refers to the applicable rules. All students who register will be accepted without selection, because all have the right to receive an education. Each registrant must complete all documents including KK and certificates which are handled by the PPDB committee formed by the Head of the Madrasah.

Every year a new student admissions committee is formed whose task is to handle all applicants and carry out administrative selection in terms of grouping and dividing classes and sorting between students with various categories of learning difficulties experienced by students (Children with Special Needs). This school is a child-friendly and environmentally friendly school, almost all people know this concept as a basic program that everyone is allowed and accepted at this school without exception and without discrimination, regular children and children with special needs can go to school in the same class. From the surrounding community, we can find out about the existence of this inclusive school with the correct concept and in accordance with existing programs.

The new student admissions committee will sort and classify the types of students, then I will put them in the right class, namely: regular class one with the fluent reading and writing category, regular class two with the category of being able to write and read and regular class three with the category of not yet being able to read. reading and writing. Meanwhile, another category is not being able to read and write which is divided into several categories: have memorized letters, numbers and colors, can recognize letters, numbers and colors and do not yet know numbers, letters and colors. This last category will later be included in the therapy class. and an in-depth assessment will be carried out.

This is in accordance with the general understanding of management, namely that student management activities must encourage and spur student independence. This principle of independence will benefit students not only when they are at school, but also when they enter society (Fery, 2018).

B. Guidance and Development of Students in Inclusive Education in Improving the Quality of Graduates

After the FGD and outreach to the student's guardians, the next stage is to determine the curriculum flexibly, meaning that coaching is carried out according to the child's abilities with learning outcomes for three months (middle semester). The evaluation carried out will be used as a reference in determining subsequent learning for all regular students and of course for students with special needs personally as their own abilities. Understanding students with special needs during these three months.

This class is a stepping stone for students to undergo the next curriculum, which is the same curriculum as regular students. Those who pass the independence development and initial curriculum are allowed to join the regular class with terms and conditions that apply: namely. Accompanied by a teacher and once you can be independent, you can communicate well with your classmates. can write and read according to the basic abilities of regular students in their class. You are also allowed to enter regular classes with the condition that you only study certain subjects in exact lessons. Other classes are free to enter, for example painting, religious practice classes, Koran reading classes and you can enter talent classes. I always select students according to their competencies so that students, especially students with special needs, never feel forced or afraid. Students are expected to always enjoy carrying out their duties in any class. In accordance with the theory which states that: "Students' sectoral management ambitions are still placed within the school management framework. They must not be placed outside the school management system. All forms of student management activities must carry out the mission of education and in order to educate students".. All forms of activities, whether light, heavy, liked or disliked by students, must be directed at educating students and not for anything else (Umar & Ismail, 2018).

C. Supervision of Students in Inculist Education in Improving the Quality of Graduates

The evaluation strategy carried out on the implementation of inclusive education programs seeks to assess the impact of student achievement and

obstacles to implementing inclusive programs. In connection with the acceptance of Students with Special Needs which has been running for quite a long time, the impact of implementing this program can be seen, especially from the development and achievements of Students with Special Needs. Most students with special needs have academic development below average or standard. In this case, students with special needs have not been able to achieve standard scores according to their KKM, so some have not been promoted to class.

Supporting the inclusion program at this school is support from the community. This support is in the form of enthusiasm from the surrounding community who have families of students with special needs for the learning process in the classroom, showing that teachers have sufficient competence. This is evident from the preparation of lesson plans, providing materials and teaching materials to students with special needs using the same or regular curriculum and materials/teaching materials. Teachers do not differentiate between curriculum and teaching materials/materials in a structured manner. Teachers use regular lesson plans which are given equally to all students.

The curriculum used in implementing inclusive education is basically the national standard curriculum that applies in public schools. However, because the various obstacles for students with special needs vary greatly, in its implementation there must be modifications to the education unit level curriculum that are in accordance with national standards and the needs of students with special needs, as well as an evaluation system that is adapted to the specific needs of each participant. educate. Among them: Regular curriculum model. Regular curriculum model with modifications. Individual Learning Program (PPI) curriculum model.

V. CONCLUSION

Conclusions on Student Management in Inclusive Education in Improving the Quality of Graduates from research at the two institutions are as follows:

1. Acceptance of new students to improve the quality of graduates in inclusive education at SDN Betet I Kediri and the superior MI Darussalam Gembongan Ponggok Blitar is carried out by 1) Acceptance of new students refers to the applicable PPDB rules 2) All students are welcomed by the students regular and inclusive 3) New students complete administration such as family card and birth certificate 4) Carry out assessments for new students for the regular and inclusive placement process 5) Communicate with student parents about the results of the assessment and the learning process 6) Encourage student parents to continue the learning process at home according to what is applied at school

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2. Guidance and development of students in improving the quality of graduates in inclusive education at SDN Betet I Kediri and the superior MI Darussalam Gembongan Ponggok Blitar is carried out by 1) Making the curriculum flexible 2) Holding full out inclusive classes that are integrated with regular classes 3) Holding Cheerful Saturday classes 4) Providing special assistance to students with one on one classes 5) Implementing spiritual TPA, arts, sports and nature school programs.
3. Supervision of students in improving the quality of graduates in inclusive education at SDN Betet I Kediri and the superior MI Darussalam Gembongan Ponggok Blitar is carried out by 1) Monthly, three-month, semester and annual evaluations 2) Assessment of learning outcomes in the form of daily tests, mid-semester and semester 3) Awards for students who excel 4) Incidental supervision by foundations and the community.

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