

## HEAD MANAGEMENT SCHOOLS IN IMPLEMENTING INCLUSIVE SCHOOLS IN STATE ELEMENTARY SCHOOLS OF GUGUS III, DEWANTARA DISTRICT REGENCY NORTH ACEH

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Received : 01 January 2026

Accepted : 10 February 2026

Revised : 15 January 2026

Published : 28 February 2026

### Abstract

This study aims to describe the Principal's Management in Implementing Inclusive Schools in State Elementary Schools Cluster III, Dewantara District, West Java Regency. North Aceh and the supporting and inhibiting factors of Principal Management in Implementing Inclusive Schools in State Elementary Schools Cluster III, Dewantara District, Aceh North Aceh. This research is a descriptive study using qualitative methods with a phenomenon approach or direct observation and interaction in the field. The subjects in This research is the principal and several teachers who teach at inclusive class. Technique collection data using interviews, observations, and also documentation studies. Data presentation analysis techniques use data reduction, data presentation, and documentation. data And withdrawal conclusion to participants in field without the existence of engineering. Meanwhile, the data validity test uses the criteria of degree of trust, transferability, dependence And certainty participants as source person. Results research shows that (1) Principal Management in Implementing Inclusive Schools in State Elementary Schools Cluster III, District Dewantara Regency Aceh North Already Can it is said Good. Can seen from the management process carried out with POAC elements, namely planning, organizing, implementing and evaluating. (2) supporting factors, namely laws that regulate about school inclusive, and factor inhibitors, namely unavailability or inadequate supporting facilities and infrastructure, support from the local community and accompanying teachers who are not graduates of inclusive education for students with special needs.

**Keyword : Management Head School, Inclusive School**

### Introduction

Inclusive education is a basic human need and a right guaranteed by the state. Law No. 20 of 2003 on the National Education System affirms that every citizen has the right to receive a quality education without discrimination. However, in practice, there are still groups in society, particularly students with special needs, who do not fully receive equal educational services. Inclusive education presents a solution to address these issues. Inclusive education emphasizes the acceptance of student diversity and the provision of educational services tailored to each individual's needs. Implementing inclusive education requires a shift in paradigms, policies, and school management. In this regard, the principal plays a central role. as taker decision, manager source Power, as well as driving force all school residents. Effective principal management is a determining factor in the success of inclusive education. Principals are required to be able to implement management functions effectively. optimal so that organization education inclusive walk in accordance with objective Which expected. By therefore, the study about management head schools in implementing inclusive schools is important to do.

### **Theoretical Foundations of Management Headmaster**

Principal management is the process of achieving organizational goals through activities. Which normal called POAC that is planning, organizing, implementation and monitoring of resources effectively and efficiently. In the context of education, management head school functioning as effort systematic For manage all school components so that educational goals can be achieved properly. George R. Terry put forward 4 (four) main functions of management, namely POAC *planning* , *organizing* , *actuating* , and *controlling* . These four functions interrelated and form the basis for managing education, including the implementation of inclusive schools. The principal as educational leaders have a very big responsibility in creating a conducive school climate, improving teacher performance, and ensure fulfillment need learn all participant The success of a school is greatly influenced by the quality of the principal's leadership and management .

### **School Inclusive**

School inclusive is system education which gives chance to all students throughout Indonesia, including people with disabilities and also students with potential intelligence or special talents, to learn together in school regular. Education inclusive aim create environment Study which respects the diversity of students and is free from any discrimination. Minister of National Education Regulation Number 70 of 2009 emphasizes that inclusive schools are organized to provide educational services that are appropriate to the needs of the students. And right every participant educate. With thus, school inclusive No just demand readiness participant educate, but Also readiness school in aspect management, human resources, and infrastructure.

### **Management Head School in Implementation School Inclusive *Planning***

Planning is the initial *stage* in the implementation of inclusive schools. The Head school compile vision, mission, And objective school Which oriented on principles of justice and non-discrimination. Inclusive school planning is realized through the preparation of a School Work Plan (RKS) and a School Activity and Budget Plan (RKAS) that accommodate the needs of students with special needs. Effective planning involves teachers, education staff, and other stakeholders. With careful planning, schools can optimize resources and minimize barriers to implementing inclusive schools. To maximize the potential of each student, inclusive education involves educating children with special needs alongside typically developing students. Early childhood education is crucial for developing quality human resources in young age because this time period is very important for growth and development for future generations. front child ( *golden age* ). Health, nutrition, And stimulation psychological Also must be cultivated from a young age to determine the quality of a human being.

### **Organizing ( *Organizing* )**

Organizing is the process of dividing tasks and responsibilities . to all over inhabitant school. Head school arrange structure organization, Division of teacher tasks, as well as coordination between educators in supporting inclusive schools for students with special needs. Good organization helps foster teamwork and avoids overlapping tasks. Teachers who teach in inclusive classes are teachers who have an understanding of children with special needs. In order to To achieve the previously set goals, teachers who teach in inclusive classes must at least know the characteristics of children with special needs and must have the provisions or knowledge on how to deal with students with special needs. In inclusive schools, organizing also includes the involvement of parents and the community as partners school. Collaboration Which Good will strengthening support for students with special needs.

### **Implementation ( *Actuating* )**

Implementation ( *Actuating* ) is the stage of mobilizing all resources to realize plan Which has arranged. Head school play a role as motivator and facilitator for teachers in implementing inclusive learning in schools. Implementation inclusive schools demands flexibility in method learning and the teacher's ability to deal with student diversity. According to Mashun, (2020) explains that at least what is included in the implementation of inclusive education is as follows:

1. Administration student affairs prioritize student education in need special.
2. Curriculum managers adapt curriculum school conventional based on phase development students with needs specifically, with notice nature and level of specialization. Consequently, the curriculum needs to be adaptable,

- responsive, and integrated.
3. A curriculum that can be adapted gradually, a learning management system Which friendly, And design learning flexible.
  4. Evaluation management education inclusion done For see whether all action which is conducted has succeed reach desired goal .
  5. Management facility infrastructure involving supervision equipment And the software required to ensure inclusive education is successful in certain subject areas.
  6. Central and regional governments, corporations, other institutions, and even foreign governments can provide funds for the implementation of inclusive education in schools .
  7. Management of community resources in this case the role of parents and also the community in advancing education by playing a role in monitoring the educational process in inclusive educational institutions.

The principal is also responsible in providing guidance and supervision of teachers so that the learning process runs effectively and in accordance with the principles of inclusivity.

### **Evaluation (*Controlling*)**

Evaluation (*control*) is conducted to assess the achievement of inclusive school goals. The principal regularly monitors and evaluates program implementation, student progress, and resource utilization. Evaluation results are used as a basis for improvements and subsequent decision-making. Teachers in classrooms and schools evaluate inclusive school programs. Most of the time, the evaluation criteria relate to how The behavior of children with special needs. Evaluation is conducted by providing feedback, showing enthusiasm, and instilling values in young people with special needs. Evaluation of the teaching and learning process is conducted to improve inclusive education. Evaluations need to pay attention to It is as follows:

- a) method, time, And content curriculum must customized;
- b) results evaluation must be taken into consideration;
- c) use self-referenced assessment must noticed;
- d) implementation Which flexible, multimethod, And sustainable must used; and
- e) the result must be communicated routinely to parents (Sunardi & Sunaryo, 2011).

Evaluation Which sustainable allows school For increase quality systematic inclusive school services.

### **Challenge Implementation School Inclusive**

The implementation of inclusive education in elementary schools still faces various challenges, including limited facilities and infrastructure, lack of competency teacher or source Power in handle student in need special, and system data collection Which Not yet organized with Good become constraint main. In addition, there are still discriminatory attitudes and low understanding of inclusive schools in our school environment and society. Challenge the show the need strengthening management head school and support policy from government And training sustainable for Teacher And educational staff .

### **Conclusion**

Principal management plays a crucial role as a key to the successful implementation of inclusive schools in elementary schools. The implementation of management functions encompasses the POAC elements, namely planning, organizing, implementing, and And evaluation in a way effective can support realization education

inclusive, equitable, and high-quality education. Although it still faces various challenges, inclusive education can be optimized through the leadership of school principals who are visionary, collaborative, and focused on student needs.

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