

## Quality Control System for ABK Inclusion Education

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### ABSTRACT

Parents who have children with special needs are often worried about the future of their children with special needs. In inclusive school programs, dedicated teaching and support are provided to students who need help. Preventing discriminatory behavior, proper education, and equal access to multiple aspects of life are the goals of inclusive education. This study uses a literature review model by analyzing relevant articles and focusing on quality control in inclusive education for children with special needs. The implementation of inclusive education has several quality requirements that must be guaranteed in order to achieve the desired level of education and the success of inclusion education itself. Therefore, stakeholders need to evaluate inclusive education. Stakeholders can utilize the CIPP model assessment across various domains, including education, management, and enterprises, as well as at different hierarchical levels, such as projects, programs, or institutions. By upholding or enhancing the standards and effectiveness of inclusive education, the success rate in advancing education for children with special needs will naturally grow.

## **INTRODUCTION**

Children with special needs, often known as children with disabilities, exhibit differences in their abilities and development compared to typically developing youngsters. The classification of children with special needs might be characterized as disabled, impaired, disordered, handicapped, or extraordinary.

Parents of children with ABK frequently have concerns over the prospects and well-being of their offspring with unique requirements. Following the Salamanca conference in Spain in 1994, inclusive schools have emerged as a leading choice for ABK education. These schools aim to ensure that special needs education is recognized as a fundamental human right. They also seek to involve teacher professional organizations in the development of special education programs, encourage academic research, and foster networking for progress in the United States. Special needs education at the regional level. Inclusive education refers to an educational framework that grants students with special needs the opportunity to enroll in public schools.

The notion of inclusion was also a fundamental aspect of the text produced during the Salamanca summit in June 1994. Salamanca's declaration asserts that every human possesses an inherent entitlement to education, a right acknowledged by the constitutional government. Furthermore, it emphasizes that children with special needs should be granted both inclusive and tailored educational opportunities. As a reaction to the declaration, inclusive schools were founded with the aim of guaranteeing both special needs education and education for all individuals. The user's input is a single character, "c". Specialized instruction and assistance are offered to pupils requiring support in inclusive educational programs. The main objective of this event is to showcase innovative ideas regarding learning difficulties and disabilities, as well as the connection between academic institutions and public school reform. It aims to examine recent advancements in providing education for children and youth with special needs, emphasizing significant achievements and experiences in various areas such as legislation, curriculum pedagogy, school organization, teacher education, and community involvement.

Additionally, it serves as a platform for sharing a diverse range of international, regional, and bilateral experiences while also fostering opportunities for ongoing collaborations. The limitation of the approach is that it specifically focuses on children and adolescents who experience learning difficulties. The main challenge lies in the effort to standardize the education system for students with special needs. Two fundamental statements serve as the basis for numerous other information regarding our comprehension of the causes of learning difficulties in school and the appropriate response of educational systems to these challenges.

Inclusive education emerged as a response to the discontent with the segregation-based approach to educating children with special needs (ABK) in the school system. The segregation system is an educational delivery method designed for students with disorders or special conditions (Dadang, 2015). This system is perceived as being in opposition to the vision and goal of

education for children with special needs. The primary objective of providing education for children with special needs is to provide them with the necessary skills to engage in social interactions and lead independent lives within the community.

Yusuf (2014: 3) states that the primary philosophical basis for implementing inclusive education in Indonesia is the Pancasila philosophy. This philosophy, with its motto "Bhineka Tunggal Ika," represents and acknowledges Indonesia as a diverse country with multiple cultures, ethnicities, languages, customs, religions, and beliefs. These various aspects are considered valuable and should be preserved, upheld, and nurtured within the framework of the Indonesian Republic. It suggests that diversity is no longer defined by factors such as ethnicity, color, religion, or culture but rather as a cohesive entity. While the specific nature of these distinctions may vary, there are inevitably both drawbacks and benefits associated with them. The approach, as mentioned above, applies to children with exceptional needs (ABK) as well since they possess benefits alongside their deficiencies (Zahroh & Umam, 2019).

Inclusion education for ABK can follow education equivalent to regular schools. Preventing discriminatory behavior, proper instruction, and equal access to multiple access to life are the goals of inclusive education. The implementation of inclusive education for ABK is regulated in Permendiknas No. 70 of 2009, which guarantees all students who have disabilities get quality education in accordance with their needs and abilities together with students in general.

The Ministry of Religious Affairs, through the Regulation of the Minister of Religious Affairs (PMA) Number 90 of 2013 concerning the Implementation of Madrasah Education, also develops an inclusive education system. The PMA requires the availability of access to education for Students with Special Needs (PDBK). Inclusive service provider schools should adopt a management approach in order to optimize education delivery to achieve educational goals.

Inclusive education has been regulated in such a way in government regulations. However, the implementation in the field has not been entirely in accordance with existing rules. Although not in line with expectations, the quality of education is always pursued, one of which is through improving service management. Based on the description above, the author is interested in reviewing and evaluating the inclusion quality control system that has been running so far.

## **THEORETICAL REVIEW**

Quality is always synonymous with the excellence of a product, goods or service. Deming stated that the definition of quality by consumers is the most important thing for companies. James R Houghton concluded that quality is not only related to the product but is also the responsibility of the company as a whole. If each person works well and synergizes with each other, it does not rule out the possibility that the resulting product will exceed consumer expectations.

Quality control can be carried out in various sectors, one of which is education. In order to improve the quality of education, the government issued RI Regulation No. 19 of 2005 concerning National Education Standards. The existence of government policy on this matter indicates the importance of paying attention to the quality of learning in order to improve the quality of education in schools. Therefore, there is a need for clear, complete, and integrated planning from existing human resources in preparing quality control program planning so that the system runs effectively.

Not all individuals are born under normal circumstances. Some of them have physical and mental limitations. However, their right to education is the same as that of individuals who do not have physical or mental limitations. Article 41 of Law No. 8 of 2016 states that the government and local governments, in organizing and facilitating inclusive education and special education, must help persons with disabilities learn the basic skills needed for independence and full participation in education and social development. Data obtained from the Central Statistics Agency shows that there is still a lack of educational services for children with special needs. So that children with special needs are now provided with inclusive education and are currently developing into *homeschooling*. According to the Circular of the Director General of Education No. 380 of 2003, inclusion education is education that involves children with special needs learning together with other normal children (Sugiarmin, 2006).

## METHODOLOGY

This study uses a *literature review* model by analyzing relevant articles and focusing on quality control in inclusive education for children with special needs. The reports used in this *literature review* were obtained in *literature reviews* using *Google Scholar* and *PubMed databases* by entering the keywords "quality control system," "inclusion education," and "children with special needs." The articles used are 9 articles published in the last five years.

## RESULTS AND DISCUSSION

Inclusive education services appeared in the middle of the twentieth century. The inclusive education service model emerged because it learned from the various weaknesses of the segregate model. Inclusion comes from the word *inclusion*, which means unification. Inclusive describes something positive in bringing together children with barriers in realistic and comprehensive ways in a well-rounded educational life. According to Stubb (2002: 37), the notion of inclusive education shares similarities with the principles behind 'education for all' and 'school quality enhancement.' Additionally, it stated that inclusion education involves a transition from apprehension and preoccupation with a specific group to a concentrated endeavor aimed at surmounting obstacles to success.

The implementation of inclusive education is different from other educational concepts that do not prioritize the education of children with special needs. In the performance of inclusion education to be carried out as expected, the following foundations are needed:

1. Philosophical Foundations

The philosophical basis for the implementation of inclusive education in Indonesia is Pancasila, which *Bhinneka Tunggal Ika* characterizes. With the spirit of unity in diversity, inclusion education must be able to synergize and respect each other with existing differences.

2. Religious Foundation

The Religious Foundation is man as a caliph, a reflection of a form of concern in living God's life on earth. Humans are created as beings with *individual differences* in order to relate to each other and need each other.

3. Juridical Foundation

Law No. 20 of 2003 concerning the National Education System, Article 4 (1) states that education in this country is held democratically and equitably and is not discriminatory by upholding human rights, religious values, cultural values and national diversity. Article 5 (2) states that citizens who have physical, emotional, mental and or social disorders are entitled to special education. In the explanation of Article 15, it is noted that the implementation of special education is carried out inclusively or in the form of special education units.

4. Pedagogical Foundation

According to Article 3 of Law No. 20 of 2003, the objective of national education is to cultivate the capacity and mold the character and civilization of a respectable nation. In other words, the educational system endeavors to develop the lives of its citizens so that they may attain the following qualities: faith and reverence for God Almighty, good health, wisdom, capability, ingenuity, autonomy, and democratic citizenship.

The Directorate of Special Education specifies that inclusiveness for all students, without exception, entails a willingness to engage in joint learning. The following children must receive intensive education services due to their unique needs: Children who are (1) visually impaired, (2) deaf, (3) speech impaired, or (4) mentally retarded, as evidenced by significant delays in the development of nearly all academic and social functions, fall into the following categories: (5) Disabilities, specifically those affecting children who have developed abnormalities or defects in the musculoskeletal, articular, or skeletal systems, which may lead to compromised coordination, communication, adaptation, mobility, and the attainment of personal totality, (6) Detriment, (7) Learning difficulties refer to children who encounter challenges in performing academic tasks due to mild brain dysfunction, resulting in learning outcomes that fall short of their actual capabilities. (8) Sluggish learning refers to the condition in which children are unable to acquire knowledge within the allotted time due to the influence of specific factors. (9) Autism, explicitly referring to children diagnosed with developmental disorders distinguished by a profound incapacity for social interaction; (10) Developing motor dysfunctions; (11) Falling prey to a substance or additive addiction; (12) Possessing anomalies,

(13) Double Tuna or individuals afflicted with anomalies of multiple disorder types.

The Directorate of SLB Development stated that the guidelines for inclusion education have 4 characteristics of meaning, namely:

1. Inclusion education is a continuous endeavor to identify and implement strategies that accommodate the unique diversity of each child.
2. Inclusive education entails developing strategies to surmount the obstacles that impede children's learning.
3. Children are afforded the opportunity to attend (school), participate, and acquire lifelong learning outcomes through inclusive education.
4. Children who are categorized as marginal exclusive and require specialized educational services to benefit from inclusive education

Inclusive school models that can be introduced in Indonesia are:

1. Full inclusion (regular class). All day long, children with special needs attend conventional courses where they engage in the same curriculum as their non-special need's peers.
2. Clustered regular classes, in which children with special needs are divided into specialized groups while studying alongside typical students in regular classes.
3. Consistent class with Pull Out In other words, children with special needs attend regular classes alongside typically developing peers; however, during specific periods, they are removed to an adjacent room to engage in guided instruction with exceptional education instructors.
4. Pull-out and regular classes that comprise clusters consist of students with special needs who are occasionally removed from regular classes to attend classes guided by special guidance teachers while enrolled alongside typically developing students in particular groups.
5. Unique categories featuring diverse integrations, specifically Although children with special needs typically attend specialized classes in regular institutions, they are permitted to participate in regular classes with typical students on occasion.
6. Completion of special education classes. That is, children with special needs who study in special classes in regular schools (Baharun & Awwaliyah. 2018).

Despite this, there are a number of quality requirements that must be met during the implementation of inclusive education to ensure that both the intended level of education and the success of inclusion education itself are achieved. Several factors may influence the effectiveness of inclusive education, including performance:

1. Teacher Quality and Competence

A key determinant in the success of the implementation of inclusion education is that which a teacher possesses in terms of comprehension and insight regarding the requirements for determining the curriculum and materials that can be furnished in accordance with the abilities of

each child with special needs. In teacher education, not all individuals are provided with the necessary resources to teach ABK. Numerous educators consider their inability to effectively guide ABK to be a quality issue that frequently arises in the evolution of inclusive education.

2. Facilities and Infrastructure

The availability of complete or unique facilities and infrastructure for ABK is one of the challenges. Long, incomplete and not in accordance with quality procurement is one of the main points of failure for optimal implementation of inclusive education.

3. Parent and Community Awareness

Recognizing the significance of family and the surrounding community in ABK's self-esteem development is also a crucial element in determining whether or not to pursue further education. Family participation at home to ensure a secure environment and in monitoring the progression of ABK emerges as the primary responsibility of the family. The community's primary responsibility is to embrace ABK's terms and provide support for the implementation of ABK education.

Therefore, stakeholders need to evaluate inclusive education. According to Arikunto and Cepi (2010), the CIPP model is an evaluation model that views the evaluated program as a system. CIPP model evaluation can be applied in various fields, such as education, management, companies, and so on, as well as at multiple levels, be it projects, programs or institutions (Anggun, 2013). The CIPP model introduced by Stufflebeam includes the following:

- A. Context Evaluation. Context Evaluation The program environment, unmet needs, population characteristics, samples of individuals served, and program objectives are described and specified in the context evaluation. Context evaluation facilitates the formulation of program objectives, the identification of program requirements, and the planning of decisions.
- B. Input Evaluation is a process that aids in decision-making, resource allocation, alternative selection, and the formulation of plans and strategies to attain goals. It also involves determining the necessary work methods to accomplish these objectives. The data collected during the evaluation phase should be utilized to ascertain the origins and tactics within the confines and restrictions that already exist.
- C. Process assessment is employed to identify or anticipate preliminary processes or implementation plans during the implementation stage, furnishing data for programmatic decisions and serving as documentation or repository of the procedures that have taken place. Essentially, assess the process to determine the degree to which the strategy has been executed and identify areas that require enhancement.
- D. Product Evaluation, also known as Results Assessment, is a process used to quantify the degree of success in attaining pre-established objectives. The process evaluation results are anticipated to facilitate decision-making on the program's continuation, termination, or modification. The

data collected will significantly influence whether the program is continued, changed, or terminated (Widoyoko, 2011).

In learning evaluation, as mentioned in Permendiknas No. 70 of 2009, articles 7 to 9:

1. Assessment of learning outcomes for inclusive education students pertains to the curriculum implemented at the specific educational unit.
2. Students who adhere to a curriculum that is aligned with national education requirements or exceeds them are obligated to participate in national tests.
3. Students with disabilities who adhere to a curriculum designed according to educational standards are required to take tests administered by the relevant educational institution.
4. Students who successfully fulfill and meet the criteria set by the national education standards are awarded a government-issued certificate upon graduation.
5. Students with disabilities who successfully fulfill the educational requirements outlined in the curriculum established by the education unit in accordance with the national education standards get a Certificate of Completion of Learning, which is provided by the respective education unit.
6. Students who get a Certificate of Completion of Learning have the option to pursue further education at either inclusive education units or special education units.

Furthermore, other factors require careful consideration in the implementation of inclusive education:

1. Educational institutions should create classroom environments that are friendly, inclusive, and appreciative of diversity, achieved via the use of interactive curriculum and teaching methods.
2. Teachers must engage in collaboration with other professionals or utilize natural resources while planning, implementing, and evaluating.
3. Teachers must actively engage parents in the educational process.
4. School principals and teachers who will eventually become Special Guidance Teachers (GPK) should undergo training on effectively managing inclusive schools.
5. GPK needs to undergo technical training in order to support the educational needs of ABK youngsters.
6. Assessments in schools are conducted to ascertain academic performance and identify the necessary interventions. Provide targeted counseling to



address misconceptions and reach agreements with parents of ABK students.

7. Determine obstacles associated with physical, social, and other issues that impede access and learning.
8. Engaging the community in the process of designing and overseeing the standard of education for every kid. (Suyanto & Mudjito, AK., 2012: 39).

The author summarizes the findings about **the approach to improving the quality of learning for ABK** as follows:

1. Intelligence Approach

The intelligence approach involves the utilization of counselors and psychologists to administer intelligence tests in order to gain a comprehensive understanding of student's intellectual capabilities. The primary objective is to obtain precise results and develop tailored learning strategies that align with students' abilities and requirements. Schools are implementing an intelligence-based strategy to enhance the learning experience for students with exceptional needs. This discovery is novel and has not been documented in prior studies. In its execution, the school partners with agencies with the necessary expertise to evaluate individuals with exceptional requirements. By conducting professional assessments to determine the circumstances and skills of children with special needs, schools may tailor their learning experiences to meet their requirements. Furthermore, instructors are provided with professional evaluation reports as recommendations to comprehend the situation of kids with special needs and address their learning challenges.

2. Habituation Approach

The habituation technique is a method employed to cultivate positive habits in students' lives. Indri and Ningsih conducted a study on acclimating the school culture to enhance the character development of children with special needs. They assert that school culture has become an ingrained practice that is consistently implemented in every institution. Habituation is conducted through both religious and non-religious forms of instruction. An instance of religious education is the practical application of congregational dhuhur prayers. Developing this practice is essential for enhancing the spiritual well-being of children with exceptional needs. Regarding the non-religious aspect, an example would be the process of becoming used to flag rituals. Students with special needs participated in the flag ceremony.

3. Individual Approach

Adopting a personalized approach enhances the educational experience for children with special needs by facilitating instructors' comprehension of the specific learning challenges faced by these pupils. Employing this methodology enables educators to address instances of educational obstacles faced by their pupils since the personalized approach

recognizes the distinctiveness of each kid and necessitates tailored educational interventions. In order to cater to the diverse needs and capabilities of students during the learning process, teachers must make appropriate adjustments.

Education for children with exceptional needs is anticipated to employ a personalized approach in order to tailor learning to the specific requirements, situations, and capacities of students with extraordinary needs. Due to the teacher's ability to comprehend the child's condition. Preferences and aversions. Furthermore, teachers get a deeper understanding of individual students, allowing them to tailor the learning experience to accommodate the specific requirements of students with special needs.

4. Exemplary Approach

A model method is employed to enhance the caliber of education. This strategy is implemented to offer illustrations of both academic and domestic interactions. In schools that adopt inclusive education, instructors serve as role models for typical students by demonstrating respectful treatment toward students with special needs. Additionally, provide a setting that is favorable for learning, where specific students may serve as role models for children with special needs, demonstrating appropriate behavior. Subsequently, the commendable strategy involves engaging parents in the child's educational journey by actively participating at home and showing positive behavior.

5. Functional Approach

The functional approach is a pedagogical strategy employed by educators to enable students to apply acquired knowledge effectively for their future benefit. Research findings have demonstrated the efficacy of using functional approaches to enhance the learning experience of children with special needs. These approaches equip students with the necessary skills to lead independent lives within their communities.

Life skills *education*, according to the results of research by Eka et al, needs to be prepared with planning, implementation, and evaluation. First, plan a program based on the results of analysis and need assessment. Second, programs are implemented by extracurricular means, such as independence programs, internships, and *basic training* in training institutions or the business world and the industrial world. Third, evaluations are carried out by schools and training institutions. So, it can be concluded that in *life skills education* for children with special needs, schools become a vehicle for learning and establishing cooperation between schools, government, the community, the business world and the industrial world.

## CONCLUSIONS AND RECOMMENDATIONS

Facilitating social interactions between children with special needs and their peers, both inside the school setting and the wider community, will enhance

their self-esteem and drive to cultivate their skills further. They require guidance from grownups in order to navigate towards an improved existence.

By upholding or enhancing the quality and effectiveness of inclusive education implementation, the success rate in advancing education for children with special needs will naturally grow.

### **FURTHER STUDY**

Researchers recommend further studies to explore perceptions from policymakers, parents, and students in implementing inclusive education in their communities. The limitations of education policies that limit the implementation of inclusive education also need to be reviewed further. Further studies are required in order to analyze further education policy documents and the level of commitment to equitable access to inclusive education at each level of education.

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