



## **Inclusive Education Management for Children with Special Needs at Budi Mulia Dua Elementary School, Sleman Regency**

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**Abstract**

**Background:** Inclusive education in Indonesia requires schools to accommodate children with special needs (ABK), yet implementation remains inconsistent, particularly in planning, service delivery, monitoring, and evaluation.

**Objective:** This study aims to analyze the management of inclusive education for children with special needs [ABK] at Budi Mulia Dua Elementary School, Sleman Regency, including planning, implementation, monitoring, and evaluation.

**Methods:** This research used a descriptive qualitative approach with a case study design. Data were collected through interviews, observations, and documentation involving the principal, the head of special assistant teachers, special assistant teachers, a child psychologist, and the parents of ABK students.

**Results:** The results show that inclusive education planning is carried out through initial assessments and the involvement of various parties to identify students' needs. The implementation of inclusive education takes place in regular classrooms with mentoring support tailored to the level of children's needs, the provision of dedicated spaces, and practical activities to improve students' skills. Monitoring is conducted periodically through classroom observation, communication with parents, and collaboration with *Jogja Medical Center*. Evaluation is conducted to assess the effectiveness of services and to review possible changes in initial assessments based on children's development during the learning process.

**Conclusion:** This study concludes that the success of inclusive education is determined by systematic, collaborative, and sustainable service management. The findings offer practical implications for school administrators seeking to replicate adaptive inclusive management models, particularly through flexible mentoring arrangements, the provision of dedicated resource spaces, and multi-stakeholder collaboration in planning and evaluation.

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### **INTRODUCTION**

Inclusive education is an approach that places all children, including children with special needs (ABK), in an equal and fair education system. The Government of Indonesia has developed an inclusive education policy through various regulations and technical guidelines that encourage regular schools to accept ABK (Winartiningsih & Timan, 2026; Fionita & Nurjannah, 2024). This concept requires changes in school culture, policies, and practices to accommodate student

diversity (Wulandari et al., 2025; Wijaya, 2019). Therefore, inclusive education is not merely a discourse but must be realized through concrete school management practices. Nationally, Indonesia faces significant challenges in ensuring equitable access to education for ABK. According to the UNICEF and BAPPENAS Landscape Analysis on Children with Disabilities in Indonesia (2023), approximately 36 percent of children with disabilities do not attend school, compared with only 8 percent of children without disabilities. Although the number of inclusive schools in Indonesia increased by 29 percent from 2020 to 2021, gaps in service quality and management capacity remain prevalent. These data underscore the urgency of studying inclusive education management models that have demonstrated success in integrating ABK effectively into the regular school system.

Inclusive education management is expected to ensure the continuity of educational services for ABK in a systematic and sustainable manner. Schools need to plan, implement, and evaluate inclusion programs that are responsive to individual student needs (Bahri, 2022). Teachers, principals, and parents must be actively involved in the managerial process to create synergies that support inclusive learning (Budiyanto, 2019; Delphie, 2021). With proper management, inclusive education can create a safe, adaptive, and participatory learning environment. However, field realities show that the implementation of inclusive education in various elementary schools still faces complex challenges. Small schools, as well as public and private schools, often lack the structural and cultural readiness to optimally accept children with special needs (ABK). Limited understanding of the principles of inclusion and the lack of internal policy support have caused many schools to be unable to develop services that are responsive to student diversity (Erim & Caferoğlu, 2020). This condition shows that inclusive education has not yet become an established practice in all basic education units.

Facilities and infrastructure that support inclusive education also remain obstacles in many schools. Facilities such as flexible learning spaces, learning aids, and adaptive learning media are not yet widely available, especially in schools with limited budgets (Melinda et al., 2024). In addition, the absence of internal policies that systematically regulate the implementation of inclusive education worsens the situation. Without clear structural and policy support, inclusive education tends to become an individual teacher's initiative rather than part of the school management system. Therefore, policy interventions and management models are needed as references for other schools. Schools that successfully implement inclusive education optimally can serve as role models for other schools. Such schools must have adaptive managerial systems, differentiated learning programs, and school cultures that support diversity (Firdausyi, 2024; Rahmi et al., 2024). Budi Mulia Dua Elementary School, Sleman Regency, is one inclusive school that has shown success in managing inclusive education comprehensively (Ramadhan & Maryani, 2024). Therefore, it is important to examine inclusive education management practices at this school as a replicable model.

An assessment of inclusive education management practices in elementary schools is important because many schools still face gaps between policy and actual implementation. Although inclusive education regulations have been established, field practices are often inconsistent and still depend on the managerial capacity of individual schools (Lipsky & Gartner, 2018). The success of inclusive education is not determined only by teachers' learning strategies but also by school management systems that can comprehensively integrate planning, organizing, implementing, and evaluating (Hendrika & Bua, 2022). Therefore, studying inclusive education management practices is important so that effective models can be identified and replicated in other schools to strengthen the sustainability of inclusive education.

Budi Mulia Dua Elementary School has shown success in integrating ABK into the regular learning environment and encouraging them to excel. Several ABK students have won awards in district-level drawing competitions and inclusive children's literacy competitions (Buaton et al., 2026). Preliminary observations conducted in October 2025 showed that the classroom atmosphere supported positive social interaction, with teachers using cooperative approaches and adaptive media. Interviews with the principal and teachers revealed that the Individualized Education Program (IEP) is prepared together with parents and special assistant teachers and evaluated every semester.

Budi Mulia Dua Elementary School is also known as one of the leading inclusive schools in Sleman Regency. This school not only succeeds in integrating children with special needs (ABK)

into the regular learning environment but also encourages them to excel in academic and non-academic fields. Based on the 2024 educational innovation report, several ABK students from this school won awards in the district-level drawing competition and the inclusive children's literacy competition (Ramadhan & Ika Maryani, 2024). This success shows that, with proper management, inclusive education can create an equal space for growth for all children.

The results of the initial observation conducted in October 2025 showed that the classroom atmosphere at Budi Mulia Dua Elementary School strongly supports social interaction between regular students and children with special needs (ABK). Teachers actively created an inclusive learning environment through flexible seating arrangements and group activities involving all students. Interaction among students occurred naturally, without segregation, so children with disabilities felt accepted and valued in the classroom community (Susilowati et al., 2022). This condition shows that the school has succeeded in building a learning climate that is friendly to diversity. This observation provides initial evidence that the principle of inclusion has been applied in daily learning practices.

Teachers at Budi Mulia Dua Elementary School use a cooperative learning approach and adaptive visual media to ensure that all students can follow lessons comfortably. This strategy allows children to understand the material concretely and participate actively in the learning process (Harahap, 2022). The use of visual aids, simulations, and educational games is part of the methods applied by teachers to address students' various learning styles. In addition, teachers adjust time and tasks according to each child's abilities. This approach reflects teachers' professionalism in managing inclusive classrooms effectively.

Initial interviews with the principal and two classroom teachers revealed that the Individualized Education Program (IEP) is prepared together with parents and special assistant teachers and evaluated every semester. The principal explained that the IEP preparation process is carried out through coordination meetings involving the school inclusion team and students' families. Evaluations are conducted periodically to adjust learning targets to children's development and to identify any additional support needed.

The school's commitment to consistently implementing IEPs shows that inclusive education management has become an integral part of the school system. This approach reinforces the principle of inclusion as a culture, not merely an administrative policy. School profile data from 2025 show that Budi Mulia Dua Elementary School has a total of 485 students guided by 65 professional teachers. Of these students, 37 are children with special needs (ABK) spread across various classes and types of needs. A comparison of the number of regular students and ABK students can be seen in the following table.

**Table 1.** Comparison of the Number of Regular and ABK Students

<b>Pupil Type</b>	<b>Quantity</b>	<b>Percentage</b>
Regular Pupils	448	92.37%
Children with Special Needs (ABK)	37	7.63%
<b>Total</b>	<b>485</b>	<b>100%</b>

Source: Data of Budi Mulia Dua Elementary School (2025)

The data show that, although the number of children with special needs is relatively small, the school continues to provide proportionate attention through inclusive and well-planned management. With the support of competent educators and an adaptive system, Budi Mulia Dua Elementary School is able to create a learning environment that is safe, welcoming, and supportive of the development of all students. Therefore, this study is important because it explores inclusive education management practices at the school as a model that can be replicated in other schools. This study is expected to contribute to the development of inclusive education policies and practices in Indonesia.

The quality of inclusive education services at Budi Mulia Dua Elementary School is also reflected in the results of the 2025 Education Report Card. The school obtained high scores on the indicators of ABK involvement, teacher readiness, and a safe and inclusive learning environment. The score for the indicator "ABK involvement in learning" reached 92, far above the average for

Sleman Regency, which was 85. These findings show that inclusive education management at the school is not merely administrative but also has a real impact on the quality of the learning process. The following is a summary of data from the Education Report Card of Budi Mulia Dua Elementary School related to inclusive services.

**Table 2.** Education Report Card Data of Budi Mulia Dua Elementary School

Indicators of Inclusive Education Report Card	A	Two-Way	Average	Remarks
Involvement of ABK in learning	92		85	Excellent
Teacher readiness in inclusive learning	88		80	Above the county standard
A safe and inclusive learning environment	90		83	Supporting positive social interactions
Parental participation in inclusion programs	85		78	Consistent and active
Evaluation of data-driven inclusion programs	87		79	Integrated in school management

Source: Education Report Card (2025)

Inclusive education management at Budi Mulia Dua Elementary School includes initial assessment-based planning, the implementation of differentiated learning, and participatory evaluation. Teachers are involved in regular training and reflection forums to increase their capacity to manage inclusive classrooms (Kahfi et al., 2025). Parents also play an active role in supporting their children through regular meetings and involvement in preparing activities for them. The principal, as a managerial leader, also builds networks with special education institutions and the parent community (Harianto, 2023). This approach shows that inclusive management at the school is implemented collaboratively and sustainably.

An inclusive school culture is also one of the strengths of Budi Mulia Dua Elementary School in supporting the success of inclusive education management. The school implements anti-discrimination policies, peer mentoring programs, and joint activities involving general education students and ABK (Love & Horn, 2021). Teachers and students are trained to build empathy, tolerance, and cooperation in daily school life (Leijen et al., 2021). This positive learning environment strengthens the implementation of the inclusive education program. Thus, school culture is an important element in the sustainability of inclusive education management.

Research on inclusive education management at Budi Mulia Dua Elementary School is important because it provides an overview of best practices that can serve as a reference. This school shows that inclusive education is not merely an ideal, but can be realized in practice through appropriate managerial strategies. This study is expected to contribute to the development of inclusive education policies and practices in Indonesia. In addition, the results of this study can strengthen the academic literature on inclusive education management based on real practices in elementary schools.

This study aims to analyze the management of inclusive education for children with special needs (ABK) at Budi Mulia Dua Elementary School, Sleman Regency. Specifically, the study examines how planning, implementation, monitoring, and evaluation are carried out in an integrated manner to support effective and equitable inclusive education services. The findings are expected to contribute to the development of replicable inclusive education management models that can be adopted by other elementary schools in Indonesia.

## METHOD

This study used a qualitative approach with descriptive research and a case study design. This approach was chosen because the research aimed to understand in depth the implementation of inclusive education management for children with special needs (ABK) in the natural context of an elementary school. The case study design was used so that the researcher could comprehensively examine the processes of planning, implementing, monitoring, and evaluating inclusive education at Budi Mulia Dua Elementary School, Sleman Regency. The descriptive qualitative approach allowed the researcher to capture the meaning, process, and

social reality in depth according to the research context (Huberman, 2021).

The research was carried out at Budi Mulia Dua Elementary School, Sleman Regency, Special Region of Yogyakarta. The research location was chosen purposively because the school was one of the elementary schools that had implemented inclusive education in a real and consistent manner. In addition, this school was considered to have a commitment to fulfilling children's learning rights through adaptive learning services, collaboration among school community members, and the strengthening of an inclusive school culture. The purposive selection of the location was carried out by considering the relevance of the research site to the focus and objectives of the study.

The research subjects consisted of the principal, special assistant teachers, a child psychologist, and parents of students with special needs. A total of eight informants participated in this study: one principal, one head of special assistant teachers, three special assistant teachers, one child psychologist, and two parents of ABK students. The informants were selected using a purposive sampling technique based on their roles, experiences, and involvement in the implementation of inclusive education at the school. The data sources in this study are presented in the following table.

**Table 3.** Research data sources

<b>Informants</b>	<b>Information</b>	<b>Coding</b>
Principal	Provide information related to the policy, planning, organization, and monitoring of inclusive education	KS
Head of Special Assistant Teacher	Explain the role of accompanying teachers in planning, implementing, monitoring, and evaluating inclusive services	KGPK
Special Assistant Teacher	Provide data on inclusive learning practices in the classroom and curriculum adaptation strategies	GPK
Child Psychologist	Provide a professional perspective related to crew needs assessment, monitoring, and evaluation of inclusive services	PA
Parents of ABK Students	Provide first-hand experience information related to inclusive services and communication with the school	OTS

Research data were collected through semi-structured interviews, observations, and documentation. Interviews were used to obtain in-depth information, observations were conducted to directly examine the learning situation and interactions within the school environment, and documentation was used to supplement the data in the form of school programs, assessment results, monitoring reports, and inclusive service evaluation documents (Arikunto, 2021; Moleong, 2020).

Data analysis was carried out using the Miles and Huberman interactive model, which included data collection, data reduction, data presentation, and conclusion drawing. The collected data were selected, focused, and arranged narratively according to the focus of the research, then interpreted to identify patterns, relationships, and meanings from the field findings. Data validity was tested through source triangulation and technique triangulation by comparing information from various informants and matching the results of interviews, observations, and documentation. This step was carried out to ensure that the data obtained had credibility and could be scientifically accounted for (Huberman, 2021).

## RESULTS AND DISCUSSION

### Results

This research was carried out from April 1 to 8, 2026, at Budi Mulia Dua Elementary School, Sleman Regency. The research was conducted directly at the research site so that the researchers could obtain in-depth and factual data that reflected the actual conditions in the field. The direct presence of the researchers at the school allowed the data collection process to take place more intensively, especially in understanding the contextual implementation of inclusive education management for children with special needs.

During the research, the researcher visited the school directly to conduct interviews,

observations, and documentation. Interviews were conducted with informants involved in the implementation of inclusive education. Observations were conducted to examine the learning situation and interactions within the school environment, while documentation was used to complete the research data through documents, archives, and other supporting evidence. Thus, conducting the research directly at Budi Mulia Dua Elementary School provided the researchers with an opportunity to obtain more complete, accurate, and relevant data related to the research focus. The results of this research are presented as follows.

### **Inclusive Education Planning at Budi Mulia Dua Elementary School**

The results of the study show that inclusive education management planning at Budi Mulia Dua Elementary School, Sleman Regency, begins with the identification of the needs of children with special needs (ABK) through initial observation and assessment. This stage is carried out to understand the conditions, characteristics, and learning needs of students before the school determines the appropriate form of service. Based on the interview results, the psychologist explained that the preparation of inclusive services must begin with a comprehensive understanding of children's needs so that schools do not generalize the forms of assistance provided. "Planning must start from looking at the needs of children one by one, because each child has different characteristics and service needs" (PA). These findings show that the initial assessment serves as the main basis for inclusive education planning in schools.

In addition to being assessment-based, inclusive education planning is carried out through the involvement of various parties directly related to ABK services. School principals, special assistant teachers, classroom teachers, psychologists, and parents are involved in providing information and considerations in the preparation of services. The principal explained that planning is not carried out individually, but through joint discussions so that the programs prepared are aligned with students' needs and the school's capacity to provide services. "We do the planning of the inclusion program together, because the needs of children cannot be decided from just one party" (KS). The same point was also conveyed by the head of the special assistant teachers, who emphasized that coordination among parties is very important so that the form of service designed can be implemented effectively in learning activities. "Coordination is important so that the planned services do not stop on paper, but can really be carried out in the classroom" (KGPK).

The results of the study also show that inclusive education management planning includes the preparation of service strategies, forms of mentoring, and learning adjustments that will be applied to ABK. After children's needs are identified, the school begins to determine the patterns of mentoring, learning activities, and support needed so that students can participate in learning more optimally. The special assistant teacher explained that planning serves as the basis for adjusting the learning approach to students' conditions in the classroom. "After the child's needs are seen, we begin to determine the most appropriate form of mentoring, assignment adjustment, and learning strategy" (GPK). The psychologist also added that the assessment results help schools design relevant interventions and forms of support so that children can adapt to an inclusive learning environment. "The results of the assessment are used to help schools determine the right steps, both in mentoring and adjusting services" (PA). This shows that inclusive education planning in schools is not only administrative but also directed toward the technical needs of service implementation.

Overall, the results of the study show that inclusive education management planning at Budi Mulia Dua Elementary School is carried out systematically through initial assessments, the involvement of various parties, and the preparation of service strategies tailored to students' needs. Parents of ABK students also revealed that communication with the school from the early stages of planning helped them understand their children's conditions and the forms of support that would be provided. "From the beginning, the school invited us to discuss, so we understand how the child's needs are read and how the school prepares the services" (OTS). These findings confirm that inclusive education planning in schools serves as an important foundation for building adaptive, collaborative, and sustainable services. With careful planning, the implementation of inclusive education becomes more targeted and responsive to children's needs.

### **Implementation of Inclusive Education at Budi Mulia Dua Elementary School**

The results of the study show that the implementation of inclusive education management at Budi Mulia Dua Elementary School, Sleman Regency, is carried out by placing children with special needs (ABK) in the same classroom learning environment as regular students. This implementation is intended to ensure that children with disabilities continue to receive equal learning opportunities, with support tailored to each child's needs. The principal explained that the school seeks to implement inclusive education not by separating children from regular classes, but by adjusting the forms of service so that they can continue to participate in learning with their peers. "The implementation of inclusive education in our school is carried out while still placing children in regular classes, but the services and assistance are adjusted to their needs" (KS). These findings show that the implementation of inclusive education in schools is oriented toward the principles of togetherness, equal access, and respect for student diversity.

The implementation of inclusive education is also supported by collaboration among classroom teachers, special assistant teachers, and other parties involved in the learning process. Classroom teachers serve as the main facilitators in learning activities, while special assistant teachers assist children when they need direction, assignment adjustments, or support during learning. The head of the special assistant teachers explained that classroom learning is carried out collaboratively, so classroom teachers and assistant teachers have complementary roles in ensuring that children remain involved in learning activities. "The implementation in the classroom is carried out together, the classroom teacher leads the learning and the accompanying teacher helps the children as needed so that they can continue to participate in learning activities" (KGPK). This shows that the implementation of inclusive education management at Budi Mulia Dua Elementary School does not depend on one party alone, but operates through integrated cooperation in the learning process.

The implementation of inclusive education management at Budi Mulia Dua Elementary School also includes assistance provided by special assistant teachers according to the level of need of children with special needs (ABK). The results of the study show that one special assistant teacher can accompany a maximum of three ABK students if they are still able to participate in classroom learning with a certain level of independence. However, for students who need more intensive support, mentoring is carried out individually, with one teacher accompanying one student. The principal explained that "mentoring is provided according to the needs of the child so that the services received are truly effective and not equalized" (KS).

The head of the special assistant teachers also emphasized that "the distribution of assistance is carried out based on the results of identifying children's needs, so that the number of children accompanied by each teacher can be different" (KGPK). This was reinforced by a special assistant teacher, who stated that "if the child is still independent enough, one teacher can accompany up to three children, but if the child needs more severe help, then one teacher focuses on one child only" (GPK). From the parents' perspective, this mentoring pattern is considered very helpful because children receive attention that is more aligned with their needs. One parent stated that "with such mentoring, children feel calmer, more focused, and more helped when participating in learning activities in the classroom" (OTS). These findings show that flexible mentoring arrangements provide substantial benefits in supporting children's involvement, comfort, and development during the learning process.

Learning activities in the classroom are also designed so that children with disabilities can participate in activities that improve their skills. This can be seen in the following image.



**Figure 1** Activities of ABK with accompanying teachers in skills class

In addition to learning implementation in regular classrooms and assistance from special assistant teachers, inclusive education management at Budi Mulia Dua Elementary School is also supported by the provision of a special room where children with special needs (*anak berkebutuhan khusus* [ABK]) can engage in activities and receive services suited to their needs, as shown in the following image.



**Figure 2** Special room for children's activities

Learning activities in the classroom are also directed toward enabling children with special needs (*anak berkebutuhan khusus* [ABK]) to participate in various activities that can improve their skills. The results of the observation show that the school not only provides academic learning but also involves children in practical activities with special assistant teachers, such as cooking and playing gamelan, as shown in Figure 1 and Figure 2. The principal explained that “practical activities are provided so that children not only learn in class but also have the opportunity to practice skills that can be used in daily life” (KS).

The head of the special assistant teachers also stated that “activities such as cooking and playing gamelan help children learn to follow directions, work together, and practice focus when doing activities together” (KGPK). The special assistant teacher added that “children are more likely to participate in activities when they learn through direct practice because they can see, try, and do it themselves” (GPK). From the parents' perspective, these activities are perceived as helping children become more active and confident. One parent stated that “children become happier to go to school, more courageous in participating in activities, and more trained in daily activities” (OTS). These findings show that practical activities benefit children by training motor skills, improving social skills, increasing confidence, and helping them become more independent in participating in school activities.

The results of the observation showed that the school provided a special room equipped with various facilities to support sensory and motor activities, such as therapeutic swings, mats, exercise ladders, balance boards, and safe movement areas. The principal explained that “this special room is provided as a form of school support so that children with special needs have a safe place to move, practice, and receive stimulation according to their needs” (KS). The head of the special assistant teachers also stated that “the existence of this space is important because some children's needs cannot always be facilitated in the classroom, so the school needs to

provide a separate space to support the mentoring process" (KGPK).

The special assistant teacher added that "special spaces are very helpful when children need movement activities, motor exercises, or time to calm down before returning to classroom learning" (GPK). From the parents' perspective, this facility is seen as providing real benefits for children's learning readiness, as stated in the following quotation: "children become more comfortable, calmer, and more ready to learn because the school has the appropriate space to support their needs" (OTS). These findings show that the provision of special spaces not only serves as an additional facility but also provides important benefits in supporting emotional regulation, improving concentration, training sensory-motor skills, and preparing children to return to classroom learning more optimally.

### **Monitoring Inclusive Education in Budi Mulia Dua Elementary School**

The results of the study show that monitoring of inclusive education management at Budi Mulia Dua Elementary School, Sleman Regency, is carried out periodically to ensure that the services provided to children with special needs (anak berkebutuhan khusus [ABK]) are implemented according to plan. Monitoring is carried out to observe children's development during learning, their involvement in the classroom, and the suitability between students' needs and the forms of service provided by the school. The principal explained that "monitoring is carried out so that schools can find out whether the services provided are in accordance with the needs of children or still need improvement" (KS). These findings show that monitoring is an important part of maintaining the implementation of inclusive education in schools.

Inclusive education monitoring is also carried out through direct observation of the learning process in the classroom and children's activities while participating in school programs. Special assistant teachers routinely observe how children interact with teachers, peers, and the surrounding learning environment. The head of the special assistant teachers explained that "monitoring is carried out by directly looking at the child's development in the classroom, how the child participates in activities, how they respond to learning, and what still needs help" (KGPK). The special assistant teacher also added that "from daily monitoring, we can find out the changes in children, both in terms of focus, participation, and the ability to follow directions while learning" (GPK). This shows that monitoring is carried out not only to assess final outcomes but also to observe the child's developmental process over time.

In addition to being carried out in the school environment, monitoring is also conducted directly with students through counseling sessions and other mentoring activities in collaboration with the Jogja Medical Center (JMC). This activity was carried out at the JMC office as part of an effort to monitor the child's condition more closely, especially in terms of emotions, behavior, and readiness to participate in learning activities. The child psychologist explained that "through counseling and mentoring sessions at JMC, children can be more open in expressing what they feel, so that we can understand their condition more clearly" (PA). The head of the special assistant teachers also stated that "cooperation with JMC helps the school because monitoring is not only carried out in the classroom but also through activities that make children more comfortable telling stories and showing their conditions" (KGPK). These findings show that inclusive education monitoring is carried out more comprehensively by involving supporting institutions outside the school.

Monitoring carried out through counseling sessions and activities with JMC provides considerable benefits for schools, teachers, parents, and students. Through these activities, schools can obtain a more complete picture of the development of children with special needs, including aspects that may not always be visible when children are in class. The special assistant teacher explained that "from such activities we can find out more deeply about the condition of children, for example when children are experiencing certain difficulties but have not been clearly seen during classroom learning" (GPK). From the parents' perspective, this monitoring activity is also considered helpful because they feel that the school truly pays attention to the child's overall development. One parent stated that "with activities such as counseling and mentoring outside of school, we feel that children's development is more monitored and the school understands the child's condition better" (OTS). This shows that monitoring not only helps schools evaluate

services but also strengthens support for child development.

Overall, the results of the study show that monitoring of inclusive education management at Budi Mulia Dua Elementary School is carried out continuously through classroom observation, direct mentoring, communication with parents, and collaboration with Jogja Medical Center (JMC) through counseling sessions and other activities at the JMC office. This monitoring benefits schools because it helps identify children's needs more precisely, determine the effectiveness of the services that have been provided, and serve as a basis for adjusting when obstacles are found in the implementation of learning. With routine monitoring involving various parties, schools can respond more quickly to the development of children with special needs and ensure that inclusive education services continue to run according to students' needs.

### **Evaluation of Inclusive Education at Budi Mulia Dua Elementary School**

The results of the study showed that the evaluation of inclusive education management at Budi Mulia Dua Elementary School, Sleman Regency, was carried out to assess the alignment among planning, implementation, and the development of children with special needs (*anak berkebutuhan khusus* [ABK]) while receiving services at school. The evaluation was not only carried out on children's learning outcomes but also on the effectiveness of mentoring, learning strategies, and the support that had been provided. The principal explained that "the evaluation was carried out to see if the services that have been provided are appropriate or whether there are still things that need to be improved in the following year" (KS). The head of the special assistant teachers also stated that "evaluation is an important part because from there the school can see what has gone well and what still needs to be adjusted in inclusion services" (KGPK). These findings show that evaluation serves as a basis for improving the implementation of inclusive education in a sustainable manner.

Inclusive education evaluation is also used to review the results of the initial assessment that has been carried out on students. The results of the study show that the condition and development of children during one year of learning can provide new information that may lead to revisions of the initial assessment results. The child psychologist explained that "the initial assessment is indeed the basis, but after the child has undergone a learning process for one year, new developments or needs may be found that make the initial results need to be reviewed" (PA). The special assistant teacher also added that "from the results of the implementation for one year, it is sometimes seen that the child develops better than the initial estimate or even needs additional support, so the evaluation is used to review the results of the existing assessment" (GPK). This shows that the evaluation not only assesses program implementation but also plays a role in ensuring that the initial data on the child's needs remain aligned with the student's actual condition.

In addition to being beneficial for schools in assessing service implementation, evaluation also provides benefits for parents and students because it helps determine more appropriate follow-up steps. Parents of students with special needs stated that "with the evaluation, we know the development of children while at school and school can also provide input on what needs to be continued or assisted at home" (OTS). The principal emphasized that "the results of the evaluation are used as a basis for improving programs, adjusting mentoring, and if necessary updating the results of the initial assessment so that the services provided in the following year are more appropriate" (KS). These findings show that the evaluation of inclusive education management at Budi Mulia Dua Elementary School does not stop at the final assessment but is used to improve programs, adjust services, and ensure that children's needs are monitored according to their development over time.

### **Discussion**

The results of the study show that inclusive education management at Budi Mulia Dua Elementary School, Sleman Regency, is carried out through four main components: planning, implementation, monitoring, and evaluation. These findings directly answer the formulation of the research problem, which focuses on how these four components are implemented in meeting the needs of children with special needs (ABK) in elementary schools. In general, the results show that inclusive education in schools is not managed partially but through an interrelated and sustainable process. These findings are in line with the view that education management is a

systematic process that includes planning, implementation, monitoring, and evaluation to achieve educational goals effectively and efficiently.

In the planning aspect, the results of the study show that schools place the identification of children's needs as the main basis for preparing inclusive education services. Planning is not carried out in a general manner but begins with initial assessments and observations so that schools can understand the characteristics and needs of each child. These findings show that educational planning must be prepared based on a clear analysis of needs and goals (Irawati et al., 2022; Shofiyah et al., 2023). School community-based planning is also able to strengthen stakeholder involvement in supporting inclusive education (Efendi & Sholeh, 2020; Hidayat et al., 2020). Thus, planning at Budi Mulia Dua Elementary School shows that good inclusive services are built from a careful reading of students' needs from the beginning.

Inclusive education planning in this study also shows the involvement of school principals, special education assistant teachers, psychologists, classroom teachers, and parents in preparing services for children with disabilities. This shows that inclusive education management in schools is not individual but collaborative. Planning that involves teachers and parents tends to produce learning strategies that are more adaptive to students' needs (Mukti & Harimi, 2021; Yusuf & Fajari, 2025). In addition, the implementation of inclusive education requires institutional support that actively involves various parties (Hauwadhanasuk et al., 2016; Jauhari et al., 2023). In other words, the quality of planning in inclusive education is not only determined by the completeness of the program but also by strong coordination among stakeholders.

In terms of implementation, the results of the study show that inclusive education at Budi Mulia Dua Elementary School is carried out by placing children in regular classes and providing support tailored to their needs. This strategy emphasizes that schools strive to maintain the principle of togetherness in learning while still paying attention to students' individual needs. The implementation of inclusive education should be carried out collaboratively and responsively to children's needs (Aryani et al., 2025; Robiyansah et al., 2020). A flexible and adaptive approach to learning is key to implementing inclusive classrooms (Asiyah, 2018). Thus, the implementation at Budi Mulia Dua Elementary School shows that inclusion is not only the placement of ABK in regular classes but also the provision of appropriate support during the learning process.

The results of the study also show that the implementation of inclusive education in schools is supported by a flexible mentoring system. One special education assistant teacher can accompany a maximum of three children with mild needs, while one teacher provides one-on-one assistance for a child whose condition requires more intensive support. These findings show that schools apply the principle of service differentiation rather than generalizing the same form of assistance for all children. The importance of teachers' strategies in adjusting learning and mentoring for children in inclusive schools needs to be emphasized to provide optimal services (Rapp & Granados, 2024). Inclusive education services also need to consider children's individual needs so that the support provided is truly effective. Thus, the mentoring system at Budi Mulia Dua Elementary School can be understood as a form of strengthening implementation management that is oriented toward students' real needs.

Further findings show that the implementation of inclusive education does not stop at academic activities in the classroom but is also strengthened by special spaces and practical activities, such as cooking and playing gamelan, which are directed toward improving children's skills. These findings are interesting because they show that schools view inclusive education as a broader process of child development, not merely as academic achievement (Lindner & Schwab, 2025; Rianingsih, 2020). This suggests that an inclusive school culture that supports student involvement in various shared activities is important to implement. Conceptually, these findings also support the view that inclusive education should provide a safe and welcoming learning environment and support the social and emotional development of all children (Ramadhan & Ika Maryani, 2024; Wulandari & Hendriani, 2021). From this, it can be understood that the implementation of inclusive education at Budi Mulia Dua Elementary School is moving toward services that are not only academic but also functional and social.

In terms of monitoring, the results show that schools conduct regular monitoring through classroom observation, daily mentoring, communication with parents, and collaboration with the

Jogja Medical Center (JMC) through counseling sessions and other activities at the JMC office. This shows that monitoring inclusive education in schools is not carried out merely as a formal administrative activity but also through a direct approach aimed at understanding children's development more completely. Consistent monitoring is often considered useful for preventing implementation deviations and strengthening program accountability. This shows that monitoring in inclusive education needs to include social interaction, learning adaptation, and children's development in daily life (Amka, 2024; Papa & English, 2016). Thus, monitoring at Budi Mulia Dua Elementary School can be understood as a process of supervision and assistance that continues as long as services are provided.

The existence of monitoring involving schools, psychologists, parents, and partner institutions such as JMC shows that the management of inclusive education in schools is moving toward a broader collaborative model. This expands on the results of previous research, which generally emphasized only internal school monitoring (Arifin & Megawati, 2024). In this study, monitoring was strengthened by the involvement of external parties that helped schools understand children's conditions more deeply, especially in the areas of emotions, behavior, and learning readiness. From a theoretical perspective, this finding provides an important addition to the concept of inclusive education monitoring, namely that monitoring is not sufficient when conducted only in the classroom but also needs to extend to mentoring spaces that allow children to be more open (Apriliani et al., 2024). In other words, the results of this study show an expansion of the meaning of monitoring from mere program supervision to a more comprehensive process of understanding child development.

In the evaluation aspect, the results show that schools not only assess the results of service implementation but also use evaluations to review the suitability of initial assessments with children's development during one year of learning. These findings are very important because they show that early assessments in inclusive education are not treated as fixed data but as a basis that can be reviewed according to student development. Educational evaluation must basically include inputs, processes, and outputs to provide a complete picture (Said, 2018). Schools with a strong evaluation system will be more adaptive in developing learning strategies and improving services (Hartinah et al., 2021). Thus, the evaluation at Budi Mulia Dua Elementary School shows a strong reflective function, namely improving services based on the actual condition of each child, not merely based on initial data.

When compared to previous research, the results of this study make a different contribution because they do not only discuss inclusive education in terms of policies, teacher challenges, or learning strategies but also place planning, implementation, monitoring, and evaluation as a single management system. Thus, this study reinforces the idea that the success of inclusive education in elementary schools cannot be explained by teacher competence alone but also by integrated management that is responsive to child development. These findings also enrich the study of inclusive education management by showing that effective practices in elementary schools are built through a complete cycle: children's needs are identified at the planning stage, translated into services at the implementation stage, monitored through collaborative monitoring, and then improved through reflective evaluation. Based on this, this study affirms that an effective inclusive education management model in elementary schools is adaptive, collaborative, and sustainable. For other school administrators, these findings suggest several practical strategies: flexible mentoring ratios should be adjusted based on each child's level of independence; dedicated resource rooms should be equipped with sensory-motor tools to support children's readiness for classroom learning; and multiparty evaluation meetings should be institutionalized to allow timely revisions to student support plans (Aryani et al., 2025; Robiyansah et al., 2020).

## CONCLUSION

The results of the study show that inclusive education management at Budi Mulia Dua Elementary School, Sleman Regency is carried out through four main components, namely planning, implementation, monitoring, and evaluation. Planning is conducted through initial assessments and the involvement of various stakeholders to identify the needs of ABK, while implementation occurs in regular classrooms with mentoring support, dedicated spaces, and practical activities to enhance children's skills. Monitoring is performed periodically through

classroom observations, communication with parents, and collaboration with the Jogja Medical Center (JMC), whereas evaluation assesses the effectiveness of services and reviews potential adjustments to initial assessments based on children's developmental progress during learning. These findings confirm that the success of inclusive education is determined not only by the integration of ABK in regular schools but also by systematic, collaborative, and sustainable service management. Therefore, this study emphasizes the importance of strengthening cooperation among schools, parents, support staff, and partner institutions so that inclusive education services align more closely with student needs while opening opportunities for future research to develop inclusive education management models in elementary schools with more diverse contexts.

School administrators and policymakers seeking to replicate inclusive education management practices are recommended to: (1) implement flexible mentoring systems that differentiate support based on individual ABK needs; (2) establish dedicated resource rooms equipped with sensory and motor activity tools; (3) create multi-stakeholder coordination platforms involving teachers, parents, psychologists, and external partner institutions; and (4) institutionalize reflective evaluation cycles that regularly review and update initial assessments in line with student development.

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#### AUTHOR CONTRIBUTION STATEMENT

Evi Fitriyani conceived and designed the study, developed the research framework, conducted data collection and analysis, interpreted the findings, and prepared the original manuscript draft. Rosalina Br. Ginting contributed to the research design, data validation, critical review of the manuscript, and refinement of the theoretical and methodological aspects of the study. Qristin Violinda assisted in data collection, literature review, data interpretation, manuscript editing, and final proofreading. All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

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