

# Management Strategy of Inclusive Education in Indonesian Junior High Schools: Voices from Teachers and School Leaders

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## ABSTRACT:

Inclusive education in Indonesia faces complex challenges that require a strategic approach and a thorough understanding. Although many studies have addressed aspects such as teacher attitudes and the role of parents, research that discusses on an inclusive education strategy management remains limited. Using Wheelen et al., (2021)'s framework, this study investigates the teachers and school leaders' perceptions of the inclusive education management strategy in two junior high schools in Bandarlampung, Indonesia. The data for this descriptive qualitative research were obtained through in-depth interviews. The results show five main strategies: 1) environmental scanning, internal and external environmental analysis through a SWOT analysis; 2) formulation of strategies that include vision, mission, and short-medium-long term planning; 3) implementation of strategies through inclusion policies, teacher training, socialization, budget allocation, and motivation for inclusion students; and 4) strategy evaluation through data measurement and analysis, and 5) modification as the feedback to ensure that the implemented strategy remains relevant and effective. These findings suggest that schools develop a comprehensive inclusion management strategy that involves all stakeholders. Teachers are expected to play an active role in creating a collaborative learning environment and supporting the success of inclusive education in a sustainable manner.

**Keywords:** Inclusive education; junior high school; management strategy; qualitative study

## 1. Introduction

Education plays a crucial role in shaping individual character and morality, so that every student is directed to become a responsible generation in their lives (Tuychieva, 2022; Tussupbekova, et al., 2024). Within this framework, inclusive education is important since it offers comprehensive and equitable access to education, including children with special needs, whether or not they have received education before (Tveitnes, et al., 2025; Chen, et al., 2023; Kalemkuş, 2023; de Boer, et al., 2011). The program offers opportunities for any student, including those with disabilities, latent

intelligence, or special talents, to participate fully in school activities (Van Mieghem, et al., 2020; Tavares & Martins, 2024; Muhammad et al., 2024; Derzhavina, et al., 2021). This emphasizes that every person has the right to receive guidance and support to develop their potential, regardless of any conditions. Overall, the implementation of inclusive education in educational institutions is a strategy that is expected as an effort to improve the quality of education as a whole, by ensuring access and providing fair opportunities for every child (Rasmitadila et al., 2021; Kaindaneh et al., 2024; Aas et al., 2024).

The Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 mandates each district to designate at least one inclusive elementary and junior high school per sub-district. While national laws support inclusive education, inconsistencies, such as Law No. 20/2003 Article 5 Paragraph 2, create confusion by emphasizing special education, suggesting exclusivity (Wahyudi & Kritiawati, 2016). The coexistence of special schools and inclusive schools reflects a lack of strategic alignment (Dare & Nowicki, 2018; Anshory, 2018). Though special schools provide specialized support, inclusive schools promote integration and equality. A consistent approach is needed, focusing on infrastructure, teacher training, and policies. Despite high elementary enrolment, dropout rates rise to higher levels due to economic factors and limited inclusive education, challenging the 12-year compulsory education target (Muzakki & Zulkarnaen, 2019).

The inclusive education strategy management is a systematic approach designed to ensure that the education system provides strong support for all students, including those with special needs. This concept prioritizes the principles of equality, diversity, and justice in education (Wahid & Khouilita, 2023). The central focus of this management strategy is the introduction and understanding of each student's individual needs. It involves identifying their physical, psychological, and social needs through careful evaluation. By understanding these needs, inclusive education can be designed to provide a tailored and supportive approach to learning. This inclusion approach recognizes student diversity as assets and a wealth that can be managed positively. Inclusion education is not just about aligning the curriculum for special needs, but also about creating a school culture that supports and promotes inclusion.

Inclusive education strategy management requires a holistic and sustainable approach to integrate students with special needs into the general educational environment (Wheelen et al., 2021). The theory teaches that strategic management must begin by environmental scanning, then continue by strategy formulation,

strategy implementation, evaluation and control, and feedback or learning process. In the context of inclusive education, the process of environmental analysis is carried out both in the internal environment of the school by finding out the weaknesses and strengths that the school has, and analyzing the external environment by looking for opportunities and threats that arise from outside the school. The formulation of the strategy includes the identification of students' specific needs, the determination of the necessary resources, and the development of learning strategies that are accessible to all students regardless of their abilities or diversity.

Furthermore, the implementation of **an inclusive education strategy** should involve collaboration between educators, staff, and parents to create an environment that supports the growth and development of all students (Vleck & Somerton, 2023). Effective management also requires constant adaptation to changing student needs and regular evaluation of the effectiveness of the strategies implemented. Finally, evaluation is a key step in the management of inclusive education strategies. This evaluation includes not only the student's academic achievement, but also aspects such as social participation, independence, and psychosocial well-being. This process helps identify successes, barriers, and challenges in the implementation of an inclusion strategy. Through continuous monitoring, stakeholders can adjust the program in a timely manner, provide the necessary support, and increase the effectiveness of the inclusion approach (Suharjo & Zakir, 2021). By conducting continuous evaluations, educational institutions can assess success and adjust strategies to achieve better inclusion goals. Overall, the management of inclusive education strategies emphasizes the importance of directed, collaborative, and responsive management to the needs of students with diversity (Mansur et al., 2023; Yasmita et al., 2022; Adewumi et al., 2017; Oktarina & Amin, 2023)

In the Indonesian context, there has actually been a regulation that every school must carry out inclusive education, but according to data obtained from the Ministry of Education and

Culture in 2021, there are 12% of inclusive schools. 17,134 schools at the junior high school level with a total of 57,155 students (Khairuddin, 2020; Napitupulu, 2022; Rusmono, 2020). Junior High School is a crucial transition period in the development of student education (Laksmi et al., 2021), where each student is faced with increasingly complex academic and social challenges. In addition, junior high school is often the starting point for identifying and intervening to students' specific needs in evaluating the effectiveness of strategies, especially in inclusive education for students with diverse needs (Mukti et al., 2023). At this level, the management of inclusive education strategies in addressing student diversity becomes very relevant (Apriliani et al., 2024). In addition, inclusion education in junior high schools also involves broader involvement from a wide range of stakeholders, including subject teachers, counselors, and school administration, which can provide a more comprehensive insight into the challenges and opportunities in implementing inclusive education. So it can provide a deeper understanding of inclusion efforts at this important level of education (Deroncele-Acosta & Ellis, 2024; Rasmitadila et al., 2023; Widhiati et al., 2022).

Previous research on the management of inclusive education strategies has been conducted recently (Aas et al., 2024; Apriliani et al., 2024; Aas et al., 2024; Apriliani et al., 2024; Deroncele-Acosta & Ellis, 2024; Rasmitadila et al., 2021; Turbulekova et al., 2023), but there is limited research that clearly discusses the management of inclusive education strategies specifically and in-depth which discusses ranging from environmental analysis, formulation, implementation, to strategy evaluation at junior high schools from Indonesian context. Therefore, this study investigates the management of inclusive education strategies that are different and more in accordance with the needs and characteristics of children with special needs in two Junior High Schools in Bandarlampung, Indonesia. Thus, this study investigates the teachers and school leaders' perceptions of the inclusive education management strategy in two junior high schools in Bandarlampung, Indonesia.

## 2. Methodology

This study was designed using a naturalistic qualitative approach. It is because the research was conducted under natural conditions and gave true results without anything altered (Creswell & Poth, 2018). This approach is considered more relevant because it aims to find out how to manage the inclusion education strategy in two junior high schools in Bandar Lampung. Further, the data collected is in the form of soft data. The data is in the form of a description of the activities of the subject being researched, their opinion, and other aspects related to the problem being researched.

### Participant

In this study, the researchers selected several informants, including classroom teachers, shadow teachers, counselling guidance teachers, homeroom teachers, vice-principals, and principals. The selection of informants is carried out by referring to the following criteria, namely (1) informants who are considered to have a deeper understanding of the research problem, (2) informants who have been involved in activities in the research environment for a long time and intensively, especially at the State Junior High School 14 Bandar Lampung and Junior High School Alam Al-Karim Bandar Lampung, and (3) informants who have enough time to be interviewed but still provide honest and relevant information related to research.

### Data collection

The information collected in this study included data related to the focus of the research, namely, strategic management in the implementation of inclusive education programs. The data collection involves the following aspects: (1) analysis of the surrounding environment, both internal and external, (2) strategy formulation, (3) strategy implementation, and (4) evaluation of strategies for inclusion education. In managing this, it involves the participation of all school components that have an active role in controlling the learning process. In this study, the data were obtained from teachers' and school leaders' utterances and actions at the State Junior High School 14 Bandar Lampung and Junior High School Alam Al-Karim Bandar Lampung. The main data were obtained through the

speech, testimony, and actions of the research subjects at both schools.

The primary data collection method involves in-depth interviews, which are then well recorded and documented through interview transcripts. In addition, additional data sources involve information that has been compiled in the form of documents, such as data on the geographical conditions of the two schools, achievements, and other documents relevant to the focus of the research. Secondary data includes documents related to demographics, resources, infrastructure, and documents related to the management strategy of inclusive education programs at research locations that have been determined by the two institutions. In the process of determining informants for data collection, the researchers used purposive and snowball sampling methods, in which the first key informant was selected deliberately, and then asked to recommend other informants relevant to the study (Rujakat, 2018).

### Data analysis

In this study, the researchers used the data analysis model by Miles et al., (2014). The model is carried out interactively and continuously until the data reaches saturation. The activities in this model include data reduction, data presentation, and verification or conclusion.

### 3. Findings

This qualitative study investigates the management strategy of inclusive education at the State Junior High School 14 Bandar Lampung and Junior High School Alam Al-Karim Bandar Lampung. This study reveals a range of experiences expressed by teachers and school leaders, such as the school principal, vice school principal, and school director, through in-depth interviews, observations, and documents. The findings are described in detail as follows.

#### Environmental Scanning: Internal and External Environmental Analysis of Inclusive Education

In its formulation, the analysis of the internal and external environment used SWOT analysis by involving various components of the school, including the school principal, the vice school

principal (academic, public relation, and student affairs), and the teachers. Strengths are used to minimize existing weaknesses, and schools will continue to strive and improve the school's strengths as optimally as possible, so that existing weaknesses can be overcome. Likewise, in overcoming challenges (*threats*), namely by using **opportunities** to minimize threats, schools will continue to try to use school opportunities as optimally as possible so that existing challenges can be overcome. This is, as stated by the principal, which is as follows:

*"If we do a SWOT analysis, we will definitely do it. That's indeed the basis of strategy management. We need to know what our school's weaknesses are. We have what advantages to offer. In addition, we also do a SWOT to find out what the threats are from around us. So, we can take advantage of the opportunities that exist."*  
(Principal of State Junior High School 14 Bandar Lampung)

Regarding the environmental scanning, there are several weaknesses in the State Junior High School 14 Bandar Lampung, one of which is the lack of human resources, as expressed by the vice principal for public relations as follows:

*"Certainly, every school must have its shortcomings. Especially regarding this inclusive education, not many schools have implemented it; of course, we are still learning. If the most visible thing here is the shadow teacher aspect, yes, we don't have a shadow teacher who is indeed the task of accompanying. We only have a special supervisor, who is also taken from our own teachers. If our advantages in the field of inclusive education, actually due we have clear admission procedures, and we also have good facilities. Yes, maybe this is one of our strengths."*  
(Vice Principal for Public Relations, State Junior High School 14 Bandar Lampung).

In addition, the purpose of this strategy, according to the principal of Alam Al-Karim Junior High School Bandar Lampung, is to ensure that inclusive education runs well and achieves the desired goals, as he said during the following interview:

*"Environmental scanning must always be there, because it is the main thing that we must know first before looking for what strategy we will implement. The function of this analysis is so that we know what are the weaknesses and*



*strengths of Alam Al-Karim Junior High School.”*  
(Principal of Alam Al-Karim Junior High School)

Environmental scanning at the Junior High School Alam Al-Karim shows several weaknesses, such as limited supporting facilities and a lack of human resources, which need to be continuously improved so that inclusive education can run optimally in accordance with the government's direction.

### **Strategy Formulation of Inclusive Education**

The interview results on the formulation of an inclusive education strategy for the State Junior High School 14 Bandar Lampung and the Junior High School Alam Al-Karim Bandar Lampung, including the formulation of vision and mission, short-term, medium-term, and long-term planning, and the identification of the inclusive education excellence strategy. The details are explained below.

#### *Formulation of vision and mission*

This strategy is in line with what was expressed by the vice principal for student affairs and public relations, who said that:

*“So for inclusive education, we still refer to the vision and mission of the school as a whole. Before we add the aspect of inclusive education to the school's mission, of course, we first think about what kind of inclusive school we want to have. So we see what this community needs, what is the expectation.”* (Vice Principal for Student Affairs and Public Relations of State Junior High School 14 Bandarlampung)

Besides, the director of the Junior High School Alam Al-Karim Bandar Lampung added that:

*“For the vision and mission of inclusive education itself, we still refer to the general vision and mission of the school. However, we are more specific towards inclusive education. So, the vision and mission that pre-existed, we adjust them to the context of inclusive education.”* (Director of Junior High School Alam Al-Karim Bandarlampung)

This statement certainly validates that the formulation of the vision and mission related to inclusive education still refers to the vision and mission of the school holistically, but still prioritizes the success of inclusive education as its main goal.

#### *Short-term, medium-term, and long-term planning*

The process of formulating the inclusive education work plan involves the school development committee team, namely the principal, vice principal, teachers, psychologists, and therapists. By evaluating the implementation of the inclusion education program in the previous year, by linking the program that will be carried out next. The process of formulating short-medium term planning strategies still refers to the 8 National Education Standards as the foundation. This is, as stated by the vice principal for academic affairs of State Junior High School 14 Bandarlampung, as follows:

*“Even though we are in inclusive education, we still adjust our short-term, medium-term, and long-term planning to the 8 Education Standards. So we adjust each standard to the needs of inclusive children in this school”* (Vice Principal for Academic Affairs of State Junior High School 14 Bandarlampung)

This is in accordance with what was said by the counselling teacher, as follows:

*“It is true that we here have long-term, medium-term, and short-term plans, and all teachers must know them. So, all of us in this school, yes, refer to the plan. What we do during the learning process always refers to the curriculum and lesson plans that have been adapted, and the plan.”* (Counselling Teacher of State Junior High School 14 Bandarlampung)

#### *Determining the strategy of inclusion education excellence in schools*

Determining a strategy that excels in inclusive education needs to be done because it is the basis for success in accommodating diverse learning needs in the school environment. Inclusive education requires schools to provide a welcoming space for all students, so that they can participate fully and equally. A superior strategy is not just planning, but also a comprehensive approach that is able to overcome various challenges and optimize the potential of all students. In the context of the State Junior High School 14 Bandar Lampung, strategy formulation is made by making a superior strategy. This was conveyed by the principal as follows:

*"Before implementing the strategies, we take in inclusion education, we first determine what are the strategies that are the advantages of inclusion education at State Junior High School 14 Bandar Lampung. Moreover, this school has been mandated to be an inclusive and child-friendly school; of course, we do not want to waste this opportunity. We from the school have formulated a strategy that we consider can be an advantage for the school."* (Principal of State Junior High School 14 Bandarlampung).

### **Implementation of the Inclusive Education Strategy**

The implementation of the inclusion education strategy is based on the plans made in short-term, medium-term, and long-term plans. This includes strategies in establishing inclusive education policies, motivating and providing training for heads of educators and staff, developing a school culture that supports inclusive education, socializing inclusive education to students and the community, setting guarantees, providing therapy and consultation to inclusion students, utilizing integrated information systems, and motivating inclusive students to be able to develop emotional skills and live independently. The strategy is explained as follows:

#### *Establishing inclusive education policies*

Establishing a pro-inclusion policy is certainly a guarantee for the inclusion of students. This policy covers various aspects, ranging from curriculum adjustments, teacher training, to the provision of friendly facilities for all students. As stated by the academic vice-principal for academic affairs, namely:

*"To establish an inclusive education policy, we cannot be careless. Still refer to government regulations as the foundation."* (Vice Principal for Academic Affairs of State Junior High School 14 Bandarlampung)

*"The implementation of the inclusion education strategy in schools is designed based on a comprehensive annual work plan. This plan includes policies that support inclusive education, capacity building of school components through training, and the development of a school culture that is conducive to inclusivity."*

(Principal of Al-Karim Junior High School, Bandar Lampung)

To establish inclusion policies, schools refer to the principles of equality and accessibility by ensuring all students receive equitable services according to their needs.

#### *Motivating and Providing Training to Educators and Staff*

To improve the professionalism and competence possessed by each educator and education staff, the principal always provides briefings, motivation, and orders to participate in activities or training, which are always delivered at every annual meeting. Based on the interviews, the data showed that some teachers were not able to communicate and control inclusion students properly. This is, as stated by the principal, as follows:

*"Usually, before holding an annual meeting, I always ask for feedback from class teachers, homeroom teachers, special supervisors, and therapists. So, from the report, I know that there are some teachers who are not responsive in dealing with inclusive students. Well, teachers like this are the ones we usually delegate to take part in some kind of training. For example, last February. We send 3 teachers at once to take part in the Competency Training for Inclusive Education Educators conducted in Jakarta"* (Principal of State Junior High School Negeri 14 Bandarlampung)

Given this, of course, the provision of training and training for inclusion teachers who have not been able to control inclusion students is very important to improve the quality of inclusive and fair education. This is as stated by the head as follows:

*"One of our strategies is certainly inseparable from the teacher's aspect. So we routinely always provide monthly training to teachers. It can be individually or as a whole. For example, this month there are three teachers that we delegate to take part in the training."* (Principal of Alam Al-Karim Junior High School Bandar Lampung)

The training aims to provide a better understanding of the different types of special needs that students may face, as well as how best to deal with them. Through this training, teachers will learn about teaching methods that can be adjusted to the abilities and needs of each student, so that the

teaching and learning process becomes more inclusive and effective.

#### *Development of School Culture that Supports Inclusive Education*

A school culture that supports inclusive education is certainly essential to create a fair and equitable learning environment for all students, including those with special needs. This, of course, needs attention from the school team and components to create a good, inclusive, and child-friendly school culture. This is as expressed by the principal who said that:

*“So when it comes to the culture or school culture here, thank God it has been very friendly to inclusive children. In addition to accessible facilities, regular children also understand that they have to love and support their friends who are children of inclusion. Children are also often aware of how inclusive children feel. So, they first invited them to talk and calm down.”*  
(Principal of State Junior High School 14 Bandarlampung)

#### *Socializing Inclusion Education to Regular Students and the Community*

Socializing inclusive education to regular students is essential to create a harmonious and supportive school environment. This education can be done through classroom learning activities, group discussions, and programs that promote awareness of diversity and inclusion. This is as explained, namely:

*“So we from the school always provide socialization to students that they must love inclusive students and should not bully each other. We always insist on helping each other at every ceremony. It turns out that we think this strategy has a positive impact.”* (Vice Principle Academic Affairs of State Junior High School 14 Bandarlampung)

This strategy of socializing inclusion education is because regular students certainly need to understand that each individual has different needs and abilities, and it is important to respect each other and help each other. This is reinforced by the principal's statement:

*“We realize that providing an understanding of inclusive education to the community is an important*

*step in building an environment that supports the success of this program. When people have a better understanding of the importance of inclusion, they will be more receptive and supportive of students with special needs, both in the school environment and beyond.”*  
(Principal of Alam Al-Karim Junior High School Bandar Lampung)

The community needs to understand that inclusive education is not only about accommodating the needs of specific students, but also about creating an environment that supports the development of all students without discrimination. This socialization can be done through various media, such as seminars, workshops, or public campaigns that emphasize the importance of the participation of all parties in supporting inclusion.

#### *Establishing an Inclusive Education Guarantee*

Setting an inclusive education budget is what needs to be done to ensure that all students can access quality education and get the support they need. With an adequate budget, schools can provide a wide range of facilities and resources. This budget is used for the therapeutic purposes of inclusive students, as stated by the vice principal of student affairs and public relations representative:

*“For the therapy budget, because we don't have a lot of school budget, we ask for financial assistance from the guardians of the students. We still budget for therapy needs, but we can't fully pay for tuition.”* (Vice Principal of Student Affairs and Public Relations of State Junior High School 14 Bandar Lampung)

Schools need to set budgets for inclusive education to ensure that all students, including those with special needs, have fair and equal access to educational resources and opportunities. An adequate budget allows the school to provide the necessary facilities, all of which are essential for creating an inclusive learning environment.

#### *Providing Therapy and Consultation to Inclusion Students*

The provision of therapy and consultation to inclusion students' needs to be done based on initial assessment because each student has unique needs and challenges that require an individualized approach. The initial assessment carried out during

new student admission certainly provides a complete picture of each student's strengths, weaknesses, and special needs. This is in accordance with what was stated by the vice principal of students affairs and public relations as follows:

*"One of our strategies in inclusive education here is also usually collaborate with psychologists and therapists. For the provision of therapy and consultation, this is usually adjusted to the needs of inclusion students that we know since the initial assessment during new student admission."* (Vice Principal of Student Affairs and Public Relations of State Junior High School 14 Bandar Lampung)

*"Of course, the provision of assistance from psychologists for inclusion students and guardians is very important to ensure optimal development for these students. We recognize that every child has unique challenges and needs, and psychological support can help them manage their emotions and adapt to the school environment."* (Vice Principal for Student Affairs of Alam Al-Karim Junior High School Bandar Lampung)

Psychologists play a role in helping students recognize and manage the challenges they face, both related to their specific needs and in social interactions in the school environment. This mentoring can be individual counseling sessions, which focus on strengthening students' confidence, helping them cope with stress, as well as developing social skills that are essential for success in an inclusive classroom. With the right psychological assistance, students with special needs will feel more supported and ready to actively participate in learning activities.

#### *Utilization of Integrated Information Systems*

Based on the findings, the utilization of integrated information systems has not been implemented effectively at the State Junior High School 14 Bandar Lampung. This can be seen from the lack of educators who have not performed their performance on an IT basis. Given the limited allocation of inclusive education operational funds, some educators have not been able to harmonize existing learning using the internet system, which is also due to incomplete practice facilities in lab computers. This is stated as follows:

*"We admit that there are still a lot of shortcomings in this school. Some teachers have also not been able to integrate learning in the classroom with technological advancements".* (Teacher of State Junior High School 14 Bandar Lampung)

Although the State Junior High School Negeri 14 Bandar Lampung has created a database that can be accessed by all internal components of the school to provide reports related to the development of inclusive students, there are still a lot of educators who are not aware of and take advantage of this. The utilization of integrated information systems in inclusion education is carried out to ensure that all information regarding the needs, development, and support for inclusion students can be managed and accessed efficiently.

#### *Motivation for Inclusion Students*

Motivating inclusion students is needed to develop emotional abilities and live independently as these are important aspects of building a strong foundation for their long-term well-being and success. Good emotional abilities help students manage stress, anxiety, and frustration they may face in a learning environment and daily life.

#### **Evaluation of Inclusive Education Strategies**

The main purpose of a strategy evaluation is to determine whether the strategy is working, identify areas for improvement, and provide recommendations for next action. The evaluation of the inclusion education strategy carried out at the State Junior High School 14 Bandar Lampung is as follows:

#### *Monitor the results of strategy formulation and implementation*

How to monitor all the results of the planning and implementation of inclusive education strategy management at the State Junior High School Negeri 14 Bandar Lampung is carried out during meetings with stakeholders related to the determination of strategies to meetings to provide motivation and briefings to all stakeholders, the principal always monitors these activities. The principal also always pays attention to how each activity runs from the planning process and implementation of strategic



management, and of course, supervises each activity intensively. As expressed by the principal as follows:

*“Of course, I always monitor the planning and implementation of this strategy. Because by monitoring regularly, we can ensure that the strategy that has been formulated is really going according to plan and can achieve the expected goals.”* (Principal of State Junior High School 14 Bandar Lampung)

In carrying out monitoring activities as a result of the formulation and implementation of an inclusive education strategy, of course, there are several things that are obstacles and cannot be avoided. These obstacles include time constraints that sometimes make monitoring not run completely, limited resources available, and limited facilities that need to involve related parties.

*Measuring the performance of educators, special supervisors, as well as psychologists and therapists*

Measuring the performance of educators, special supervisors, psychologists, and therapists is an important step to ensure the effectiveness and success of inclusive education. Because with good performance measurement, the school can ensure that every professional has a maximum role in providing the best service for students, especially students with special needs.

*Assign Repair Steps*

The evaluation of the strategy allows schools to understand areas for improvement and identify the strengths and challenges faced in the implementation of inclusive education. But in this case, of course, the school faces several challenges, as stated by the principal as follows:

*“One of the main challenges is budget and resource limitations. Inclusive education requires adequate facility support and professionals, while our budget is sometimes insufficient to meet all needs. In addition, another challenge is ensuring that all teachers and staff have a common understanding of the importance of inclusion.”* (Principal of State Junior High School 14 Bandar Lampung)

After identifying the problem, the next step is to design concrete solutions that can be implemented in the short and long term, which are explained by the student body as follows:

*“For short-term solutions, for example, we can focus on improving hands-on support in the classroom, such as providing intensive training for teachers on differentiated teaching methods and providing additional learning aids that are easily accessible to students with special needs.”* (Principal of Alam Al-Karim Junior High School Bandar Lampung)

In addition, it is important to implement continuous monitoring mechanisms to ensure that the corrective measures that have been set are actually implemented and bring the desired results. Thus, inclusive education strategies can be continuously refined to provide a more equitable and equitable learning experience for all students.

### **Modification as the feedback of Inclusion Education Strategies**

After going through a series of strategy management, modification of the inclusion education strategy is the final step taken to ensure that the implemented strategy remains relevant and effective. Modification of strategies is needed to improve strategies that are considered inappropriate and do not provide success. This is as stated by the principal.

*“Sometimes, a strategy that is initially designed well may not deliver the expected results due to various factors. Modification of strategies is a step that needs to be taken so that we can adapt to the challenges that arise in the field. By adjusting the strategy based on the results of the evaluation, we can identify what works and what needs to be improved, so that inclusion programs in schools can run more effectively.”* (Principal of State Junior High School 14 Bandar Lampung)

Furthermore, the vice principal for academic affairs of Alam Al-Karim Junior High School stated that:

*“In modifying strategies, we usually focus on several important aspects, such as teaching methods, resource use, and communication between educators and students' parents.”* (Vice Principal for Academic Affairs of Alam Al-Karim Junior High School)

Inclusive education cannot rely solely on static strategies; changes must be made in accordance with the results of the evaluation and the new challenges faced in the field. For example, if the initial strategy

is not able to cover all the variations of student needs or the teaching methods used are still ineffective, strategy updates are an important solution to improve the learning process.

#### 4. Discussion

The results show four main inclusive education management strategies in two Indonesian junior high schools, namely: a) internal and external environmental screening through a SWOT analysis; b) formulation of strategies that include vision, mission, and short-medium-long term planning; c) implementation of strategies through inclusion policies, teacher training, socialization, budget allocation, and motivation for inclusion students; and d) strategy evaluation through data measurement and analysis. This study also identified an additional element, namely the modification or updating of strategies in response to the evaluation results, without requiring the repetition of the entire strategy cycle.

*First*, the State Junior High School 14 Bandar Lampung and Junior High School Alam Al-Karim implemented the environmental screening to provide a comprehensive overview of the internal and external conditions in carrying out their inclusion programs. The present findings is in line with a study from Turbulekova et al., (2023), which presents a comprehensive view of the internal and external situations that affect educational institutions in carrying out educational activities for children with special needs. Identification of the internal and external environment is essential so that the school can plan the right strategy. Both schools have demonstrated several strategies that are based on internal and external environmental analysis, using a SWOT approach to map strengths, weaknesses, opportunities, and threats. This is done by identifying, observing, and analyzing the internal and external environment carefully and in detail by involving stakeholders such as principals, vice principals in the field of public relations, curriculum, and social affairs, teacher councils, parents, and psychologists who are expected to be able to combine various perspectives in assessing and formulating strategies.

Analysis of the internal environment at the State Junior High School 14 Bandar Lampung shows that this school has a number of significant strengths in supporting the implementation of inclusive education. Adequate physical facilities, a conducive learning environment, and the availability of curriculum and lesson plans that have been adapted for inclusion students are important capital in creating a friendly and adaptive education. However, limitations in the aspect of human resources and tools are internal obstacles that still need to be overcome. The absence of professionals such as psychologists or therapists in schools indicates that support systems are not yet fully robust, which can affect the effectiveness of individualized learning strategies for students with special needs. These weaknesses show that there is an urgent need to increase the capacity of educators and add professional external support so that the inclusive education strategy can run optimally.

Meanwhile, the Junior High School Alam Al-Karim Bandar Lampung shows a stronger internal environment in terms of the readiness of educator resources and school policies that are adaptive to inclusive education. The school has implemented a technology-based learning system, has a flexible curriculum, and an inclusive interest and talent development program, reflecting a strong commitment to inclusion and diversity. However, some weaknesses remain challenges, such as the lack of optimal inclusion education structure, limited shadow teachers, and unstable funds. Externally, both schools face similar challenges, such as a lack of technical support from the government and low community participation. However, opportunities from government regulatory support, inter-institutional cooperation, and social media as positive campaign tools provide great potential to expand public understanding and acceptance of inclusive education. Both schools show that cross-stakeholder collaboration is essential to respond to external environmental dynamics and ensure the sustainability of the inclusion programs they run.

*Second*, the formulation of an inclusive education strategy at the State Junior High School 14 Bandar Lampung and Junior High School Alam

Al-Karim Bandarlampung includes systematic steps in creating a supportive learning environment for all students. This process begins with the formulation of a vision and mission that reflects a commitment to educational equity. The findings of this study confirm that the main goal is to provide equal opportunities for every student to learn in an atmosphere free from discrimination. It is supported by previous findings from Wilcox et al., (2021) and Rendon et al., (2023). Besides, the formulation process also includes short, medium, and long-term plans that ensure the implementation of the strategy runs gradually and sustainably. Previous research, such as (Mpu & Adu, 2021; NCSE, 2024), supports the results of this study on the importance of tiered planning in inclusive education, where a phased approach to integrating inclusion practices in the school environment gradually and measurably can create a supportive learning environment for all students.

*Third*, the implementation of the inclusive education strategy implemented at the State Junior High School Bandar Lampung and the Junior High School Alam Al-Karim aims to create an open and friendly learning environment for all students, including those with special needs. This implementation is carried out in accordance with the strategy that has been formulated previously. This strategy covers various aspects, ranging from the establishment of inclusive education policies to the development of a supportive school culture. With this strategy, schools intend to provide equal access to learning, facilitate the development of inclusive students' potential, and reduce stigma or discrimination that students with special needs may face. From Philippine's context, Jardinez & Natividad (2024) support the present findings. They further said that an inclusion approach in education not only increases the academic engagement of students with special needs but also strengthens their social skills, as they get the opportunity to interact with peers in a supportive atmosphere. This implementation focuses on equality and participation, so that the goal of inclusive education can be achieved holistically.

*Fourth*, the evaluation of the inclusion education strategy at the State Junior High School

14 Bandar Lampung and the Alam Al-Karim Junior High School is an important step in ensuring that the school's vision is optimally achieved. The evaluation process involves analyzing data from various sources, such as student academic achievement, participation rates in school activities, and feedback from students, parents, and teachers. Through this analysis, schools can assess the effectiveness of the approach used, identify obstacles that may be faced, and evaluate the performance of educators in implementing inclusion principles. This is in line with Guillemot et al., (2022). However, in the implementation of this monitoring, there are several obstacles that are often faced. One of the main challenges is time constraints, which sometimes prevent the monitoring process from being carried out thoroughly and completely. In addition, limited resources, be it teaching staff, staff, or available facilities, are other factors that can hinder the smooth monitoring process. The limitations of these means often require additional support from the relevant parties, which is not always easy to obtain in a short period of time.

*Finally*, the inclusive education strategy management often uses a cyclical approach, including environmental scanning, planning, implementation, and evaluation. However, the absence of additional steps in the form of modifications and updates to the strategy immediately after evaluation tends to make the implementation of the strategy go slowly. This strategy modification aims to accommodate the needs of changes that may arise from the results of the evaluation without having to repeat the entire strategy management cycle. This study recognizes that the dynamics in the field, especially in inclusive education, require a quick response that has high flexibility to the challenges that arise. Additional steps in the form of modification and updating of the strategy after the evaluation is carried out can provide flexibility for the management to immediately make adjustments to the ongoing strategy based on field findings.

The strategy modification is a dynamic and flexible step that aims to adjust existing strategies based on the results of the evaluation to ensure their

relevance and effectiveness to real needs in the field. In the context of inclusive education management, this process is essential to address the challenges and dynamics that arise, especially since the nature of inclusion demands a rapid response to the individual needs of students with special needs. Through strategy modifications, identified weaknesses or new opportunities discovered from the evaluation results can be immediately acted upon without having to wait for a replanning cycle, allowing schools to make fast, targeted, and data-driven adjustments. This step also encourages management flexibility in adopting new approaches, such as changing learning methods, allocating resources more efficiently, or strengthening collaboration between schools, teachers, experts, and parents. Thus, strategy modification not only creates an environment that is more responsive to student needs but also strengthens the inclusive education framework to remain adaptive, relevant, and evolving according to changing conditions. In the long run, this approach builds a more comprehensive and continuous improvement-oriented strategy, ensuring each student gets the best support in his or her educational journey.

## 5. Conclusion

The study revealed that the inclusive education strategy management becomes essential among special needs students in the context of junior high schools. It is because such management can ensure all students, regardless of their abilities or background, can access quality learning. Based on an internal and external environmental screening using the SWOT approach, both the State Junior High School 14 Bandar Lampung and the Junior High School Alam Al-Karim have made significant efforts in supporting inclusive education. Internally, they show strengths such as physical accessibility, flexible curriculum policies, and the adoption of anti-bullying measures that promote a safe learning environment. However, key weaknesses include limited resources, a shortage of trained educators,

and suboptimal teacher-student ratios. Externally, they benefit from supportive government policies and available teacher training programs, although low community involvement and limited technical support remain challenges. By strategically leveraging strengths and opportunities while addressing weaknesses and threats through adaptive approaches, both schools exhibit strong potential to enhance the sustainability and success of inclusive education, supporting students with special needs in a holistic manner.

The formulation and implementation of inclusive education strategies at two Junior High Schools Bandar Lampung emphasize participatory planning and commitment to equal access and student potential development. This is reflected in the establishment of inclusive visions, missions, and goals aligned with the 8 National Education Standards, and through integration of inclusive values across educational components. The innovative practices like extracurricular enrichment at the State Junior High School 14 and talent mentoring at the Junior High School Alam Al-Karim showcase adaptive, student-centered initiatives. The schools demonstrate strategic implementation through inclusive policy development, school culture enhancement, and staff training aimed at reducing stigma and fostering an equitable environment. Furthermore, a structured and continuous evaluation process supports quality improvement, involving performance analysis, stakeholder feedback, and collaborative adjustments. A key innovation in the research findings is the addition of a “modification” step post-evaluation, enabling timely, data-driven strategy updates in collaboration with stakeholders such as teachers, psychologists, and parents. This approach enhances flexibility and responsiveness, offering a scalable prototype for inclusive education management that supports sustainable, context-sensitive educational development in Indonesia.

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