



## Leadership of The Headmaster in Managing Inclusive Elementary School in Brebes Regency

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### Abstract

The purpose of this study is to analyze and describe the management of inclusive elementary schools, the principal's strategy in motivating the work of inclusive class teachers, and to describe the exemplary value of principals in inclusive elementary schools. Data collection was done by interview, observation, and documentation. Analysis of research data was done by data reduction, data presentation, and drawing conclusions. Checking the validity of the data through testing the credibility, transferability, dependability, and confirmability. The results of this study were as follows: (1) management of inclusive elementary schools by: planning all inclusive school activities at the beginning of the new school year through meetings with teachers and school committees; division of teacher tasks both basic and additional tasks according to their competence; implementing inclusive school work programs according to plan; monitoring during the implementation of activities and evaluating the work program at the end of the semester; (2) the principal's strategy in motivating the work of inclusive class teachers, namely the principal applying reward and punishment, teaching assignments according to his competence, encouraging teachers to excel, giving trust to subordinates, always two-way communication; (3) the principal values exemplified by the principal are: discipline in working, nurturing subordinates, family, responsibility for assignments, and applying the 3S culture *senyum, salam, sapa* (smiles, greetings, say hello) to teachers and students. The researchers thank the Directorate of Research and Community Service of the Ministry of Research, Technology and Higher Education for providing grant assistance so that this research can be completed.

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## INTRODUCTION

The era of globalization is the inevitability of national education challenges including inclusive education. National Education in the era of the industrial revolution 4.0 needs to be reassessed about its relevance to the settings of today's global life and the future. The serious impact of globalization can have more serious implications and effects, there must be and increasingly widespread values such as materialism, consumerism, hedonism, the use of violence, and drugs. That all can damage the morale of society and the life of the nation, especially the younger generation who are more vulnerable and impressionable. In managing educational institutions or educational organizations such as schools, madrasas, and Islamic boarding schools, leadership is one of the main and urgent elements and is an important element that determines the success of the relevant organization in achieving its goals and objectives. An effective organization is relatively determined by an effective leadership process. Likewise, the effective leadership process, also relatively depends on the existence and ability of effective leaders.

The ability to influence is at the core of an effective leadership process. A person can be an effective leader, must be able to influence others to be able to carry out requests, support proposals and implement policies. Managerial effectiveness depends on the strength of the leader's influence (Yukl 2010: 172). Leadership as the core in education management, is expected to be a force that integrates cultural values with changes to realize educational goals that are aligned with national education goals.

The practice of leadership in educational institutions, is also still a source of problems of dissatisfaction of the stakeholders of educational institutions. Factual change in education management also seems to have been unable to reconstruct a model of educational leadership that is able to become a strategic force in education management. The leadership process has not been able to produce quality

management of educational organizations, as well as produce qualified graduates academically and personally.

Inclusive is one form of educational services for children with disabilities that are considered ideal to be implemented. In inclusive schools, students have heterogeneous abilities because inclusive students in addition to normal children are also children who are physically, socially, emotionally and sensory neurologically handicapped. In Ministerial Regulation No. 70 of 2009 that inclusive education is education for students who have disabilities and have special intelligence and / or talent potential.

Inclusive education is intended as a system for developing special teacher tutor competency, education that includes children with special needs learning together with their peers in regular schools that are close to where they live (Direktorat PLB, 2007: 4). Stainback (in Tarmansyah, 2007: 82) states that: inclusive education is a school that accommodates all students in the same class. Furthermore according to Staub and Peck (in Tarmansyah, 2007: 83) states that inclusive education is the placement of children with mild, moderate and severe disabilities in full regular class. Lay Kekeh Marthan (2007: 145) states that inclusive education is carried out with attention to the needs of each child.

The implementation of inclusive education at the elementary school level in Brebes Regency is four, namely SD Negeri Brebes 02, SD Negeri Klampok 01 Wanasari, SD Negeri Tanjung 01 Tanjung and SD Negeri Kalierang 03 Bumiayu. The four elementary schools are pilot projects in the implementation of inclusive education that have been carried out since 2005. Based on 2014 data recorded in the Brebes Regency Education Office there are 1,304 children with special needs and 153 children with special needs in inclusive schools and it is believed that there are still many children with special needs. being in public schools so that children with special needs have difficulty in attending education, because public schools do not have the readiness to provide educational services to them. Children with

special needs in elementary schools in Brebes Regency include limitations: slow learners, learning difficulties, mild mental disability, autism, low vision, hearing impaired, physically disabled, hyperactivity, behavior barriers, emotional disturbances, down syndrome, and speech impaired.

Hasanah (2005), examined the leadership behavior of school principals on teacher professionalism in SLPTN Bandung city that the principal's leadership style had a very large positive influence on teacher professionalism, the role of the principal as an educator gave a positive and very large influence on teacher professionalism, the role of the principal as a manager gives a positive and very big influence on the professionalism of teachers. Rita Hermiati (2007) who has conducted research on teachers of state elementary schools in Pedurungan sub-district Semarang concluded that there was an influence on the principal's managerial competence on the performance of state elementary school teachers in Pedurungan sub-district Semarang with a percentage of 55.10%. The same study was also carried out in the Bodeh sub-district Pematang by Zubaidi (2007) with the title Influence of principals' managerial competence, emotional intelligence and work motivation of teachers on the performance of public elementary school teachers indicated by a percentage of 56.30%. Research on the influence of organizational culture on teacher performance Junior High School in Semarang city conducted by Widodo (2007). The results showed that there was a significant influence between organizational culture on teacher performance shown by the coefficient of multiple correlation of 0.796 and the coefficient of determination of 0.630.

The purpose of this study is to analyze and know the principal's strategy in motivating teachers and students, and to find out the values of leadership in shaping characters in inclusive elementary schools.

## METHOD

This research is a field research using a qualitative approach, which is a case study with an approach that focuses more on phenomenological analysis (Mc Millan and Schumacher 2001: 398), or more emphasis on understanding and appreciation of human behavior.

Determination of the subject and locus of research, based on a thought and observation of the following characteristics, (a) institutionally institutions that the four schools are elementary schools appointed by the province of Central Java to organize inclusive schools, (b) the development of types of students with special needs in the community certainly needs inclusive education as a place to accommodate students of various types of needs.

Human data sources function as research subjects who are key informants and as key people involved in cultural events, behaviors, activities and processes, authority and leadership, leader-follower relationships, and directly involved in inclusive cultural and school situations and in the performance of inclusive education management.

Criteria for selecting informants or data sources was carried out by means of purposive sampling (Sugiyono 2001: 62) according to the needs of the field data. Purposive sampling technique is used to direct the collection of data according to the needs of selective informants according to the aims and objectives of the study. Based on purposive sampling technique, informants as key persons data sources namely; (a) the principal, (b) senior teachers, (c) senior employees, (d) guardians / students and (e) education supervisors.

The main instrument in this study is the researcher herself as a key instrument. Researchers as research instruments are direct diggers of information and events from research subjects. Therefore, researchers realized the need to adapt to all situations that occur and at the same time learn and learn from research subjects. Thereby opening up the possibility of exploring and finding information and data on

phenomena in a broad and deep way by staying focused on the nature of the problem and the purpose of the research. The procedure adopted in collecting research data using the procedure of interview, observation, and study documentation.

In accordance with the focus of research on the leadership of principals in managing inclusive elementary schools. There are four inclusive elementary schools held in Brebes, namely SD Negeri Brebes 02, SD Negeri Klampok 01 Wanasari, SD Negeri Tanjung 01 Tanjung and SD Negeri Kalierang 03 Bumiayu.

Data analysis in this research was carried out from the beginning until the end of the study. Data analysis was carried out to systematically search and arrange data from interviews, field notes, study documentation by organizing into categories, describing into units, synthesizing, compiling into patterns, selecting important ones, making conclusions so that they are easily understood by researchers and others (Sugiyono 2007: 337). Through this data analysis it was hoped that values can be found in every information or data that has been collected. During the analysis in the field, the researchers used the Miles and Huberman model, namely that in qualitative data analysis it was conducted interactively and lasted continuously until it was completed, so that the data was already saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing verification.

## **RESULTS AND DISCUSSION**

### **The Management of Inclusive Elementary School**

Management is one of the elements determining the success of education in achieving school goals and objectives. Effective management depends on the presence of effective leaders. Management of inclusive elementary schools is carried out through the stages of planning, implementation, division of tasks, monitoring work programs and evaluations. This is as the result of the interview

of researchers with the principal of inclusive schools:

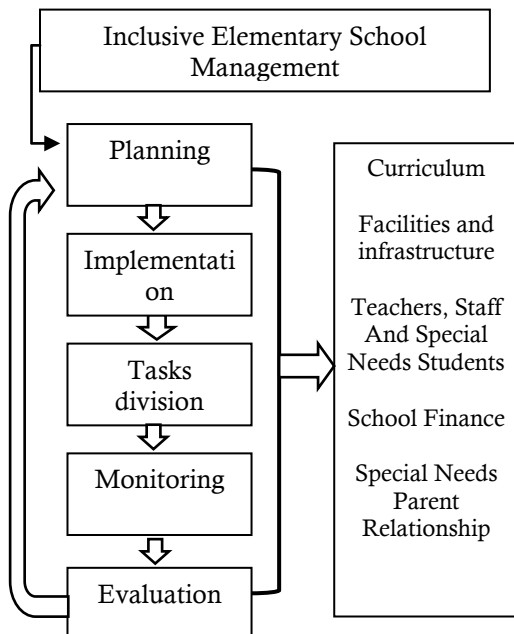
To carry out the principal's duties in managing inclusive elementary schools starts from planning a school program through an early school year meeting involving teachers and school committees, then division of tasks both the main tasks of the teacher to teach and additional tasks of student activities. We monitor whether the program runs well. At the end of the semester an evaluation of each activity is carried out. (W.KS1, 27-06-2019).

Fitoh (2017: 36), the success of school principals' leadership is mainly based on their ability to lead. The key to the smooth working of the principal lies in stability and emotion, as well as self-confidence. The activities of inclusive elementary school management in Brebes Regency include curriculum, facilities and infrastructure, teacher and staff, school finance, and the relationship of parents of students with special needs.

The management of inclusive elementary school learning curricula refers to the national curriculum, namely the 2013 curriculum which is then modified by the teacher that is tailored to the needs of the types of students. Toharudin (2018: 334) learning planning sets learning objectives tailored to the needs of the child, syllabus development and lesson plans are modified for the child's condition. Learning outcomes in inclusive classes are certainly different from regular classes, inclusive classes graduation standards are made of very low standards, students are able to be independent and active in learning activities. This is as the results of the researchers' interviews with inclusive class teachers:

Graduation standards for students with special needs are set by the school on the basis of a teacher council meeting with the standard of student learning independence and active learning especially in the classroom. Students who want to ask questions and students who can communicate both with the teacher and with fellow students have achieved the learning objectives (W.Gr.Ink.27-06-2019)

The following are the findings of inclusive elementary school management:



**Figure 1.** Inclusive Elementary School Management

Management of teachers, staff and students with special needs as a service that focuses attention on the regulation, supervision and services in inclusive elementary schools. Sugeng (2012) that managerial competence contributes positively and significantly to teacher performance by 46.7%. There are similarities in the results of this study with the management of inclusive elementary schools, principals who carry out good management can achieve the goals of inclusive elementary schools.

**Strategy to Motivate Inclusive Class Teachers**

The principal is a teacher professional who is given an additional task to lead a school where teaching and learning is held. The principal as an education leader in increasing teacher motivation so that the quality of education, especially inclusive elementary schools, increases. Based on the results of research at four schools, that the principal as a leader applies this reward and punishment as

the results of interviews with fourth and fifth grade teachers in inclusive elementary schools:

To motivate the work of the teacher and provide motivation to learn students with special needs every Monday during the ceremony the headmaster of the school always tells the teacher and students about the importance of teaching and students to always learn both in the classroom and outside the classroom. Teachers are disciplined to teach according to their hours, so teachers and students who are late must receive punishment from the school. (W.Gr.SD.27-06-2019)

To achieve an optimal learning outcome from the teaching and learning process is influenced by internal and external factors. Internal factors are factors that arise from within the students themselves, including physical condition, intelligence, talent, interests, and attention, emotional states and discipline. While external factors that arise from outside the student self include teachers, parents, friends, learning facilities, and others. Meanwhile to motivate the principal's student learning through coaching activities on all students always emphasize diligent learning. This is like Achmad Rifai and Chatarina Tri Anni (2012: 69). Learning outcomes are changes in behavior obtained by students after experiencing learning activities. Pande Rahmalika (2014) to improve student motivation to learn teachers need to implement learning strategies Inside Outside Circle.

In carrying out the tasks and leadership functions of school principals must have the ability to mobilize, mobilize, guide, protect, foster, set an example, provide encouragement, and provide assistance to all human resources in a school so that it can be maximally utilized to achieve the goals that have been set.

The principal is described as having high expectations for teachers, staff and students. "Principals are those who know a lot about their tasks and those who determine the rhythm of their school" (Liphan, 2005: 1). The principal as the leader is the determining aspect for the development and improvement of the quality of the school and its education. One indicator of

school success is if the school can function well, especially if student achievement can achieve satisfying results.

The school principal as the manager of education, is responsible for the success of organizing educational activities by carrying out school administration with all its substance. In addition, principals are responsible for the quality of existing human resources so that they are able to carry out educational tasks. Therefore, the principal as the manager has the task of developing the performance of the personnel, especially improving the professional competence of the teachers. The school management process includes four stages, namely, Planning, Organizing, Actuating, and Controlling.

As the results of Andreia's research (2013: 127) in the discussion of research on Characteristics of effective teachers. Develop teacher behavior. It is important to find aspects that make teachers interesting before starting a teaching career but also to further enhance their professionalism, the focus is on the continuous training of the teacher.

The principal as a leader certainly motivates the teacher and all students to excel both in school and external achievements at the sub-district, district and even national levels. To realize the achievements planned by the headmaster always supervise and supervise colleagues. The headmaster attempted to delegate to both teachers and students during a competition organized by the Brebes Regency Education, Youth and Sports Agency. The following are the results of the researchers' interview with the principal:

Schools always provide guidance to teachers and students through the coaching of peers, in addition the school always delegates teachers to be active in KKG activities (Teacher Working Groups) so that teachers can gain knowledge and experience related to increasing teaching professionalism. So that there are teachers who achieve national level achievement. (W.KS2.26-04-2019).

**Table 1.** Motivational Strategy of The Headmaster to The Teachers

Name of School	Motivational Working Strategy
SDN Brebes 02	Reward to the teachers for their achievement and penalties for teachers who break school rules Coaching colleagues
SDN Klampok 01	Encourage teacher achievement Giving trust to subordinates
SDN Tanjung 01	Reward and punishment Two-way communication Provide direction and coaching every Monday flag ceremony
SDN Kalierang 03	Divide the main tasks of teachers on the basis of deliberation and the ability of teachers Giving trust to subordinates

#### **Exemplary Value of Inclusive Elementary School Principals**

Principal's leadership is a task in carrying out an inclusive management of Elementary schools, educational institutions in Elementary schools, which starts with planning, implementation and evaluation and is carried out by having good leadership character and values so as to create quality education. The principal values exemplified by school principals are: discipline in working, nurturing subordinates, kinship, responsibility for assignments, and applying the 3S culture *senyum, salam, sapa* (smiles, greetings, say hello) to teachers and students. This is as the result of the interview with the inclusive class teacher:

Principals in leading inclusive elementary schools apply good values to set an example for teachers and students, including discipline. The principal always goes to school 30 minutes before the student enters the class and the principal always comes home last. (W.KS4.25-03-2019).

Ika Alifyah (2019), the approach in implementing principals' leadership in developing students' character is done through MSG activities, workshops for teachers and school staff, the application of the 5S industry culture; the core values of the school, as well as

providing an example to school residents. The value of discipline exemplified by school principals in leading inclusive elementary schools as one way that can realize the goals of inclusive schools. Discipline is the commitment of inclusive elementary school principals so that they are accustomed to being punctual in carrying out their duties.

This is as the result of research by Elisa, Syafrida., Wrastari, Tri, Aryani. (2013) examined the attitudes of teachers towards inclusive education in terms of the factors forming the attitudes of 4 inclusive elementary schools in Surabaya. The result is a teacher's attitude consisting of a positive attitude that is accepting towards inclusive education and a negative attitude that is rejecting inclusive education.

Indicator personality has noble character, becomes an example, has personality as a leader, has a strong desire to develop themselves, is open, controls himself in facing problems, and has talent as a leader. The principal creates innovation and works hard as an entrepreneurial competency. Have a strong motivation to succeed, look for the best solutions in dealing with obstacles, and have an entrepreneurial instinct in developing service production activities.

The principal is competent in carrying out academic and managerial supervision. Using appropriate techniques and approaches in order to improve the quality of the academic profession of educators. Having social competence includes being able to work together, participating in social activities, and having sensitivity to others. School is an institution that is complex and unique, schools are complex because schools as an organization in which there are various dimensions that are interrelated and determine each other. Meanwhile, schools are unique in that they have their own character, in which the learning process takes place, the place where the culture of human life takes place. The complex and unique nature of the school as an organization requires a high level of coordination. "The

success of the school is the success of the principal".

The formulation shows the important role of the principal in moving the school's life towards achieving its goals. The results of the school principal's success studies show that the principal is a person who determines the central point and rhythm of a school (Sumidjo, 2002: 82). A successful headmaster is a school principal who understands the existence of a school as a complex and unique organization, and is able to carry out its role in lead the school. The principal as an effective and efficient manager demands the implementation of the four main functions of management in an integrated and integrated manner in the management of the fields of education management. The principal as an effective and efficient school manager can contribute to improving the overall quality of education.

## CONCLUSIONS AND SUGGESTIONS

The conclusion from the results of this study is that the management of inclusive elementary schools is carried out according to service standards, which starts with planning, implementing, distributing tasks, monitoring and evaluating the curriculum, learning facilities and infrastructure, teachers, students and staff, school finance and parent student relations. The principal's strategy in motivating the work of inclusive class teachers is that the principal implements reward and punishment, division of teaching tasks according to his competence, encourages teachers to excel, gives trust to subordinates, always two-way communication. The principal values exemplified by school principals are: discipline in working, nurturing subordinates, kinship, responsibility for assignments, and applying the 3S culture *senyum, salam, sapa* (smiles, greetings, say hello) to teachers and students.

Suggestions from researchers so that this study analyzes the comparison of the leadership style of inclusive elementary school principals. Whereas for principals it is recommended to implement integrated quality management in

organizing inclusive elementary schools so that the objectives of the school can be clearly measured.

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