

EVALUATION OF THE DISABILITY-FRIENDLY EDUCATION MANAGEMENT MODEL IN ELEMENTARY SCHOOLS

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Abstract

The goal will be achieved in the study. This is the Management Model Evaluation Disability-Friendly Education in Schools Basic. Methods used in the study This is a method study qualitative as for the type of research used, i.e., the usage studies case, because the researcher can understand in a way the deep context, process, and complexity of the phenomenon researched. Results study This explain If creating a disability-friendly and disability-friendly educational environment at the primary school level is essential to providing a strong foundation for the development of children with disabilities, the Disability-Friendly Education Management model in State Primary Schools in Lampung is an inclusive approach that aims to provide equal and meaningful education for all students, including those with special needs. Through inclusive curriculum development, intensive teacher training, partnerships with parents, disability-friendly infrastructure, and special support for students with disabilities, these schools create inclusive environments that enable all students to reach their optimal potential.

Keywords : Evaluation, educational model, disabled friendly

Abstrak

Tujuan yang akan dicapai dalam penelitian ini yakni Evaluasi Model Manajemen Pendidikan Ramah Difabel Di Sekolah Dasar. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif adapun jenis penelitian yang digunakan yakni studi kasus, penggunaan studi kasus dikarenakan peneliti dapat memahami secara mendalam konteks, proses, dan kompleksitas fenomena yang sedang diteliti. Hasil penelitian ini menjelaskan jika menciptakan lingkungan pendidikan yang ramah difabel dan ramah difabel di tingkat sekolah dasar adalah esensial dalam memberikan dasar yang kuat bagi perkembangan anak-anak dengan difabilitas, model Manajemen Pendidikan Ramah Difabel di Sekolah Dasar Negeri di Lampung adalah pendekatan inklusif yang bertujuan untuk memberikan pendidikan yang setara dan bermakna bagi semua siswa, termasuk mereka yang memiliki kebutuhan khusus. Melalui pengembangan kurikulum inklusif, pelatihan guru yang intensif, kemitraan dengan orang tua, infrastruktur yang ramah difabel, dan dukungan khusus bagi siswa difabel,

sekolah-sekolah ini menciptakan lingkungan inklusif yang memungkinkan semua siswa mencapai potensi yang optimal.

Kata kunci: Evaluasi, model pendidikan, ramah difabel

INTRODUCTION

Education is one of the main pillars in the development and progress of society. Over time, the concept of education has evolved to encompass the diversity of individuals and their needs, including children with disabilities. The right to education that is disability-friendly and equal for all individuals, regardless of disability, is a basic principle that is widely recognised in the world of education. In the context of basic education, elementary school is the first foundation in children's educational journey, and therefore, it is essential to create a disability-friendly and friendly educational environment at this level (Agustin, 2016) .

This research, entitled "Evaluation of Disability-Friendly Educational Management Models in Elementary Schools," aims to investigate and evaluate the effectiveness of educational management models implemented in elementary schools in an effort to create a disability-friendly and supportive educational environment for children with disabilities. Disability-friendly education aims to ensure that every child, including those with disabilities, has equal access and gets the full benefits of education.

The importance of this research is a reflection of the global commitment to achieving sustainable development goals, which emphasise the importance of disability-friendly, equal, and quality education for all children. In this context, evaluating educational management models at the primary school level becomes essential because it involves various aspects such as educational programme development, staff training, physical facilities, and psychosocial support, all of which can have a major impact on the learning experience and development of children with disabilities (Arni et al., 2021). These evaluations can provide valuable insight into the successes or shortcomings in the implementation of these models and assist in further improvement and development.

In this introduction, we will highlight the importance of inclusion and disability-friendly education in the context of basic education. We will also explain the background, context, and challenges faced in achieving the goal of disability-friendly education in elementary schools. In addition, we will discuss why evaluating educational management models is a very important step in maintaining the quality and effectiveness of disabled-friendly education. We hope that this research will make an important contribution to efforts to identify best practices in disability-friendly education management and play a role in improving the quality of education for all children. Our main goal is to ensure that no child is left behind in their education process and that disability-friendly and quality education is accessible to all, without exception.

As time goes by and paradigm shifts in the world of education, the right to receive equal and disability-friendly education has become a basic right that is widely recognized.

Children with disabilities, such as physical, sensory, intellectual, or developmental, require equal access and supportive conditions to learn in the same educational environment as their peers. This is what is known as disability-friendly education (Fauziah et al., 2021). However, creating a disability-friendly educational environment is not always easy and often requires significant changes in educational management and policies at the primary school level. A disability-friendly education management model is key to supporting this vision. This model covers various aspects, ranging from developing disability-friendly educational programs, staff training, and appropriate physical facilities to psychosocial efforts to support children with disabilities in achieving their full potential (Hermanto et al., 2016).

The main aim of this research is to carefully examine the educational management model implemented in elementary schools in an effort to create a disability-friendly educational environment. We will evaluate these management models in order to understand successes, obstacles, and potential improvements. According to Indriyani (2020), in the last few decades, the inclusion approach has gained momentum in the world of education. This is a shift from special institution-based education for children with disabilities towards education that embraces diversity in one educational environment. The principle of inclusion recognizes the right of every individual, including children with disabilities, to access equal and quality education. This principle is recognized internationally and is the basis for education policy in many countries.

Primary school, as the initial stage in the educational journey, plays a very important role in realizing this principle of inclusion. Inclusion at the primary school level creates a foundation for the development of children with disabilities and provides them with the opportunity to grow and develop in a supportive environment. However, in the opinion of Irawan et al. (2022), inclusion is not only about including children with disabilities in the same class as their peers but also about creating an environment that accepts, supports, and stimulates their development. This is the reason why it is important to evaluate disability-friendly educational management models in elementary schools.

Lukitasari et al. (2017) explained that elementary school is the first place where children enter the formal education system. This is the starting point in their educational journey, and experiences at this level can greatly influence their outlook on learning and their ability to reach their full potential. Therefore, it is important to ensure that primary schools are supportive environments for all children, including those with disabilities. Creating disability-friendly and disabled-friendly elementary schools allows these children to experience the same education as their peers, thereby creating a strong foundation for their future. Primary schools have a great responsibility for preparing children for the next stage of education and for life in society. Therefore, research and evaluation of educational management models at the elementary school level have broad implications for efforts to create an education that is disability-friendly and equitable.

This research aims to identify, evaluate, and analyze management models used in elementary schools in the context of disabled-friendly education. Through this research, we hope to provide in-depth insight into the challenges and successes of efforts to create disabled-friendly elementary schools. In addition, this research also aims to identify best practices and recommend strategies for improvement. Thus, this research will help support the vision of disability-friendly education that is centered on the right of every child, including those with disabilities, to receive equal, quality, and supportive education in a disability-friendly educational environment. It is also hoped that this research will make a valuable contribution to the development of more disability-friendly educational policies and practices at the primary school level and throughout the education system.

METHOD

To understand more about moderate phenomena, researchers use qualitative study. According to Murdiyanto (2020), the qualitative method study focused on understanding the depth, interpretation, and disclosure meaning of the data collected. As for the type of research used by the researcher, i.e., studies, usage studies, because the researcher can understand in a way the deep context, process, and complexity of the phenomenon researched (Iswadi et al., 2023) Type study This possible researcher will dig for perspective, experience, and possible meaning hidden in the data collected related to the management model evaluation of disability-friendly education in schools. A results study can give in-depth, contextual, and detailed insights about the cases studied, which can be used To inform policy, practice, or development theory.

RESULTS AND DISCUSSION

Based on results of observation and interview, it was found that the management model of disability-friendly education in schools The state in Lampung is an effortful approach to creating an inclusive, focused learning environment and giving access and support to students with special needs or disabilities. This model involves a series of practices and policies and works the same as designed to ensure that every student has equal opportunity to access education and develop optimally. In this article, we will delve deeper into the key aspects of Management Models Disabled Friendly Education, as well as how this affects students, teachers, and school staff, as well as the wider Lampung community.

One of the main aspects of the disability-friendly education management model is school policy. Further research can explain how public elementary schools in Lampung have developed policies that support inclusive education. This includes policies related to the recruitment of students with disabilities, resource allocation, teacher selection, adapted curricula, and positive measures to prevent discrimination. Further studies can explore the impact of inclusive education in the Disabled-Friendly Education Management Model in State Elementary Schools in Lampung on student achievement. This involves analyzing data and test results to understand whether students with special needs involved in inclusive education experience improved achievement compared to other alternatives, such as special education.

Teachers are a key element in implementing inclusive education. Further research can highlight the role of teachers in this disability-friendly education management model. This includes teachers' training, their experience teaching students with special needs, and the strategies they use in managing inclusive classrooms. Parents have an important role in inclusive education (Mahendra, 2019). Research can examine the extent to which parents are involved in the disability-friendly education management model in state elementary schools in Lampung. This can include participation in school policies, their support for their children in inclusive education, as well as the obstacles they experience.

Physical facilities and school infrastructure play an important role in inclusive education (Paulus & Erlina, 2023). Further research could explore how public elementary schools in Lampung have adapted their facilities to support students with special needs. This includes physical accessibility, supporting facilities, and special equipment. Collaboration with external institutions and organizations that focus on inclusive education can be an important factor in the success of the Disability-Friendly Education Management Model. Further research could explore the existing collaboration between state elementary schools in Lampung and institutions or organizations that support inclusive education, as well as the benefits obtained from this collaboration.

Inclusive education in public elementary schools in Lampung has a wider impact on society. Further research could address how inclusive education influences society's perceptions of disability, social inclusion, and equality, and how this can help in shaping a more inclusive and disability-friendly society as a whole.

One of the main pillars of the Disability-Friendly Education Management Model is the development of an inclusive curriculum. This curriculum is designed to meet the needs of all students, including those with special needs (Putri, 2022). In Lampung State Elementary Schools, the curriculum includes material designed for various ability levels and allows for adaptation based on individual student needs. Teachers work together with inclusive education specialists to design learning that suits each student's abilities and potential. This inclusive curriculum aims to create relevant and meaningful learning experiences for all students. In practice, this means that students with special needs receive additional support, such as additional materials, teacher assistance, or assistive technology, according to their needs. This ensures that no student is left aside in the learning process.

The key to the success of the disability-friendly education management model is teachers who are ready to teach in an inclusive environment. Therefore, intensive teacher training is one of the best practices implemented in public elementary schools in Lampung. Teachers receive specialized training in inclusive education, which includes effective teaching strategies for students with special needs as well as how to create an inclusive classroom environment.

This training not only covers theoretical knowledge but also practical skills in managing inclusive classes. Teachers are trained to identify individual student needs, design appropriate learning plans, and collaborate with inclusive education specialists (Sartica

& Ismanto, 2016). The result of this training is teachers who are better prepared and confident in teaching diverse groups of students and supporting students with special needs in achieving their potential. Partnership between schools and parents is very important in the Disability-Friendly Education Management Model. Schools in Lampung are very active in communicating and collaborating with parents of students with disabilities. They hold regular meetings with parents to discuss their children's progress and listen to input from parents.

Parents have a very important role in supporting their children's education. In the context of students with special needs, parents are often their children's primary advocates. They have a deep understanding of their children's needs and potential, and a strong partnership between the school and parents ensures that the children's education meets the parents' expectations and the children's needs. School physical facilities are also an important component of the Disability-Friendly Education Management Model. Schools in Lampung have taken steps to ensure that their infrastructure is disabled-friendly. This includes physical accessibility, such as wheelchair-accessible ramps and toilets, as well as assistive equipment, such as hearing aid devices.

This disabled-friendly infrastructure provides equal access for all students, regardless of the existence of special needs. It also creates an inclusive environment where students feel accepted and respected. With adequate infrastructure, schools in Lampung can provide a safe and comfortable environment for all students. One of the key elements of the Disability-Friendly Education Management Model is special support for students with disabilities. It includes a variety of services, such as physical therapy, speech therapy, psychological support, and technology assistance. This support is tailored to students' individual needs and is designed to help them achieve their potential.

This special support is provided not only by teachers but also by inclusive education specialists, therapists, and other school staff. This ensures that students with disabilities receive comprehensive and holistic support in their educational journey. With this support, students with disabilities in Lampung have a better chance of succeeding in their education. Inclusive school policies are the basis of the Disability-Friendly Education Management Model. Schools in Lampung have policies that support inclusive education and apply inclusion principles in all aspects of their operations.

This policy covers various things, such as assessing and monitoring student progress, reporting to parents, and conflict resolution mechanisms. In addition, this policy also promotes a culture of inclusion in schools, where all students are accepted and respected and differences are considered as wealth. This policy creates a strong foundation for inclusive education in Lampung. The Disability-Friendly Education Management Model has a significant impact on students. Disabled students who attend public elementary schools in Lampung feel accepted and supported in their educational environment. They have access to a curriculum that suits their needs and get the specialized support they need.

The result is improved academic achievement, increased self-confidence, and improved social skills. These students also have the opportunity to interact with other students

who have diverse backgrounds, which enriches their experience. In the long term, inclusive education can open up wider career opportunities and reduce the risk of discrimination and inequality. Teachers and school staff also feel the positive impact of the Disability-Friendly Education Management Model. They engage in a more varied and inclusive approach to education, which challenges them to develop better teaching skills.

Teaching in an inclusive environment requires flexibility, collaboration, and patience, and teachers in Lampung have received training that allows them to become more effective educators. They also feel satisfaction in helping all students reach their potential. Supportive school staff, such as inclusive education specialists and therapists, also feel called to their role in supporting student development. The support they provide has a significant impact on the development of students with disabilities, and this gives them a great sense of accomplishment. Parents of students with disabilities also feel the positive impact of the Disability-Friendly Education Management Model. They feel heard and involved in their children's education. Partnerships with schools allow them to collaborate in the planning and implementation of their children's education.

Parents also feel that their children are getting an education that meets their needs, which increases their hopes for their children's future. This also allows them to have social support from the school community, which is a valuable source of support. The inclusive education approach in public elementary schools in Lampung has a wider impact on society. This creates a more inclusive society where differences are respected and accepted. Society learns to value diversity and provide support to individuals with special needs.

Inclusive education also has the potential to reduce social stigma towards people with disabilities. When society has positive experiences with individuals who have special needs in an educational context, their perceptions of people with disabilities can change. This can help reduce discrimination and inequality in society more broadly.

Even though the disability-friendly education management model has many advantages, there are a number of challenges faced by public elementary schools in Lampung in its implementation. According to Supeni et al. (2021) the challenges are as follows:

Resource Limitations

One of the main challenges is limited resources. These schools often face limited funding, facilities, and additional personnel. Improving the physical accessibility of schools and providing special support for students with disabilities requires significant investment. In situations where resources are limited, schools may have to seek additional resources to meet the needs of students with special needs.

Stigma and inequality

Although there has been progress in reducing social stigma towards people with disabilities, stigma still exists in society. This can influence the support provided by parents and the community for inclusive education. Apart from that, there are still

inequalities in access to education for students with disabilities. Schools must work hard to overcome stigma and ensure that all students have equal access. Inclusive education policies can vary over time, and this can create uncertainty for schools in planning and managing inclusive education. Inconsistent policies can affect the consistency and sustainability of inclusive education approaches.

Although teacher training in inclusive education is best practice, there is still a shortage of inclusive education specialists who can work with teachers in planning and implementing inclusive learning. In some cases, schools may struggle to attract qualified inclusive education specialists. Despite the challenges, there are clear opportunities for improvement in the disability-friendly education management model in public elementary schools in Lampung.

Increased government support

Regional and central governments can increase financial support and other resources for elementary schools to implement inclusive education. This includes the allocation of additional funds for teachers and disabled-friendly facilities. Government support can help schools overcome limited resources.

Community Education

Counseling and education for the community regarding the importance of inclusive education and the rights of students with disabilities can help reduce stigma and increase community support. A more educated society will be more likely to support inclusive education.

Training Program Development

Developing intensive training programs for teachers and inclusive education specialists can improve the quality of inclusive education in public elementary schools. Ongoing training will help teachers and school staff stay current on best practices in inclusive education.

Network Establishment and Collaboration

Schools can form networks and collaborations with other institutions and organizations that have experience in inclusive education. This can help in sharing resources, knowledge and experiences that can strengthen inclusive education practices.

CONCLUSION

Disability-friendly education is a widely held principle in the world of education today, and elementary schools play a very important role in realizing this principle. Creating a disability-friendly educational environment at the primary school level is essential to providing a strong foundation for the development of children with disabilities. Although there are many challenges to achieving this, evaluating educational management models in primary schools is a key step in understanding the extent to which inclusion practices have been implemented and what can be improved.

This research has revealed various best practices, obstacles, and opportunities in disability-friendly education management in state elementary schools in Lampung.

These management models reflect the schools' commitment to inclusive education, although there are still obstacles that need to be overcome. In an effort to achieve quality, inclusive education, there needs to be support from the government, society, and educational institutions. Developing training programs, improving physical facilities, and increasing public awareness are important steps in realizing the vision of inclusive education in Lampung.

The Disability-Friendly Education Management Model in Public Elementary Schools in Lampung is an inclusive approach that aims to provide equal and meaningful education for all students, including those with special needs. Through the development of inclusive curricula, intensive teacher training, partnerships with parents, disability-friendly infrastructure, and special support for students with disabilities, these schools create inclusive environments that enable all students to reach their potential. Although there are challenges in implementing the disability-friendly education management model, there are opportunities for improvement through government support, community outreach, the development of training programs, and collaboration between schools. With joint efforts, public elementary schools in Lampung can continue to be successful examples of inclusive education and have a positive impact on students, teachers, school staff, parents, and society at large. Inclusive education is one of the keys to creating a more inclusive, just, and sustainable society.

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