

# Humanistic based Inclusive Education Management in Madrasah: Policy Review

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## Abstract:

This study aims to analyze inclusive education management policies in madrasah by applying humanistic-based learning at Madrasah Ibtidaiyah Nurus Salam. This research uses a qualitative approach. In order to get an overview of the humanistic-based inclusive education policy, the researchers conducted direct observations, interviews, and documentation. The data analysis technique is carried out circularly, from data collection, reduction, display, and conclusions. The results showed that: First, Madrasah Ibtidaiyah Nurus Salam uses inclusive education policies to accommodate students with special needs by applying humanistic-based learning. Both presentations were conducted using learning analysis, inclusive education design, implementation, and program evaluation. This study has implications for the importance of humanistic-based inclusive education in providing shelter for children with special needs so that they can develop their knowledge through existing school policies.

**Keywords:** *Policy, Inclusive Education, Humanistic*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang kebijakan pengelolaan pendidikan inklusif berbasis humanistik di Madrasah Ibtidaiyah Nurus Salam. Penelitian ini menggunakan pendekatan kualitatif. Guna mendapatkan gambaran tentang kebijakan pendidikan inklusif berbasis humanistik peneliti melakukan observasi langsung, interview dan dokumentasi. Teknik analisis datanya dilakukan secara sirkuler yang dimulai dari pengumpulan data, reduksi data, display data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa; pertama, Madrasah Ibtidaiyah Nurus Salam menggunakan kebijakan pendidikan inklusif dalam guna menampung anak didik berkebutuhan khusus dengan mengaplikasikan pembelajaran berbasis humanistik. kedua presentation dilakukan dengan cara learning analysis, desain pendidikan inklusif, implementasi pendidikan inklusif, evaluasi program. Penelitian ini memberikan implikasi tentang pentingnya pendidikan inklusif berbasis humanistik dalam memberikan naungan pada anak yang memiliki kebutuhan khusus sehingga mampu mengembangkan pengetahuannya melalui kebijakan yang ada di sekolah.

**Kata Kunci:** *Kebijakan, Pendidikan Inklusif, Humanistik*

## INTRODUCTION

Inclusive education is education that accommodates all students from all origins and provides equal possibilities for every child to study in the classroom (Linh & Azar, 2019; Kayabaş & Esra, 2020). Inclusive education attempts to humanize school institutions that refuse to accommodate special needs pupils (Lintangsari & Emaliana, 2020).

Inclusive education accepts all students, eliminates negative labeling, and involves connected parties (Siddik & Kawai, 2020; Bibiana et al., 2020). In inclusive education, students with special needs spend half or all of their time in conventional classes (Thote & Kumar Sen, 2019; Ramberg & Watkins, 2020).

The importance of inclusion policies in madrasah, especially in Madrasah Ibtidaiyah in Probolinggo Regency, because there are several children with special needs who need unique and intensive guidance and assistance, especially by giving a humanistic emphasis, which emphasizes free will, personal growth, joy, the ability to recover after experiencing unhappiness, and success in life (Robiyansah et al., 2020).

Humanistic education focuses on the individual student, and there is a strong emphasis on positive contact between the educator and the learner to bring about behavioral transformation. These behavioral changes can be seen in knowledge, affective, and psychomotor (Mahendra & Febriani, 2019). Humanistic means emphasizing children's needs and interests so that they know their abilities in dealing with difficulties and can solve their problems (Purnomo et al., 2021). By providing a good climate and adapting to the needs of students, the community will increasingly view madrasa institutions (Kusumawati, 2021). Therefore, educational institutions, leaders, and teachers must be able to create strategies that create a dynamic institutional climate and are responsive to the progress of the needs and interests of students (Yang, 2018; Baharun et al., 2021).

Educational institutions must be creative and lead in carrying out educational activities that lead to these goals. Increasing educational institutions will be a big challenge for education providers (Cockun et al., 2020; Samawi, 2021). Managers of educational institutions are required to continue to innovate and think critically in finding new ideas to maintain excellence and develop educational institutions according to the demands of the times so that they can compete in increasing the competitiveness of institutions (Diana et al., 2020). Especially in focusing on the needs and interests of students in participating in teacher-led learning.

The fact that happened at Madrasah Ibtidaiyah Nurus Salam is that education is still focused on teachers who are sources of educators; teachers are less creative and innovative only based on student worksheets, so unique methods are needed that can provide passion, interest, and enthusiasm for students to engage in learning. For all students, both formal and inclusive. To overcome the problems in the institution, this madrasa adopts a learning management system based on humanistic-based education. This humanistic learning can support the inequality that occurs in institutions, especially in the interests and needs of students, and can restore public confidence to re-elect

this institution (Banmaiuroy et al., 2021). The particular management chosen is an inclusive education policy in the madrasah that can accommodate all students from all aspects of backgrounds.

The inclusive education paradigm must be applied to humanistic-based learning, so all students have equal rights to study and attain the finest education. Saefudin & Widyawati (2019) define inclusive education as compassion or appreciation of others' religions, ethnicities, cultures, races, and languages. Prasetyaningrum et al. (2017) said that the primary goal of inclusive education is to educate children with special needs and ordinary children according to their requirements from their educational environments. Novianti (2019) said inclusive education could expand access to school for everybody, including special needs students. Setiawan & Apsari (2019) say inclusive education implementation must consider resources and environments that encourage inclusivity. Inclusive education programs are suitable for all children, not just those with special needs, because every child has distinct qualities and natural variability, Dewi (2017) said.

Humanism is needed in accessing inclusive education policies because students can be themselves who are enthusiastic about participating in interest-based learning without any coercion from any party, including teachers. Teachers are facilitators and motivators in improving learning outcomes (Esi et al., 2016). Applying humanism in inclusive education can also increase the capabilities of advantages used to compete in specific markets (Prihantoro, 2020). If an organization carries out continuous development, including applying humanistic education, it can improve its performance (Akihary & Apituley, 2019).

Kurniawan (2021) and Suyitno (2021) say that quality improvement in increasing competitiveness is an activity where madrasah principals, educators, quality improvement teams, and stakeholders try to compete for skills, strengths, knowledge, and so on through focus strategies to improve quality by achieving a specific size and can be done with humanistic-based education that can embrace all characters.

Based on the descriptions of a number of these researchers, it can be understood that humanistic policies in an institution are indispensable in providing equal education, motivation, and rights for all students, to improve the quality and quality of education. The application of humanistic-based inclusive education in responding to the community's needs is different from the existing research mentioned above. This makes this research unique, where the researcher focuses his study on the policies of the principal of the madrasah in building humanistic-based inclusive education in Madrasah Ibtidaiyah Nurus Salam.

## RESEARCH METHODS

For this study, a qualitative approach called a case study was used. In this study, the strategy of the madrasah principal at the Madrasah Ibtidaiyah Nurus Salam in Probolinggo, East Java, regarding the construction of an inclusive education based on humanistic principles is analyzed. Madrasah

principals, classroom teachers, exceptional tutors (co-advising tutors), and student guardians are the participants in this study who will serve as research subjects and informants, respectively. In order to get precise information regarding the topics that were investigated, observations and documentation were carried out.

The procedures for data analysis are carried out methodically, beginning with data display. Data display refers to the activities that take place when data collection is arranged in a manner that is both methodical and simple to comprehend. This can take the form of narrative text (in the form of field notes), matrices, graphs, networks, or charts. The next step is called data reduction, which involves converting any numerical or alphabetic digital information derived empirically or experimentally into a corrected, standardized, and simplified form. The purpose of this stage is to discover the meaning of the data collected by searching for relationships, similarities, or differences to conclude how to solve existing problems (Rijali, 2018).

## **RESULTS AND DISCUSSION**

### **Learning Analysis**

The analysis is the first step in building a successful program. Learning analysis is a condition description (actual condition). It should include a solution model to bridge the gap between the existing state and the ideal situation. Based on interviews with madrasah principals, learning analytics can detect educational gaps and needs before building teaching skills for students. Learning analysis aims to create outstanding, needs-based educational programs. Madrasah Ibtidaiyah Nurus Salam teaches analysis;

### ***Learner Identification***

Identification is made in determining services to students (Rozi et al., 2022). An initial identification is needed in determining children with special and everyday needs so that it is easier to map and provide services according to their needs. In identifying institutionalized students, it is done by distributing a questionnaire to the guardians of students after registering their children at this institution; in the questionnaire, the achievements and characteristics that lead to the behavior of children with special needs are listed, but this is deemed less relevant because many parents have an understanding that their children are normal and okay. Therefore, there is a next stage in the identification of this student.

SF, as the head of new student admissions at Madrasah Ibtidaiyah Nurus Salam, said, "the questionnaire that the student's guardian filled out did not represent the actual situation of the students, so the school carried out further identification to find out the real conditions experienced by students, namely; First, doing physical observations on students seen from their faces, ways of communicating and walking. Second, children who have difficulty during teaching and learning activities and do not reach the set achievement values are suspected of having special needs. The school will assess children suspected of having special needs, followed by psychologists and doctors in collaboration with institutions."

Each teacher has been trained on the physical (facial, bodily movements, speech) and behavioral characteristics of children with exceptional needs. Before opening inclusive courses, all teachers must receive additional training in working with special needs children, especially tutors. From the observations obtained, based on data from the questionnaire distribution, it was found that several children with special needs at Madrasah Ibtidaiyah Nurus Salam can be seen in the following table:

**Table 1: Recapitulation of Children with Special Needs**

No	Name	Class	Category	Description
1	MK	1	Speech delay	Lack of stimulation
2	SFQ	1	Blind	Birth Defect
3	STN	V	Deaf	Birth Defect
4	RF	V1	Introvert	Lack of stimulation

There are various kinds of actions taken by the teacher after identifying students who are suspected of having special needs; based on observations made by researchers, students with special needs are handled by an accompanying tutor but still in the same class, and the learning reference is the same but there is assistance from the tutor, the tutor makes additions tutoring time. The tutor discusses the development of the students with the homeroom teacher and principal. All children have the same services despite their different advantages and disadvantages (Burke & Cassidy, 2015).

Furthermore, the foundation's chairman said that we are trying to provide the best service in terms of implementing humanistic-based inclusive education in this institution, which is implemented in a cooperative relationship with psychologists and pediatricians through the agreed MoU. With the involvement of psychologists and pediatricians, we hope to improve services according to students' needs.

### Identify Teacher Needs

Teachers must be well-prepared, understand special needs children, and have teaching and learning methods, equipment, facilities, and infrastructure in inclusive education (Sartica, 2016). A broad understanding of special needs and regular children's growth and development can give developmental stimulation. The madrasah's principal added, "Every semester, we bring in experienced psychologists and doctors from the disability care section to deliver services to pupils and develop materials for teachers to duplicate their approaches." This method is essential for teachers in dealing with children with special needs to achieve optimal development. ITQ, as the companion tutor said, "Identification of the needs of teachers, especially accompanying tutors, is equipped with special training in inclusive education and dealing with children with special needs to add insight and strengthen the application of education in students."

In addition to perspectives and strategies, inclusive educators require facilities and infrastructure designed to make teaching and learning activities

accessible to students with and without special needs. There are slight differences in effort and performance between regular students and kids with special needs. Multiple requirements, both routine and exceptional (Hasyim, 2013).

Based on field observations, researchers saw that this institution's facilities and infrastructure were quite complete for both typical children and children with special needs, distinguishing the learning facilities used by normal children and children with special needs, such as letter cards with standard sizes used by normal children when introducing letters. Special-needs kids use large letter cards.

### **Identify the Assistant Tutor**

The accompanying tutor in the inclusive class is the key to the success of the implementation of inclusive education at Madrasah Ibtidaiyah Nurus Salam. This is because the accompanying tutor specifically assists one child with special needs in one class. In appointing accompanying tutors, the institution is not rash in making decisions because the accompanying tutors will precisely guide children with special needs (Haryono et al., 2015). Inclusive schools need tutors who can handle children with special and everyday needs, so there are no differences or negative labeling. Companion instructors help class teachers manage classrooms.

The Head of Madrasah Ibtidaiyah Nurus Salam said, "Assistant tutors are required to attend training on handling children with special needs held by madrasah and outside madrasah through education and training activities. Even though tutors have experience in educating children with special needs, regular training must still be carried out to hone knowledge and add insight into student services. Training for accompanying tutors is carried out every six months, which requires one tutor and one teacher to attend training. Madrasah Ibtidaiyah Nurus Salam tutors must be patient when working with special needs pupils. As a companion tutor who can accompany the youngster to and from school. The accompanying teacher's job is to oversee children outside the classroom until they return home from school.

### **Student Collaboration**

When discussing education, students and teachers are usually the emphases. Parents play a significant impact on their children's education. Family participation affects a child's education. Therefore, a school-parent partnership is essential to address the environment (Kusumaningrum et al., 2019).

According to the principal of Madrasah Ibtidaiyah Nurus Salam, "Partnerships are carried out in the form of collaboration between parents and teachers to achieve optimal student development; this partnership is essential, especially in inclusive education where inclusive education includes all children in one aspect of unity without any differences, so cooperation is required." These partnerships are carried out through collaboration between parents and

teachers to achieve optimal student development. HYT also found that partnerships with parents make it easier for instructors to stimulate children's growth. Learning partnerships in schools can also be utilized at home, ensuring continuity of learning and optimizing stimulation for children with special needs.

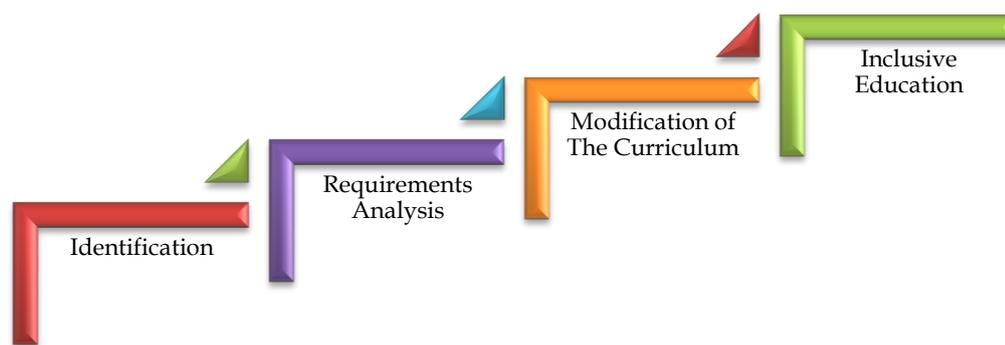
First, collaborative efforts in services for children with special needs, including psychological examinations and counseling from psychologists and doctors. Second, educational cooperation comprises student home visits, teacher meetings, parenting, liaison books, and semester assessments (Report). As the student's guardian, STM supports humanistic-based inclusive education in the institution, especially in guiding our children, including special needs children. With education closer to home, we as parents can directly monitor the development of our children through coordination with the principal, homeroom teacher, or directly with the accompanying tutor. RY also emphasized it as the student's guardian who said that inclusive education services by bringing in psychologists and doctors when providing services to students and when holding parenting styles gave more trust from the community to this institution so that significantly the number of students from year to year was increasing. Indirectly, the management of inclusive education based on humanism significantly influences the institution's progress. With the increasing public trust in the institution, the selling power and competitiveness are increasingly dipping towards the popularity of progress.

### **Humanistic-Based Inclusive Design**

Humanistic-based inclusive design aims to accommodate varied students' learning requirements and hurdles while providing the same service. Madrasah Ibtidaiyah Head Nurussalam says every school has an inclusive education design. Designing education and learning to achieve goals and objectives. In this situation, the institution aims to establish foundations, madrasah heads, instructors, accompanying tutors, guardians, and students in a conducive educational climate for all children, including children with special needs, to develop their potential optimally. Humanistic-based inclusive education design allows students, especially those with special needs, to attend school and learn without focusing on physical, emotional, mental, intellectual, or social issues (Usman, 2017).

HYT said the class was welcoming. According to him, inclusive education addresses kids' diverse learning needs. We start with new students when building inclusive education. When accepting new students, the instructor recognizes those with particular needs, intelligence, physical limitations, etc. This determines learning demands.

The institution's inclusive education program stresses intelligence and development. Departing from the statement of the informant, it can be described the design of humanistic-based inclusive education at Madrasah Ibtidaiyah Nurussalam as follows;



**Figure 1: Humanistic-based Inclusive Education Design**

Figure 1 depicts how student identification is used to establish average and special needs students' input features. Principals and instructors identify direct and indirect learning requirements after student input. Finally, adjust the curriculum to boost student intelligence. The inclusive education curriculum prepares a pattern of learning, mentoring and nurturing by observing the child's barriers. After assessing the standard curriculum, Individual Teaching Programs are created.

### **Implementation of Inclusive Education**

The implementation of inclusive education continues its planning or design; its presentation must be engaging, energetic, creative, and inventive to engage pupils. SKH: "Inclusive education stresses six aspects of child development, including unique and daily needs.

Six-aspect inclusive education uses classical or group techniques. The teacher chose the traditional design since it was easier to absorb the lesson and manage students' placements. The group pattern breaks up monotony and saturation. Exceptional children are invited to join their classmates classically or in groups in regular courses to enable them to work together and mix with typical children without discrimination but with accompanying teachers. Six components of inclusive education boost intelligence. These include special needs students in regular classes. Tutors accompany special-needs children in most activities.

ITQ explains that when the class teacher explains the material thoroughly and then gives directions or instructions to all students according to the material explained, then the task of the accompanying tutor is to repeat the teacher's explanation to the child he is accompanying because the child with special needs has less than the maximum concentration level. Therefore, it is vital to repeat instructions to the special-needs youngster.

By designing learning objectives in special education, learning activities are constructed to optimize all elements of student development. Students are provided flexibility and introduced to new things to broaden their minds with different and exciting learning resources (Fun learning). With pleasant learning, special needs children can grow and develop efficiently. The madrasah

inclusive program, through humanistic-based learning, can answer the concerns of the surrounding community, namely the existence of an educational umbrella for inclusive children. With this policy, the institution's competitiveness is accelerating with the increasing public trust in this institution which is marked by the skyrocketing rate of increase in the number of students from year to year. Not only that, institutional partnerships are increasingly being looked at by various groups, both government and private, to establish partnerships in strengthening inclusive education that is already running.

### **Program Evaluation**

Evaluation is program observation. By evaluating the program, you will know how far it has come (Baharun & Wibowo, 2021). From this review, step-by-step strategies can be established to strengthen inclusive management programs to increase institution competitiveness.

Objective and systematic evaluation. From this evaluation, it can be found that the comparison of the implementation of inputs (inputs), outputs (outputs), and results (outcomes) to the plans and standards. Monitoring yields evaluation outcomes. The evaluation also analyzes the results or products of a series of programs to determine success and next steps (Ita, 2018).

The Head of Madrasah Ibtidaiyah Nurus Salam said; "The evaluation is carried out once a month at a monthly meeting and is attended by the head of the foundation, committee, head, psychologist, teacher, accompanying tutor and guardian of students in order to get an overview of various parties in continuing and monitoring the program that has been implemented. This evaluation can accommodate programs that need to be reduced or added to improve existing programs. Evaluations carried out continuously can correct the gaps that need to be corrected".

The use of appropriate methods is expected to be able to provide stimulation as expected. Services at this institution include educational services and psychological and health services. Funding for student services is different in terms of the level of needs of each child. Financing services for typical children is cheaper than for children with special needs because the intensity of service is different, but the obstacles faced if students come from underprivileged family backgrounds become a joint evaluation in solving this problem. Therefore, the madrasah cooperates with the guardians of students in solving existing problems and evaluating any shortcomings by replacing the program pattern to produce more targeted outputs.

### **CONCLUSION**

The policy of developing humanistic-based inclusive education at Madrasah Ibtidaiyah Nurus Salam must be based on the needs of the internal and external environment so that its development is in line with the government's vision and mission to provide the best service for children with special needs in the environment. Inclusive education policies in madrasah

through humanistic implementation answer the concerns of the surrounding community and become a model solution for education for children with special needs that can be mixed with normal children. This program has a positive impact on society and institutions because the acceptance of children with special needs in formal institutions is still minimal, so this program has implications for increasing public trust in institutions and increasing the existence of institutions in the arena of new institutions so that the competitiveness of institutions is superior to that of other institutions. Inclusive education policies in madrasah through the humanistic application, of course, cannot be generalized to all educational institutions because each institution has a different culture; this can be adapted to the background and characteristics in each institution's environment.

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