



HUMAN RESOURCE MANAGEMENT STRATEGIES IN SUPPORTING INCLUSIVE EDUCATION: A CASE STUDY AT INCLUSIVE SCHOOL OF SENTRA SALSABILA PURWAKARTA

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Abstract:

This study aims to analyze the human resource management (HRM) strategies implemented to support inclusive education at the Inclusive School of Sentra Salsabila Purwakarta. Inclusive education is an approach that emphasizes equal access and learning opportunities for all students, including children with special needs. This research adopts a qualitative case study method, with data collected through in-depth interviews, direct observations, and document analysis. The findings reveal that the Inclusive School of Sentra Salsabila employs several integrated HRM strategies, such as recruiting teachers with expertise in inclusive education, providing regular training to enhance pedagogical competencies, and forming a support team involving educators, parents, and special education consultants. Additionally, the school has established periodic evaluation mechanisms to improve the quality of its educational services. The novelty of this research lies in its collaborative approach to HRM, emphasizing synergy among all stakeholders as the main pillar of inclusivity. These findings offer practical insights for other educational institutions seeking to develop inclusive programs. The study recommends further exploration of the long-term effectiveness of these strategies and their application in diverse educational contexts to strengthen the implementation of inclusive education in Indonesia.

Keywords: *HRM Strategies, Inclusive Education, Inclusive School of Sentra Salsabila*

INTRODUCTION

Inclusive education is a strategic approach to providing equal learning opportunities for all individuals, including those with special needs. Globally, inclusive education has become a key issue in the Sustainable Development Goals (SDGs), particularly Goal 4, which emphasizes inclusive and equitable quality education. In Indonesia, the concept of inclusive education has been integrated into national policies, such as the Ministerial Regulation No. 70 of 2009, but its implementation still faces various challenges.

The success of inclusive education depends not only on the availability of physical facilities but also on the role of competent human resources (HR). Teachers and educators are the primary actors responsible for creating a supportive learning environment. Moreover, the role of HR management in organizing educators, enhancing competencies, and fostering a collaborative work culture is crucial. Without effective HR

management strategies, efforts to realize inclusive education often encounter obstacles (Ainscow, 2020).

The Inclusive School of Sentra Salsabila Purwakarta is one of the educational institutions in Indonesia that has adopted the principles of inclusive education. With a diverse student body, including those with special needs, the institution is committed to providing a welcoming and inclusive educational environment for all. This success is largely attributed to HR management strategies designed to support the diversity and individual needs of students.

Previous research indicates that HR management strategies, including recruitment, training, and competency development for educators, can enhance the effectiveness of inclusive education (Lickona, 1991; Creswell, 2012). However, the implementation of these strategies in local educational contexts, such as the Inclusive School of Sentra Salsabila Purwakarta, requires further exploration. A case study approach offers an opportunity to understand how these strategies are applied in practice.

This study aims to analyze HR management strategies at the Inclusive School of Sentra Salsabila Purwakarta in supporting the implementation of inclusive education. It focuses on the recruitment of educators, competency development, and efforts to create a collaborative work culture that underpins the success of inclusive education. Additionally, this study identifies the challenges faced by the institution and the solutions that have been implemented to address them.

This article is expected to provide both theoretical and practical contributions to the development of inclusive education in Indonesia. Theoretically, it offers a model of HR management strategies relevant to educational institutions committed to inclusivity. Practically, the findings of this study can serve as a guide for other educational institutions in improving the quality of inclusive education through structured and diversity-oriented HR management approaches.

RESEARCH METHODS

This study employs a qualitative approach with a case study design to analyze human resource management (HRM) strategies in supporting the implementation of inclusive education at the Inclusive School of Sentra Salsabila Purwakarta. This design was chosen as it allows for an in-depth exploration of the phenomena occurring in the institution, including HRM practices and their impact on the inclusive learning environment.

The research was conducted at the Inclusive School of Sentra Salsabila Purwakarta. The research subjects included the School Manager, Principal, Teachers, Administrative Staff, and Parents of Students directly involved in the inclusive education program. Participants were selected purposively to ensure the data collected was relevant to the research focus.

Data were collected using in-depth interviews, participatory observation, and document analysis. Thematic analysis was employed, starting with an in-depth reading of the data to identify patterns and key themes. This process involved categorizing the data into relevant themes, such as educator recruitment, competency development, strengthening a collaborative work culture, and challenges in implementing inclusive education.

Triangulation was applied to ensure data validity by cross-verifying information from multiple sources (interviews, observations, and documentation). Additionally, member checking was conducted, where participants reviewed the interview findings to ensure the accuracy of data interpretation based on their experiences.

This study was limited to a single site, the Inclusive School of Sentra Salsabila located in Purwakarta Regency, West Java. Consequently, the findings cannot be generalized to broader contexts. However, they provide valuable insights for other educational institutions aiming to develop HRM strategies to support inclusive education. Through this approach, the study aims to provide a comprehensive

understanding of the HRM strategies implemented and their contributions to fostering an inclusive educational environment.

RESULTS AND DISCUSSION

A. Results

This study identified three main human resource management (HRM) strategies implemented by the Inclusive School of Sentra Salsabila Purwakarta to support inclusive education: (1) competency-based recruitment of educators, (2) implementation of continuous training, and (3) development of a collaborative work culture. These strategies not only provide a strong foundation for implementing inclusive education but also reflect an innovative approach to HRM in addressing the needs of students with special needs.

1. Competency-Based Recruitment of Educators

The institution applies a recruitment policy that emphasizes skills, experience, and empathy toward student diversity. The recruitment process includes case-based interviews to evaluate candidates' ability to handle inclusive learning situations. Documentation revealed that 75% of educators recruited in the past five years had undergone training related to inclusive education. This ensures that educators possess not only technical competence but also mental readiness to embrace student diversity.

2. Continuous Training to Enhance Educator Competence

Regular training conducted every semester is a key element in HR development. Training topics include differentiated teaching methods and empathy-based communication strategies to support students with special needs. Interviews with training participants indicated that teachers felt more confident in designing learning activities tailored to individual student needs. Classroom observations also showed improvements in teacher-student interactions, particularly in providing personalized support for students with special needs.

3. Development of a Collaborative Work Culture

A collaborative work culture is fostered through the establishment of learning support teams, consisting of teachers, administrative staff, and counselors. These teams design inclusive learning strategies and regularly evaluate student progress. Additionally, involving parents in regular meetings and joint discussions has positively impacted creating a synergistic relationship between the school and families. This approach reinforces a collective sense of responsibility in supporting inclusive education.

B. Discussion

The HRM strategies implemented by the Inclusive School of Sentra Salsabila Purwakarta reflect a holistic approach to managing human resources in support of inclusive education. The competency-based recruitment strategy reinforces Ainscow's (2020) findings, which emphasize that the success of inclusive education begins with selecting educators who understand diversity. By incorporating empathy as a selection criterion, the institution demonstrates innovation in building a team of educators who are not only professional but also socially conscious.

Continuous training emerges as a key element in maintaining relevance and enhancing educator competence. This study demonstrates that training programs emphasizing empathy and individual assessments have a direct impact on the quality of learning. This aligns with Creswell's (2012) assertion that contextualized training improves the effectiveness of inclusive education programs.

The collaborative work culture further supports Lickona's (1991) concept of the importance of synergy among stakeholders in creating an inclusive learning environment. Parental involvement not only boosts the confidence of students with special needs but also provides significant emotional support.

This study introduces several novel elements:

1. Empathy-Based Recruitment Policy

Unlike previous studies that focused primarily on academic qualifications, the Inclusive School of Sentra Salsabila Purwakarta includes empathy as a key

criterion for selecting educators. This policy reflects a humanistic approach to HR management for inclusive education.

2. **Parental Involvement in Learning Support Teams**

The formation of learning support teams involving parents as integral members represents an innovation rarely addressed in prior research. This approach demonstrates a more inclusive and holistic collaboration in supporting student development.

The HRM strategies at the Inclusive School of Sentra Salsabila Purwakarta prove that value-driven approaches, continuous training, and collaborative efforts effectively support the implementation of inclusive education. These findings contribute significantly to the development of HRM models relevant to inclusive educational institutions, particularly in the Indonesian context.

CONCLUSION

This study concludes that the Inclusive School of Sentra Salsabila Purwakarta has effectively implemented human resource management (HRM) strategies to support inclusive education. The primary strategies include competency-based recruitment of educators, continuous training to enhance educator capacity, and the development of a collaborative work culture involving educators, administrative staff, and parents.

The implementation of empathy-based recruitment policies stands out as an innovative approach, successfully building a team of educators with high adaptability to student diversity. Additionally, training programs focused on adaptive teaching methods have shown significant impact in improving the quality of learning in inclusive classrooms. The collaborative work culture, which engages all stakeholders, including parents, has fostered a supportive learning environment for the growth and development of students with special needs.

These findings underscore the importance of a holistic approach to HRM in achieving inclusive education. The strategies adopted by this institution can serve as a model for other educational institutions in developing similar policies.

As a follow-up, external support from the government and non-governmental organizations is needed to strengthen training programs and provide more adequate supporting facilities. Future research could broaden the scope by examining the implementation of similar strategies in various educational contexts to identify broader success factors and challenges. Longitudinal studies are also recommended to measure the long-term impact of these strategies on the quality of inclusive education.

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