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#3574 Summary

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Submission

Authors	Abdul Mu'is, Hasan Baharun, Suwandi Suwandi		
Title	Humanistic based Inclusive Education Management in Madrasah: Policy Review		
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Title and Abstract

Title	Humanistic based Inclusive Education Management in Madrasah: Policy Review
Abstract	

This study aims to analyze inclusive education management policies in madrasah by applying humanistic-based learning at Madrasah Ibtidaiyah Nurul 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 Nurul 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

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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.

Indexing

Academic discipline and sub-disciplines	Educational Management; education; Islamic; Policy, Inclusive Education, Humanistic
Keywords	Policy, Inclusive Education, Humanistic
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Supporting Agencies

Agencies —

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KEY WORDS

Management, Education, Public Relation, Quality, Human Resources, Costs, Curriculum, Teacher, Communication, Leadership, Evaluation, Planning, Organizing, Actuating, Controlling, Islamic, Student, Policy, School

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Al-Tanzim : Jurnal Manajemen Pendidikan Islam

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KEBIJAKAN PENDIDIKAN INKLUSIF DI MADRASAH: APPLYING PEMBELAJARAN BERBASIS HUMANISTIK

Abstrak

Penelitian ini bertujuan untuk menganalisis tentang kebijakan pendidikan inklusif di madrasah melalui *applying* pembelajaran berbasis humanistik. Penelitian ini menggunakan pendekatan kualitatif. Teknik analisis data berupa reduksi data, display data, dan gambaran atau kesimpulan. Penelitian ini dilakukan pada lembaga madrasah ibtidaiyah (MI) Nurussalam Sambirampak Kidul, Kotaanyar, Probolinggo. Guna mendapatkan gambaran tentang kebijakan pendidikan inklusif berbasis humanistik peneliti melakukan observasi langsung di lapangan, interview dilakukan terhadap kepala sekolah, guru, tutor dan wali murid MI Nurussalam. Hasil penelitian menunjukkan bahwa; pertama, lembaga MI Nurussalam menggunakan kebijakan pendidikan inklusif dalam guna menampung anak didik berkebutuhan khusus dengan mengaplikasikan basis humanistik. kedua presentation dilakukan dengan cara *Learning Analysis*, Desain Pendidikan Inklusif, Implementasi Pendidikan Inklusif, Evaluasi Program. Implikasi yang diperoleh pada kebijakan pendidikan inklusif berbasis humanistik mampu memberikan naungan pada anak yang memiliki kebutuhan khusus sehingga mampu mengembangkan pengetahuannya melalui kebijakan yang ada disekolah.

Kata Kunci : Kebijakan, Pendidikan Inklusif, Humanistik

Abstract

This study aims to analyze and examine inclusive education policies in madrasah through humanistic-based learning. This research uses a qualitative approach. Data analysis techniques are data reduction, data display, and an overview or conclusion. This research was conducted at the Madrasah Ibtidaiyah (MI) Nurussalam Sambirampak Kidul, Kotaanyar, Probolinggo. Researchers directly observed the field to get an idea of the humanistic-based inclusive education policy. Interviews were conducted with school principals, teachers, tutors, and guardians of MI Nurussalam students. The results showed that the MI Nurussalam institution first used an inclusive education policy to accommodate students with special needs by applying a humanistic basis. The second presentation was conducted using *Learning Analysis*, Inclusive Education Design, Inclusive Education Implementation, and Program Evaluation. The implications of the humanistic-based inclusive education policy can provide gifts to children with special needs to develop their knowledge through existing policies in schools.

Keywords: Policy, Inclusive Education, Humanistic

PENDAHULUAN

Pendidikan inklusif suatu pendidikan yang menampung semua murid dari berbagai kalangan dan memberikan kesempatan yang sama pada setiap anak untuk belajar di dalam kelas, tanpa harus membeda-bedakan jenis kelamin, kecerdasan, sifat, fisik maupun psikis (Hanur & Avif, 2018). Pendidikan inklusif bertujuan untuk memanusiakan dan melawan sikap diskriminatif terhadap lembaga sekolah yang menolak menerima anak berkebutuhan khusus (Akrima, 2019).

Pendidikan inklusif dipahami sebagai pendidikan yang berusaha mengkolaborasikan dengan berbagai perbedaan antara siswa (termasuk anak berkebutuhan khusus) dan siswa normal. Secara konseptual dan paradigma, pendidikan bersifat inklusif menerima setiap siswa dan menghindari label negatif dan berperan dalam operasinya melibatkan pihak-pihak terkait (Agustin, 2016). Pendidikan inklusif dalam hal ini mencakup sistem pengajaran yang menggabungkan anak berkebutuhan khusus dengan anak normal dan menggambarkan setengah atau seluruh waktu belajar siswa berkebutuhan khusus di kelas reguler (Tarnoto, 2016).

Melalui pendidikan inklusif maka semua anak didik dapat tertampung dilembaga yang sama dan memiliki hak yang sama dalam memperoleh pendidikan. Jalur sekolah yang menerapkan kebijakan pendidikan inklusif menjadi payung bagi semua masyarakat untuk memiliki hak yang sama dalam mendapatkan pendidikan anaknya walaupun memiliki perbedaan dari anak didik pada umumnya.

Pentingnya kebijakan inklusi dilakukan di madrasah khususnya MI Nurussalam sebab dilingkungan lembaga ada beberapa anak berkebutuhan khusus (ABK) yang membutuhkan bimbingan dan pendampingan secara khusus dan intensif, akan tetapi lokasi dari sekolah luar biasa (SLB) tempat sekolah anak ABK sangat jauh, sehingga mereka anak ABK kurang penanganan dan di didik apa adanya yang berakibat pada lambatnya perkembangan. Kebijakan pendidikan inklusif sangat diperlukan pada lembaga ini dengan guna penanganan terhadap anak inklusi khususnya dengan memberikan penekanan humanistik yakni salah satu pendekatan atau aliran dari psikologi yang menekankan kehendak bebas, pertumbuhan pribadi, kegembiraan, kemampuan untuk pulih kembali setelah mengalami ketidakbahagiaan, serta keberhasilan dalam merealisasikan potensi dalam diri anak didik.

Pendidikan yang menekankan pada kebutuhan anak sangat diperlukan pada era ini dimana pada zaman ini banyak lembaga-lembaga yang bertebaran namun berkiprah tanpa memikirkan kebutuhan yang sesuai dengan anak didik (Koowuttayakorn, 2018). Pendidikan humanistik berorientasi pada peserta didik (student center) dimana terjadi interaksi yang baik antara guru dan peserta didik yang menghasilkan perubahan perilaku. Perubahan perilaku tersebut dapat terlihat dalam hal pengetahuan, afektif, maupun psikomotor (Mahendra & Febriani, 2019). Humanistik yang artinya menekankan pada kebutuhan dan minat anak sehingga mereka tahu akan kemampuan diri mereka sendiri dalam menghadapi kesulitan dan mampu menyelesaikan permasalahan yang dihadapinya (Pratiwi & Nurhidayati, 2017).

Dengan memberikan iklim yang baik yakni disesuaikan pada kebutuhan anak didik maka masyarakat akan semakin memandang baik terhadap lembaga (Kusumawati, 2021). Oleh karena itu, lembaga pendidikan, pemimpin maupun guru harus mampu membuat strategi yang mampu menciptakan iklim lembaga yang dinamis dan responsif terhadap kemajuan kebutuhan dan minat anak didik (Baharun et al., 2021). Apalagi dalam era milenial ini prioritas utama yang

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