



Analysis of facilities management on inclusion education school in Batu City

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Abstract: Facilities and infrastructure in inclusive schools are the same as schools in general, friendly to all, equipped with accessibility that can help facilitate mobility and do not endanger students with special needs. This study aims to analyze the management of facilities and infrastructure at schools providing inclusive education in Batu City. The qualitative research design used a descriptive qualitative approach. The research was conducted in 3 schools providing inclusive education. Data was collected through observation, interviews, and documentation to the principal and special assistant teachers. The availability of facilities and infrastructure for schools that provide inclusive education is quite complete in Batu City, but still has many shortcomings such as lack of resource space, school accessibility and lack of supporting learning media for children with special needs. Inequality of learning media tools, the lack of books in the library, and the unavailability of an improper storage warehouse. With the lack of availability of learning facilities and infrastructure for children with special needs, it cannot be carried out optimally.

Keywords: School facilities, infrastructure, inclusive.

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INTRODUCTION

Education is an effort made by the government in an effort to achieve national goals, namely the intellectual life of the nation as well as to improve the quality of human resources. To achieve this goal, the implementation of education needs to be well regulated and directed so that in its implementation it does not deviate from the previously set goals. With adequate education, poverty in the people of the country can be replaced into prosperity. Education in Indonesia itself requires the involvement and participation of all parties involved in it such as parents, teachers, school principals, the community and also the students themselves. All children are eligible to participate in compulsory education determined by the government. **Zirkel (2010)** describing children who need special teaching are required to receive education that is appropriate and equal to the education of other regular children.

One of the constitutional rights regulated in the 1945 Constitution of the Republic of Indonesia, namely the constitutional rights of persons with disabilities. The constitutional rights of persons with disabilities need to be regulated both in the constitution and in laws which aim not only to guarantee the fulfillment of the rights and needs of persons with disabilities, but also to give the government and society a responsibility to play a more active role in protecting the dignity and worth of persons with disabilities. Dignity of persons

with disabilities in the discussion of inclusive education, teachers play an important role in making inclusive education itself word ([Odebiyi, 2016](#)).

According to [Amka \(2020\)](#) describes in his book educational facilities are all facilities that directly and support the educational process, especially the teaching and learning process, both movable and immovable so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently. While educational infrastructure is a facility that does not directly support the course of the education or teaching process, such as yards, gardens, school parks, roads leading to schools, but is used directly for the teaching and learning process, such as school gardens for teaching biology, school grounds as well as component sports fields. it is an educational infrastructure.

Completing educational facilities is a key to the success of inclusive education in schools. Complete facilities and infrastructure can support the effectiveness and efficiency of achieving educational goals in schools. The completeness of these facilities and infrastructure must be adjusted to the standard of facilities and infrastructure set by the government ([Wedyawati & Lisa, 2018](#)). In government regulations No. 19 of 2005 concerning national education standards, the standard of facilities and infrastructure is defined as the national standard of education relating to minimum criteria regarding study rooms, places to exercise, places of worship, libraries, laboratories, workshops, places to play, places to be creative and resources other learning ([Sumarsih et al., 2018](#)).

A brief description of inclusive education is education that is friendly for all children, with an education service system that requires children with special needs to study in nearby schools in regular classes with friends of their age. Inclusive education is also one of the national policies in the context of completing compulsory basic education. Inclusive education is held in all educational channels, both formal, informal and non-formal. The enactment of these regulations requires schools to make adjustments both in terms of curriculum, educational infrastructure, and the learning system that is carried out. The facilities and infrastructure to support inclusive education are slightly different from the facilities and infrastructure for ordinary schools. In inclusive education requires several special facilities and infrastructure to facilitate the learning process, especially for children who have special needs. These tools include books with "braille" letters, embossed ceramics, motor therapy tools, computers with special applications, special rooms, and so on [Herawati, \(2016\)](#).

Anjarsari (2018) explains that there are still children with special needs who do not go to school and do not receive education, educators at inclusive schools have not made modifications, omissions, substitutions and duplications on learning materials, strategies and learning media in the inclusive education service class model. [Wijastuti et al., \(2020\)](#) describes an analysis of the position of Vygotsky's theory in the application of inclusive education in the Proximal Development Zone concept focused on how children build knowledge according to their culture and way. inside and outside according to its own nature. The concept of "Soul

Freedom" and ZPD, harmonized in terms of cognitive and children's efforts to acquire the concept of knowledge in the implementation of education in the classroom.

Inclusive education programs in elementary schools are successful if they are supported by professional human resources in carrying out school operations. The principal's program in implementing inclusive education is implemented in providing training to teachers, accepting special needs students modifying the curriculum and seeking school facilities and infrastructure according to the needs of participants. According to [Amka \(2020\)](#) inclusive education providers state that in general there are four (4) management functions that are widely known to the public, namely (1) planning functions, planning for educational facilities and infrastructure needs depending on the type of educational program and the goals set. (2) Organizing is a series of activities to provide school education facilities and infrastructure in accordance with needs, both in terms of type and specifications, quantity, time and place with accountable prices and sources. (3) Direction and use (directing), the use or use of educational facilities and infrastructure in schools is the responsibility of the principal at every level of education. For the smooth running of these activities for school principals who have representatives in the field of facilities and infrastructure related to the handling of these facilities and infrastructure. And finally (4) the function of control and supervision (controlling) is an activity of observing, examining, and evaluating the implementation of the administration of educational facilities and infrastructure.

There are many examples of schools providing inclusive education in Indonesia, one of which is in the city of Batu, namely Muhammadiyah elementary School 4 Batu, Punten Elementary School 01 Batu, and Junrejo Elementary School1 Batu. For the fulfillment of inclusive education facilities and infrastructure in schools, the Special Allocation Fund, General Allocation Fund and School Operational Costs come from the State Revenue and Expenditure Budget. Researchers want to know the availability of facilities and infrastructure for inclusive school organizers in the city of Batu. And what are the obstacles and solutions in managing facilities and infrastructure in schools providing inclusive education?.

This research was conducted to determine the management of facilities and infrastructure of schools providing inclusive education in Batu City. This study provides information to the public that infrastructure is needed for children with special needs. Theoretical benefits in this research are for information or study material/enriching scientific treasures about management to improve the quality of education, especially inclusive education management.

Research related to infrastructure management was also carried out by [Efendi et al., \(2018\)](#) stating that the results showed that the management of school education infrastructure was quite good in terms of implementation, evaluation and overcoming the obstacles that arise. However, in the planning aspect: students, special tutors, facilities, and infrastructure are not optimal. The existing obstacles are the lack of facilities and infrastructure from the government as well as the shortage of special tutors. Efforts to overcome barriers to children with special needs are maximizing the assistance of regular students,

educators, and education staff. In previous studies, only one school was analyzed, but in this study, there are inclusive schools in Batu City. In previous studies, only analyzing infrastructure, while in this study, apart from analyzing infrastructure, constraints and solutions to problems that occur in schools. In this study, the renewables found classifying infrastructure based on children with special needs.

METHOD

The research design used is qualitative research using a descriptive approach. The subjects in this study were the Principal and Special Assistant Teachers totaling 6 people. The research location was conducted in 3 primary schools providing inclusive education in Batu City, Muhammadiyah Elementary School 4 Batu, Punten Elementary School 01 Batu, and Junrejo Elementary School 1 Batu. This type of research uses qualitative research. Data collection techniques were carried out through observation, interviews, and documentation. Interviews were conducted directly with the respective principals, vice principals in the field of sarpras and special assistant teachers. Interviews were conducted based on the interview instrument. Interviews were conducted for 2 meetings. At the first meeting discussed the management of school facilities and infrastructure to provide inclusive education, the second meeting discussed solutions and obstacles to managing school facilities and infrastructure providing inclusive education. Observations in the form of observing the availability of school facilities and infrastructure, and documentation in the form of photos of ongoing interviews and school inventory data. This research collaborates with school principals, vice principals in the field of infrastructure, special assistant teachers and researchers as implementers. This research was carried out in mid-September 2021 to early October 2021 by coming directly to inclusive education providers in Batu City. The data analysis technique used in this research is induction data analysis technique, induction is defined as the process of drawing conclusions based on one or two facts or evidence. Induction data analysis researchers collect data and conclude.

RESULTS AND DISCUSSION

Result

Inclusive education facilities and infrastructure are hardware and software used to support the successful implementation of inclusive education in schools. In essence, all educational facilities and infrastructure in certain educational units can be used in the implementation of inclusive education, but to optimize the learning process it is necessary to provide accessibility for the development of the mobilization of children with special needs.

1. Facilities and Infrastructure at Muhammadiyah Elementary School 4 Batu

The management of school facilities and infrastructure that provides inclusive education in Batu City, especially at Muhammadiyah Elementary School 4 Batu provides a special room for students with special needs. The space is still under construction, so it cannot be used yet. It is planned that all children with special needs are made to carry out learning according to the needs of each student. In the classroom,

students with special needs are provided with definite tables and chairs. Adapting to the needs of each student. The school facilities and infrastructure are described in the following table 1.

Table 1. Facilities and Infrastructure Muhammadiyah Elementary School 4

No	Facilities	Availability	Infrastructure	Condition/ Amount
1	School Furniture	Complete	Classroom	Good / 17
2	Lesson tools	Complete	Library room	Good / 1
3	Instructional Media	Complete	Canteen	Good / 1
			Skill Room	Good / 1
			Student Toilet	Worthy / 2
			Teacher's Toilet	Worthy / 1
			Principal's Office	Worthy / 1
			Teacher's Room	Worthy / 1
			Mosque	Worthy / 1
			School Health Unit	Good / 1

Students with learning difficulties and mild down syndrome use ordinary desks and chairs like normal children in their class. The Muhammadiyah Elementary School 4 Batu building consists of several levels. The stairs that are used as access to the next floor are made with a two-lane system, namely the left path to go up and the right lane to go down. The ladder is divided by a line that divides the width of the ladder. It also anticipates students with special needs to facilitate access to upper classrooms. In addition, this school also has a toilet with two types of cupboards, namely a sitting closet and a squat toilet for urinating and defecating.

Learning tools include special learning media depending on the material being taught and the needs of the students being taught. However, for students who have special needs with learning disorders or slow learners and mild down syndrome, they use learning media with normal children in their class, it's just that the way of teaching is slightly different. They need more special assistance and attention than other normal children. Eelemtry school Muhammadiyah 4 Batu provides a special room for students with special needs. The room is located on the 2nd floor, but the room is still under construction, so it cannot be used yet. It is planned that all children with special needs are made to carry out learning according to the needs of each student.

2. Facilities and Infrastructure at Punten Elementary School 01 Batu

Punten Elementary school 01 Batu certainly has adequate facilities and infrastructure in implementing inclusive education, in providing the existing facilities and infrastructure at Punten Elementary school 01 Batu from the Special Allocation Fund, General Allocation Fund and School Operational Costs. sourced from the State Revenue and Expenditure Budget, Regional Revenue and Expenditure Budget and others. In planning the determination of the need for facilities and infrastructure at Punten Elementary school 01 Batu, it is carried out after the new academic year by reporting to the education office. Facilities and infrastructure have an important role in learning to assist students in learning and provide comfort during the learning process. For this reason, that School itself has several infrastructures such as classrooms, principal's room, teacher's room, library, prayer room, toilet, and reading garden. There are many facilities at school such as

benches, tables, cupboards, bookshelves, blackboards, computers, textbooks, supporting books, teacher handbooks, story books, science teaching aids, social studies teaching aids, various kinds of facilities. musical instruments, various costumes, prayer equipment, carpets, and various facilities for sports such as ball, table tennis, wicket, net volley, and many other facilities that have an important role to carry out learning at School.

Table 2. Facilities and Infrastructure at Punten Elementary School 01 Batu

No	Facilities	Availability	Infrastructure	Condition/ Amount
1	School Furniture	Complete	Classroom	Good / 15
2	Lesson Tools	Complete	Library room	Good /1
3	Educational Media	Complete	Laboratory Skill Room Toilet Principal's office Teacher's room prayer room Reading Garden	Good /1 Good /1 Good /1 Worth/ 2 Worth/1 Worth/1 Worth/1 Good/1

There are also facilities and infrastructure specifically for students with special needs, namely, in a special class for children with special needs there are 2 rooms, the first room is for carrying out learning and the second room is a black room and special glass is used when there is a hyperactive students with special needs, tantrums or can't control himself, the point of being put in this special room is so that the special needs students doesn't hurt his other friends and there is also a set of chairs for hyperactive students at Punten Elementary School 01 Batu.

3. Facilities and Infrastructure at Junrejo Elementary school 1 Batu

Availability of facilities and infrastructure at Junrejo Elementary School has adequate facilities and infrastructure conditions such as classrooms, principal's room, teacher's room, library, teacher and student toilets, prayer rooms/facilities of worship, school health unit room, and canteen with good conditions. good. In the classroom, equipment such as chairs, tables, blackboards, and various teaching aids are provided to support the teaching and learning process. A neat arrangement of seating positions helps students feel comfortable in the classroom during the teaching and learning process. The existing infrastructure at Elementary School Junrejo 1 is quite complete, such as student chairs, student desks, student chairs, cupboards, teacher desks, teacher chairs, blackboards, guest chairs and sinks. There is also a source room or own room for which is used for student potential development activities. Data on infrasstructure and facilities at elementary school 1 Junrejo are describe in the following table 3.

Table 3. Facilities and Infrastructure at Junrejo Elementary School 1 Batu

No	Facilities	Availability	Infrastructure	Condition/Amount
1	School Furniture	Complete	Classroom	Good / 17
2	Lesson tools	Complete	Library room	Good /1
3	Media	Complete	Canteen	Good /1
			Skill Room	Good /1
			Student toilet	Worth/ 2
			Teacher's Toilet	Worth/1
			Principal's office	Worth/1
			Teacher's room	Worth/1
			Mosque/Means of Worship	Worth/1
			School Health Unit	good/1

4. Inclusive Activities in Schools

In learning activities for children with special needs, there are several kinds of implementation. There are learning activities for children with special needs that are taught by teachers from schools and use assistance from psychologists and collaboration with parents. Like children who are deaf, they use the help of PLB during their learning activities in their pronunciation or delivery. Other children with special needs, such as autism, slow learners, concentration disorders, down syndrome, Attention Deficit Hyperactive Disorder (ADHD) and physical disability, learn directly from special assistant teacher. In the process of identifying students with disabilities, special assistant teacher at Junrejo Elementary School 1 Batu uses an assessment that is carried out every new school year, which is seen from the results of report cards and collaboration with psychologists ([Efendi et al., 2018](#)).

[Nour Halisa & Annisa \(2020\)](#) describes the implementation of inclusive education programs in schools which is divided into 2 stages, namely the preparation stage and the implementation stage. The preparation phase refers to the Government program and the implementation phase refers to the availability of infrastructure, teachers and curriculum. At the time we interviewed related to the characteristics of children with special needs. Special assistant teacher explains that there are different characteristics. It is through these different characteristics that special assistant teacher use their learning strategies [Diahwati et al. \(2016\)](#). Special assistant teacher when delivering material or information to deaf children use their mother tongue. There is also a child who has down's syndrome named Ahmad, this student feels that when he learns he must eat first after that he wants to learn. There are activities carried out outside of learning, namely drawing. There are several special needs students who have potential and talent, namely drawing and making storylines in the process of making picture story books, such as deaf and autistic children. A deaf child named Fatma has a high intelligence quotient and has a talent for drawing and an autistic child has a talent for making ideas for making illustrated storylines.

Classroom management in inclusive schools is an integral part of the professional abilities that a teacher must possess, which are the basic skills of teachers in inclusive schools to create favorable and enjoyable conditions for students and healthy learning discipline. [Sunhaji \(2014\)](#) describes the learning process always

takes place in a classroom scene, the classroom scene needs to be created and developed into a vehicle for effective learning that affects the teacher's ability to manage classes in the inclusive school itself.

Children with special needs normally placed in Special Schools can now attend regular schools in the inclusive education system. [Fitria \(2012\)](#) describes the implementation of inclusive education in learning that is carried out quite well, but the obstacles are that teachers have used various methods and the lack of cooperation with classroom teachers and special tutors. The important key in the learning process that takes place is collaboration between parents, teachers, and students well. If communication between parents and children with special needs is good, the learning process will be good too, if communication between parents and children with special needs is not good, such as the lack of attention from parents to children with special needs, it will be difficult to follow the learning process with teachers as in slow learner children get attention from parents so that when learning with the teacher the child is difficult to receive information from the teacher ([Melani et al., 2019](#)).

There were also treatments carried out by special assistant teacher at Junrejo Elementary School 01 Batu before the pandemic, namely full inclusion (in the classroom with the class teacher), mentoring in the classroom, in general classes but there were class teacher assistants), and resource rooms (learning in their own room only if the students are ready for their learning to be transferred to the general class). Special Needs Students Learning process is carried out when Face-to-face meeting teachers make magic books, home visits, habituation of therapy at home. Magic books are shaped like student worksheets, home visits are carried out by teachers to come directly to the homes of children with special needs, habituation of therapy at home is carried out such as instilling positive behaviors that children with special needs usually do in their daily activities. The learning process is carried out once a week and one child with special needs is mentored a day.

5. Learning Media in Inclusive Schools

Learning media for children with special needs in inclusive schools does require a little more infrastructure for schools that provide inclusive education. From the umpteenth schools providing inclusive education, it is still found that the teaching media used in class with regular children makes inclusive students experience confusion. [Hanley et al. \(1988\)](#) describes the technical learning media for students with special needs in inclusive schools should be in accordance with the assessment or more abilities possessed by children, so that the school becomes a place for them to develop their creativity and activities as much as possible.

Teachers at inclusive schools in Batu City create and develop multimedia learning in the classroom with special students, the learning media developed must have characteristics such as being interactive, covering various media components, namely text, images, animation, sound, and video. and in terms of learning aspects, materials and media and the percentage of students in the class who achieve learning mastery after using the learning multimedia provided by the teacher ([Priyanto, 2009](#)).

Discussion

1. Management of School Facilities and Infrastructure for Inclusive Education provider in Batu City

The component of facilities and infrastructure in the inclusive education system is one of the components that is important to see the characteristics of children with special needs, the educational facilities and infrastructure needed of course adjust to the needs of children. From the results of the research described above, inclusive schools in Batu include Muhammadiyah Elementary School 4 Batu, Punten Elementary School 01 Batu, and Junrejo Elementary School 01 Batu. Overall, the completeness of the facilities and infrastructure is adequate in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 33 of 2008 concerning facilities and infrastructure for elementary schools. In addition to school components such as land, buildings, offices, school buildings and so on, specific tools are also needed such as special rooms for low vision children, soundproof rooms for deaf children, various kinds of teaching aids for autistic children and learning aids that are all of which are expected to support children to learn effectively and maximally. [Firda \(2020\)](#) describes the facilities of schools that provide inclusive education in supporting children's learning processes, and the advantages of additional facilities provided to children greatly support the growth of talents or abilities of children with special needs in inclusive schools.

Facilities and infrastructure in inclusive schools are the same as schools in general, friendly to all, equipped with accessibility that can help facilitate mobility and do not endanger students with special needs. [Darma & Rusyidi \(2015\)](#) explains that the implementation of inclusion schools in Indonesia is still not in accordance with the concepts put forward and implementation guidelines, both in terms of students, teacher qualifications, facilities and infrastructure, parental and community support. Inclusive education management as described by [Agustin \(2017\)](#) the implementation of inclusive education management can be seen from the number of students with special needs in which 1 class of students with special needs is a maximum of 2 people, and the availability of infrastructure such as resource rooms and special assistant teachers.

The management of school facilities and infrastructure is carried out by the principal together with the waka of school facilities and infrastructure, and the teacher council, school committee in making needs analysis and priority scale, so that the learning process in inclusive schools goes well. In the procurement of facilities and infrastructure for waka facilities and infrastructure, each school manages with an inventory to record all facilities and infrastructure such as a record book for purchasing facilities and infrastructure, a record book for the abolition of facilities and infrastructure and goods cards. [Shofa \(2018\)](#) describes student admissions with inclusive arrangements that must understand children with special needs, prepare human resources, prepare learning systems, and report child development, provide facilities and infrastructure, collaborate with other parties and monitor and evaluate inclusion in schools that provide education. Inclusion

Inventory items are marked with names or numbers arranged according to a certain pattern, making it easier to find them again. For maintenance, namely by showing several school personnel for routine maintenance of facilities and infrastructure and for school residents to continue to increase their concern for maintaining and caring for school facilities and infrastructure so that they have an impact on their own facilities and infrastructure in the long term. School facilities and infrastructure determine whether it is repaired, or a proposal is made to be replaced with a new one to the authorized supervisor. Elimination of school facilities and infrastructure is not carried out arbitrarily, must be passed by fulfilling certain conditions, such as if they are old or heavily damaged, cost a lot of money, are burned, stolen, destroyed due to natural disasters. The elimination process is usually carried out by destroying or selling for those who can still be sold, and the proceeds from the sale will be included in the school treasury.

2. Obstacles and Solutions in the Management of facilities and infrastructure in schools providing inclusive education di Kota Batu

[Darma & Rusyidi \(2015\)](#) describes that inclusive schools are a form of equity and a form of education without discrimination where children with special needs and children in general can get the same education. So far, children with different abilities with disabilities are provided with special educational facilities tailored to the degree and type of disability called special schools. The implementation of inclusive schools for children with special needs should create a pleasant, friendly environment and can foster the confidence of students with special needs in receiving a proper education in accordance with their rights. The reality of implementing inclusive schools in Indonesia is still not in accordance with the concepts stated in the implementation guidelines, both in terms of students, teacher qualifications, facilities and infrastructure, parental and community support.

The problems faced by schools providing inclusive education as described by [Tarnoto \(2016\)](#) are the lack of competence in dealing with students with special needs. Lack of parental awareness of children with special needs, the number of students with special needs in each class, lack of cooperation from various parties such as professional government and the environment. Principals and other school personnel try to carry out their roles optimally by doing various things to provide adequate facilities for the continuity of learning activities in inclusive schools. Sometimes during the activity process there are obstacles in the management of facilities and infrastructure that hinder the learning process. During the research, researchers found several obstacles or obstacles experienced by inclusive education providing schools in Batu City, namely that they were still not optimal, marked by a lack of support from various parties such as the education office and parents, inclusive school facilities and equipment, there were still shortcomings, such as the availability of adequate resource space. inadequate, school accessibility ([Erinta & Budiani, 2012](#)).

The available learning media is not optimal for learning students with special needs. And then the researchers saw the incompatibility of the infrastructure owned by the school with the needs of existing students such as learning tools for Special needs students with other regular students. Then the next obstacle

that the researchers found from the results of the observation was that there was no storage space for goods that were heavily or lightly damaged. Management of facilities and infrastructure is not an easy thing to do. The organizers of inclusive schools in Batu City make maximum efforts to help the education process run according to the desired expectations.

[Yunita et al. \(2019\)](#) explained that there are still many schools that have implemented inclusive education but still provide general treatment or services for inclusive students. In the learning process, teachers play an important role in handling the educational process, the handlers given are good in responding and paying special attention to children with special needs who attend inclusive schools.

The solutions implemented by schools providing inclusive education to face these obstacles include lack of resource space and accessibility, schools propose inclusive education facilities and infrastructure and utilize existing rooms to be used as resource rooms, adding RAM in each school. In storing facilities and infrastructure that are no longer feasible, the school implements a solution, namely by creating an empty space using insulated plywood and used to store facilities that are not suitable for use.

CONCLUSION

The availability of facilities and infrastructure for inclusive education providers is quite complete, but still has many shortcomings such as lack of resource space, school accessibility and lack of learning media that supports. Inequality of learning media tools, the lack of books in the library, and the unavailability of an improper storage warehouse. The management of school facilities and infrastructure is carried out by the principal together with the waka of school facilities and infrastructure, and the teacher council, school committee in making needs analysis and priorities. Facilities and infrastructure in inclusive schools are the same as schools in general, friendly to all, equipped with accessibility that can help facilitate mobility and do not endanger students with special needs.

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