

# The Principals' Point of View Toward Challenges for Sustainability of Inclusive Education

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**Abstract**—This study aims to describe the principal's point of view toward challenges for enduring sustainability of inclusive education in Yogyakarta especially in primary education. Data were gathered through closed and opened questionnaire. Then the data analyzed with percentage addresses to qualitative descriptive study. The main respondents are 75 principals which were involved as an executor of inclusive education in Yogyakarta. The results show that components of the principal's challenges are the improvement of teachers' professionalism supporting by 100% respondents: strongly agree category, the principal as a renewal agent in inclusive education supporting by 80% respondents: very effective category, planning to a whole inclusive school with facilities and human resources supporting by 90% respondents: always cultivated. The implication of these results is that the principal needs to encourage teacher professionals in inclusive learning, and strive for facilities and human resources for the implementation of inclusive learning.

**Keywords**—*the principals' point of view; sustainability of inclusive education*

## I. INTRODUCTION

The principal is the main role in the school. That role is in increasing the success of school progress [1]. The success of school progress contributes to improving academic performance of students at school. Improving academic performance is one indicator of school success. Another indicator as a manifestation of the success of the principal is to support the teacher as a member of the school organization to implement the curriculum, learning and assessment. The principal role of the principal needs to be revealed through ideas in develops school. One idea is the perception of moving teachers in schools to reform. Perceptions about the idea of moving teachers need to be investigated, because the idea of teacher movements contributes to school reform. One of the

ideas in facing the challenges of learning reforms is reforming the sustainability of inclusive education.

The sustainability of inclusive education in primary schools needs to be endeavored by the principal. The principal's efforts need to be studied to find out what is urgent to be worked on by the principal. Especially the principal's perception of moving teachers in the continuity of inclusive education.

The principal as the school leader must be able to develop the school. School progress is determined by the ability of school principals to create large strategies to reach effective leaders [2]. Effective strategies from school principals to develop the schools need to also be implemented in elementary schools providing inclusive education. Schools that implemented inclusive education also need school leaders who can understand inclusive education, so that they can lead the implementation of inclusion smoothly and so do led schools that move forward [3]. Understanding of inclusive education underlies the perceptions of school principals in leading inclusive schools. The sustainability of inclusive education in schools faces challenges, namely challenges related to teacher professionalism, the effectiveness of inclusive reforms, and the provision of facilities and resources that support inclusive education.

The principal needs to work on the continuity of the school in the implementation of inclusive education in elementary schools. The effort included: the principal's efforts to develop the implementation of inclusive education in schools, effectiveness in leadership, and efforts to cultivate inclusion in schools. Perceptions of the effort encourage school principals to create strategies so that the achievement of the goals of inclusive education is achieved. Schools with inclusive education models require teachers to be able to conduct learning in an inclusive manner, namely being able to carry out special education, thus stated by Diamanto and Stavroula

[4]. The purpose is to carry out special education, which is to accommodate the special needs of students. Correct perceptions about inclusive education to have implication of the principal is also able to direct school resources to accommodate learning in the field of special education.

The principal to lead a school in implementing inclusive education must create a strategy. The strategy is for effective inclusion of learning programs from schools. Leadership effectiveness includes making the school progress. Likewise, do the effectiveness to lead logically, inclusive, mobilize subordinates, influence, adopt constructive actions, and division of tasks and specialization. Furthermore, principals have carried out inclusive civilization in principled schools on the management of scientific approaches, human approaches, systems approach, bureaucratic approaches, role models, monitoring teacher work, assisting teachers to improve learning, striving for school principals with a child-friendly, diversity and respect for uniqueness. The sustainability of inclusive education in primary schools needs to be endeavored by the principal. The principal's efforts need to be studied to find out what is urgent to be worked on by the principal. Especially the principal's perception of moving teachers in the continuity of inclusive education. Meeting student needs is a problem for teachers. The solution to these difficulties requires continuous professional improvement of teachers and assurance of supervision after receiving training. likewise, the principals must conduct a network to obtain sources of knowledge and collaboration. Demands for the advancement of schools in inclusive education require principals to encourage teachers to improve their professions on an ongoing basis about inclusive learning. The goodness of the research is the right to fulfill student learning needs, on the contrary as teacher difficulties. Increasing the teaching profession to be competent to meet the needs of individual students is a must.

According Meynert [5] emphasized the opinion of Wittaker, Salend, and Enhoweris [6] that the philosophy of inclusion, especially the atmosphere of shared life in school, was among the differences in students from family backgrounds, education, and origin of community members. That philosophy in order to create schools and other institutions respect each other, accept and participate has the recognition to all students in any condition can adjust the curriculum significantly. The implication of the philosophy is that teachers must be able to differentiate learning techniques to accommodate students' unique needs on the basis of strength and weakness. Implementation of learning needs to be collaborative and support services to curriculum differentials. Such conditions must be created by the principal so that teachers can make curriculum differentials. The research advocates for the improvement of the teaching profession in the differentiation of the curriculum.

The role of principals in inclusive education was proposed by Holmberg, Nilsen and Skogen [7] which is could be encouraging teachers to implement education that is individually adapted, increasing knowledge according to what is expected for the implementation of inclusiveness. The principal also has the responsibility of maintaining all businesses that have a differentiated educational perspective for optimizing all students in the school. The principal needs

to be perceived by the principal regarding administrative management, effective routines, and continuous improvement to guarantee the quality and effectiveness of school objectives. This effort mainly embodies the philosophy of inclusive education. Principals need perceptions about the philosophy of inclusive education as the basis for determining the objectives of true inclusive schools.

The principal school in order to maintain the school climate in accordance with the philosophy of inclusive education is also needed to integrate management efforts to improve quality in a sustainable manner [8]. These improvements include trying to change school culture, for example a culture of discipline and increasing student endurance. It is also so that inclusion as an indicator of school quality requires that principals also seek out school culture with an inclusive philosophy. For this reason, the school as an educational organization uses an education management approach, especially management of inclusive education. The management is planning, conducting and evaluating education on an inclusive basis. The strength of the research is that school culture is a factor driving the continuity of inclusion. Weakness lies in the value system efforts that have not been the main perception of the principal.

The effectiveness of the school organization depends on the use of the management approach used, among which can use a scientific approach, human relations approach, relations of behavior theory, system approach, and bureaucratic approach [9]. Expressing the school organization as more important for the learning process should be more appropriate in choosing a management approach that brings organizational effectiveness to the planning, implementation and evaluation of learning. Management that is used uses a human approach. According to Kartono [10] a humane approach based on educational opinion is a manifestation of human culture and for improving the quality of humanity. Quality must be of quality human values, so that the relationship between principals and subordinates in order to build the quality of humanity values.

Describe the perceptions of principals on challenges to the sustainability of inclusive education. The description includes the effort that has been made, the effectiveness of leading, seeking facilities and resources for the continuity of inclusive education. The description of perceptions of the challenges faced is the challenge opinion of the principal's school.

## II. METHODS

The research method uses descriptive qualitative, to find the perception of principals in the implementation of inclusive education in elementary schools in the Special Region of Yogyakarta. The discovery of perceptions is assumed from the conditions in the school that the headmaster can do or try to do. If the conditions indicate that the principal has tried a lot, he is just trying to find aspects that have not been worked on. The instrument was developed with questionnaires compiled from three groups that occurred in the principal, including: the effort that had been made by the principal, the effectiveness of leading the school, and the acculturation of inclusion by the principal

**TABLE I. COMPONENT IS THE PERCEPTION OF THE PRINCIPAL OF THE SCHOOL PRINCIPAL'S RESPONSE**

Number	Perception the school principal	School principal response			
		Very appropriate	Appropriate	Inappropriate	Need information
1	Effort that has been carried out by the principal	Very appropriate	Appropriate	Inappropriate	Need information
2	Effectiveness of leading schools to implement inclusive education	Very effective	effective	ineffective	Need information
3	Civilization of inclusion by the principal	Always	Sometimes	Not yet	Need information

The results of the statement are calculated based on the level of effort, effectiveness, and civilization of inclusion. The number of statement categories is converted into percentage data so that the position of each aspect can be seen in the principal. Low percentage conditions can be interpreted as low perceptions of the principal. The results were to improve the form of leadership and decide on a further leadership model. Likewise, descriptions of percentages need to be completed with reasons stated qualitatively. These reasons are for strengthening the needs of schools to develop inclusive education.

**III. RESULTS AND DISCUSSION**

The results of the research are tabulated in each aspect starting from the efforts made by the principal in leading schools to organize inclusive education from five (5) districts in the Special Region of Yogyakarta. The five districts started from Gunung Kidul, Bantul, Sleman, Yogyakarta City, and Kulon Progo. The statement from the Principal was tabulated with a very appropriate category (V Ac); according (Ac); inappropriate (IA); and need information (NI). It means that you need information because the principal does not know about what is meant by inclusive education. The results are in Table II.

**TABLE II. THE STATEMENT OF PRINCIPAL**

Principal Response	Effort to developed of inclusive education								juml
	SS	%	S	%	TS	%	PI	%	
Gunung Kidul	3	7,5	28	70	1	2,5	8	20	40
Bantul	12	60	8	40		0		0	20
Sleman	1	10	9	90		0		0	10
Yogyakarta City	19	63,3	11	36,7		0		0	30
Kulon Progo	10	100		0		0		0	10
<b>Total</b>	<b>45</b>	<b>40,9</b>	<b>56</b>	<b>50,9</b>	<b>1</b>	<b>0,91</b>	<b>8</b>	<b>7,27</b>	<b>110</b>

Furthermore, the percentage of school principals' statements is accompanied by a description of the need for the continuity of inclusive education. Information is in Table III

**TABLE III. PRINCIPAL STATEMENT SUMMARY:**

The Need	Reasoning	Percentage
Need special staff to handle children with special need	Children with special needs when studying in elementary school (SD) generally need service and the results of the results obtained are maximized	90%
In schools need special assistant teachers	Children with special needs can be handled more optimally by involving class's teachers only	100%
More regular training needs to be held	Children with special needs to get services according to their needs.	100%

Two districts, namely Kulon Progo and Bantul, admitted that they were very effective, and three districts, namely Gunung Kidul, Yogyakarta City, and Sleman, were only effective or mediocre. Thus, Bantul and Kulon Progo are not so crucial in overcoming obstacles, different from the other three districts there are still obstacles to effective leadermodels. The data is in Table IV

**TABLE IV. EFFECTIVENESS OF LEADING SCHOOLS**

Principal school response	The effectiveness to leading								Total
	SE	%	E	%	TE	%	PI	%	
Gunung Kidul		0	2	13,3	1	6,67	12	80	15
Bantul	5	50	5	50		0		0	10
Sleman		0	3	60	1	20	1	20	5
Yogyakarta City	4	26,7	10	66,7		0	1	6,67	15
Kulon Progo	4	80	1	20		0		0	5
<b>Total</b>	<b>13</b>	<b>26</b>	<b>21</b>	<b>42</b>	<b>2</b>	<b>4</b>	<b>14</b>	<b>28</b>	<b>50</b>

The summary statement from the principal as an indicator of the opinion of the challenges faced by the principal. The highest challenge will be the need for 100% teacher professional improvement; 80% lead effectiveness of the highest statement in table 4; and complete resources for 90% inclusive education providers

The perception of principals to advance inclusion education in elementary schools from the results of research in eleven (11) elementary schools in the Special Province of Yogyakarta was varied. The variation is due to variations in the geographical conditions of the school, the ability of school resources, and the competence of teachers to find the needs of students individually and carry out learning with a differentiated curriculum. Answers to opinions from Socuogou, Akalin, and Pinar [11] that teachers in learning inclusive education must be able to, among others: decide on the individual needs of students with special needs; and modifying the regular school curriculum with differentiation of learning shows that it is a challenge for elementary school principals who organize inclusive education. The principal must have a plan and intention to improve the professional teachers who are led in conducting inclusive learning. In order for that competency to be achieved with professionals it is necessary to continually improve the profession, and the principal guarantees supervision as a means of improving the profession to carry out inclusive learning.

The demand for the progress of schools in conducting inclusive education lies in the business of the principal. The principal must act as an agent of reformation with an entrepreneurial spirit. The principal must be faced by the principal, for that the principal must carry out a network to obtain sources of knowledge and collaboration. Sources of knowledge and collaboration to advance inclusive education and motivate teachers in order to improve themselves are able to conduct differentiated learning to accommodate the individual needs of students.

The next challenge is based on advanced suggestions that to advance schools with the paradigm of inclusive education is

the availability of special guidance teachers who stay in a school, especially for elementary schools in Gunung Kidul district. The geographical location of the mountainous Gunung Kidul Regency and the distance between schools that must be taken for a long time need special guidance teachers (GPK) in each school. The suggestion is based on the previous condition that GPK is taken or assisted by teachers who work in special schools / Special Schools (SLB), according to some of the principals who do not fulfill the ideal process of inclusive learning. The expectations of school principals are a challenge as well as advancing schools to become inclusive schools, so that opinions about school principals as motivating leaders of teachers doing learning with individual adaptation, increasing knowledge for the implementation of inclusive is still far from expectations. The challenge that must be taken is to encourage teachers to be able to conduct differentiated learning with continuous improvement of the profession. Likewise, among the suggestions raised were the existence of teacher working groups (KKG) about inclusive education. The KKG collegial group from the teacher on the assessment of inclusive education should be the target of work for school principals to advance inclusive education in school-led.

Furthermore, school facilities and resources so that the implementation of inclusive education can run smoothly should be sought by the principal. The effort is a challenge for the principal to be able to cultivate and mobilize all members of the school organization towards schools with inclusive education. For this reason, it is necessary for the principal to invite all members of the organization in the school to make plans, organize, strategies for achieving school goals, and evaluating. The steps are also accompanied by planning various activities that condition the need for facilities and infrastructure and conditioning cooperation with external parties to go to inclusive schools. Referring to this activity has implications as an effort to show the supervisor of the school supervisor, such as the District / City Education Office about large planning so that the school goes to inclusive schools. The challenge must be realized by the school that various needs of school facilities and resources are sought by showing ideas of progress and development through large school planning.

#### IV. CONCLUSION

The perception of principals to organize inclusive education in the Special Region of Yogyakarta varied in each district. Perceptions of the components sought include: increasing teacher professionalism; the principal as a reform

agent for inclusive education; do inclusive school planning complete with special facilities and resources. The component of lead effectiveness needs to be improved; and inclusive culture in schools needs to be continually sought. Specific perception is to lead the teacher and motivate the teacher to do differentiation learning. The implication of the results of the study is that the model of school leaders needed to provide inclusive education is a leader who also has inclusive educational competencies and has the nature to encourage teachers to carry out learning based on diversity and adaptation to individual needs.

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