



Implementation of Adaptive Management To Improve The Quality of Process Standards In Inclusion Schools

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Abstract

Process standards are needed to improve and improve the quality of education. Inclusive schools as educational units are required to use national process standards, so that problems arise in the learning process for students with special needs. In order to provide equitable education services and to carry out effective and efficient learning, inclusive schools must be able to adapt learning to the needs of students with special needs. This study aims to determine the application of adaptive management in improving the quality of the standard process of inclusive schools. This research was conducted at SDIT Al Aufa Bengkulu City. This type of research is qualitative research, the research informants are school principals, deputy principals and teachers, the number of research informants is 31 people taken using a purposive sampling technique. Data collection is done through interviews, observation, and documentation. Data were analyzed using Miles and Huberman's model. The results of the study can be concluded that the implementation of adaptive management to improve the quality of the standard process of SDIT Al Aufa inclusive schools has been implemented properly, which is carried out in 4 forms of activities, namely: 1) lesson planning, 2) learning implementation, 3) learning evaluation, and 4) supervision learning. The process standards implemented at the SDIT Al Aufa inclusive school use national standards for regular students and school standards for students with special needs. It is hoped that inclusive schools will continue to encourage the development of an adaptive management system in every academic and non-academic process.

Keywords: adaptive management, process standards, inclusive schools

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INTRODUCTION

Process standards that are part of the National Education Standards (SNP) (PP No. 19 of 2005). The SNP includes 1) content standards, 2) process standards, 3) graduate competency standards, 4) educator and education staff standards, 5) facilities and infrastructure standards, 6) management standards, 7) financing standards, and 8) educational assessment standards. To develop the quality of national education, standardization is needed. Process standards are needed to improve and improve the quality of education, in all educational units in the Unitary State of the Republic of Indonesia. (Prasojo et al., 2018) the results of his research concluded that the success of the learning process can increase effective learning outcomes. Process standards make the implementation of education run under the standards set out learning is to be effective if followed by a system that supports



the advancement of education. Education in the era of disruption is faced with various challenges, both internal and external challenges. The internal challenge is that many schools do not meet the eight National Education Standards (NES).

SNP is a guarantee of the quality of the learning process to maintain and improve the quality of learning on an ongoing basis which is carried out internally by educational units to achieve their goals (Syarifah, 2020). Furthermore (Fauzi Fahmi, 2021) give opinion process standards relate to the implementation of learning, which means that the standard educational process contains: 1) how learning should take place and 2) standard educational processes are directed at achieving graduate competency standards. The learning process in educational units that are held interactively, inspiring, challenging, fun, motivating students to participate actively, and provides sufficient space for creativity and independence initiatives under the talents, interests, and physical and psychological development of students. (Depdiknas, 2008) stipulates that each education unit must refer to the process standards under the SNP whose guidelines are regulated in PP No. 32 of 2015 article 9 concerning planning the learning process, implementing the learning process, evaluating learning outcomes, and monitoring the learning process in all educational units. Therefore, each educational unit must refer to process standards that are under the SNP, the guidelines for which are regulated in PP No. 32 of 2015, article 9 concerning planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring the learning process in all educational units, (Puspitasari, 2018).

Inclusive schools are part of educational units which in the implementation of learning must refer to process standards so that the quality of inclusive education can be realized. Inclusive schools are presented to realize an equitable education that must accommodate all children without differentiating based on physical, intellectual, social, emotional, and other conditions of students, inclusive education realizes the implementation of education that respects diversity and is not discriminatory for all students (Zerizghy et al., 2009) (Nurwan, 2019) find research results in its implementation, inclusive schools still encounter many obstacles including namely 1) the local government's commitment to the implementation of inclusive education has not been maximized, 2) there is still a lack of understanding of school principals, teachers, and policymakers in the regions, 3) the human resources in inclusive schools are partially Most students still experience difficulties in conducting academic and non-academic assessments, especially for students with special needs. Obstacles to implementing inclusive schools were also found in research (Gunahardi, 2018) namely the lack of supporting facilities for inclusive schools, and the limited knowledge and skills possessed by teachers in designing inclusive learning.

The difference between inclusive schools and regular schools, based on research results (Riadin et al., 2017) that in inclusive schools there are three aspects that influence the process, namely cognitive, affective and skills aspects, all three of which are manifested in the academic field, which differ between inclusive schools with regular schools, further research results (Utami & Putra, 2020) show that there are things that are different between inclusive schools and regular schools in terms of infrastructure, inclusive schools have at least 3 special rooms to serve the needs of children with special needs, namely: (a) a reflection room, (b)

individual study rooms, (c) consulting rooms, whereas in regular schools this is not the case. (Wahyuhastufi, 2016) also found differences between inclusive schools and regular schools in terms of management of subject matter, in inclusive schools the teacher must provide materials, methods, media that are not the same between children with special needs and normal children. The difference between inclusive schools and regular schools can be seen clearly in the table below:

Table 1. Differences between Inclusive Schools and Public Schools

Inclusion School	Regular School
In terms of the academic field, students with special needs in inclusive schools experience many obstacles in participating in learning, this is due to their abilities and limitations in understanding learning instructions from teachers and their delays in carrying out assignments.	In regular schools, there are relatively no significant problems. Almost all students can follow the lessons designed by the teacher
In terms of facilities and infrastructure, inclusive schools must have at least 3 special rooms, namely: 1) reflection room, 2) individual study room and 3) consultation room	In regular schools, it is sufficient to provide a comfortable study space for students without any special treatment
In terms of the implementation of learning, teachers must manage learning with materials, methods and media that are adapted to the needs of students with special needs	In regular schools the implementation of learning is generally managed according to national education standards (SNP)

Furthermore, according to (Dewi et al., 2020) in the research on inclusive schools in Bengkulu City, the conclusions are 1) a lack of available human resources and a lack of understanding of teachers about inclusive schools, 2) there is still minimal learning design and learning tools for students with special needs, 3) lack of direction from the local government regarding the technical implementation of inclusive schools, 4) there is no working group (POKJA) and guidance from other parties. Meanwhile, according to (Sasongko and Sahono, 2013) that only 4% of elementary schools in Bengkulu Province have fulfilled the SNP, so the low achievement of the SNP indicates that the standard processes carried out in inclusive schools in Bengkulu City have also not been achieved. (Dewi et al., 2020) reported that based on data from Kementerian Pendidikan dan Kebudayaan Riset dan Teknologi of Bengkulu Province, in Bengkulu City, there are 15 Inclusive Schools at the Elementary School level, and of the 15 schools whose accreditation has received superior scores are 5 schools while the rest are still very good and some are still of good value.

Because the problems experienced by students with special needs vary greatly, ranging from those that are academic and non-academic in nature, then in its implementation, it requires an approach or strategy that is considered appropriate to overcome this (Gregory et al., 2006) argues that problems that arise in the environment can be overcome with an adaptive management approach, furthermore (Williams & Brown, 2014) explains that adaptive management is an approach that

is currently quite promising and potentially effective for making decisions in the face of many problems. Furthermore (Reiman et al., 2015) argues that adaptive management is a critical attitude towards the sustainability of an organization by being able to overcome various problems, create new innovations, and can increase the effectiveness of results. (Biber, 2015) in his research results concluded that adaptive management is a new paradigm that is more flexible and dynamic to overcome the rigidity of rules that apply in the environment, both for student documents and other management. Furthermore (Serrouya et al., 2019) also argues that although it is still rarely used, adaptive management is a powerful way to study complex environments. (Lee, 1996) revealed that adaptive management has been applied to environmental management situations for nearly 20 years, but few have studied it systematically. (Reiman et al., 2015) also explained that the purpose of using adaptive management is to elaborate the principle problems of actual management into complex adaptive systems and he suggested saving the state of an organization by using adaptive principles, and using the characteristics The most common is self-organization.

Based on the results of observations at the inclusive school SDIT Al Aufa, it was found that students with special needs had difficulty following the learning process in a class where the teacher used the national standard process, this was seen when the teacher explained the material, some students with special needs slept, some played, there are those who just scribble on their books, there are also those who stand in front of the class disturbing their teacher who is writing on the blackboard. It was also found in the evaluation activities that students with special needs had problems because they could not do the assignments given by their teachers. Based on the existing problems, the authors want to find out more about how to implement adaptive management to improve the standard quality of processes in inclusive schools.

METHODS

This research is field research with a qualitative descriptive approach. Qualitative research views objects as something dynamic, the result of thought construction and interpretation of observed symptoms (Sugiyono 2016). Therefore, in this case the researcher is the main instrument in this study. This research was conducted at the inclusive school SDIT Al Aufa, with 31 respondents consisting of principals, vice principals and teachers. The technique for taking respondents is purposive sampling, that is, the sample is taken with the consideration that the principal, vice principal and teachers are people who are directly involved in learning activities in inclusive schools (Sugiyono, 2016). Data collection techniques were carried out through 1) interviews (interviews) in this case the author asked respondents directly about lesson planning, implementation of learning and learning evaluation applied to regular students and students with special needs, 2) observation: the author directly observed adaptive management activities conducted at SDIT Al Aufa inclusive school, 3) documentation data: the author uses archives, documents owned by teachers, for example syllabus documents, learning program plans (RPP), individual learning planning documents (PPI), and learning outcomes

student. The collected data was analyzed qualitatively using the Miles and Huberman model (Sugiyono, 2016) with steps a) data reduction (data reduction); b) data presentation (data display); and c) data verification (conclusion).

RESULTS & DISCUSSION

Implementation of Adaptive Management to Improve Process Standard Quality in Inclusive Schools

Below will be described and discussed research data regarding the adaptive management of standard processes adopted in inclusive schools. Data obtained from interviews, observations, and documentation that have been processed by researchers. In the table below, there are two forms of process standards, namely national process standards sourced from SNP and used for the implementation of learning activities for regular students, and process standards managed by schools adapted to the needs of students with special needs.

Table 2. Adaptive Management of Inclusive Schools

No	Process Standard (National)	Process Standard (Adaptive)
	Planning	Planning
	1. Planning the learning process is complemented by a syllabus and learning implementation plan (RPP) which contains: learning objectives, teaching materials, teaching methods, learning resources, and an assessment of learning outcomes (PP No. 19 of 2005).	1. Schools make curriculum adjustments to the level of needs of students who have a variety of needs. 2. Teachers and education staff carry out identification to obtain information on whether students experience abnormalities/deviations (physical, intellectual, social, or emotional). 3. The teacher carries out assessment activities to develop lesson plans that suit the needs of students 4. The teacher prepares lesson plans according to the needs of students. 5. The teacher creates an individual learning program (PPI) which contains learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes that are adapted to students with special needs 6. The teacher prepares facilities (learning media) that can support the achievement of learning objectives effectively.
	Implementation	Implementation
	1. The implementation of the learning process must pay attention to the maximum number of students per class and the maximum teaching load per educator, the maximum ratio of textbooks for each student, and the maximum ratio of students for each educator. 2. Implementation of the learning process is carried out by developing a culture	1. Teachers use service strategies that are appropriate and appropriate to the needs of students with special needs both academically and in terms of their specificity. 2. The teacher carries out learning in an accommodative manner. 3. The teacher designs classes with a maximum of 20 students, and each class is cared for by 2 teachers, namely the class teacher and the accompanying teacher.

No	Process Standard (National)	Process Standard (Adaptive)
	of reading and writing (PP Number 32 of 2005)	4. Teachers use lesson plans and PPI 5. The teacher uses appropriate learning approaches and media, for example with students with special needs.
	<p>Assessment (evaluation)</p> <ol style="list-style-type: none"> 1. Assessment of learning outcomes at the primary and secondary levels uses various assessment techniques under the basic competencies that must be mastered. 2. Assessment techniques can be in the form of written tests, observations, practical tests, and individual or group assignments. 3. For subjects other than science and technology subject groups at the primary and secondary education levels, individual observation assessment techniques are carried out at least once in one semester (PP No. 32 of 2005). 	<p>Assessment (evaluation)</p> <ol style="list-style-type: none"> 1. Assessment standards: Student assessment includes cognitive, affective, and psychomotor competencies in an accommodative and balanced manner according to the conditions and needs of students. 2. The content of the assessment refers to the material, subject competencies, program competencies, and processes 3. The final assessment is carried out by evaluating the School Exam (US) and the minimum completeness criteria (KKM) according to student needs.
	<p>Supervision</p> <p>Supervision of the learning process is carried out by monitoring, supervising, evaluating, reporting, and taking the necessary follow-up steps (PP No. 19 of 2005).</p>	<p>Supervision</p> <p>Supervision is carried out by school principals and Ministry of Education and Culture in Bengkulu city and province.</p>

Below are adaptive management activities carried out by the inclusive school SDIT Al Aufah Bengkulu City

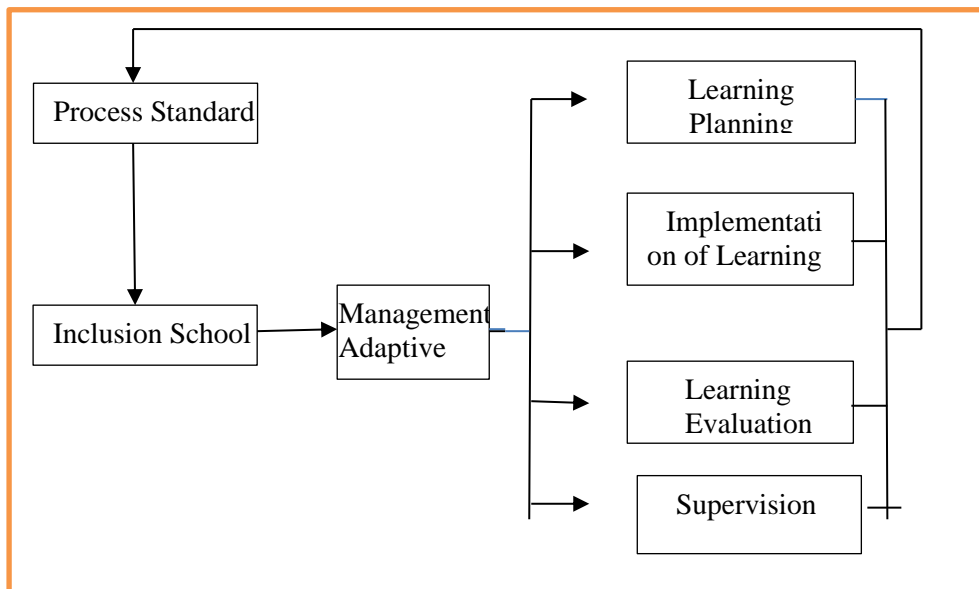


Figure 1. Adaptive management chart in inclusive schools

Each educational unit in learning activities must use standard learning processes. Inclusive schools in implementing process standards need to carry out

adaptive management which is implemented in activities: 1) planning the learning process, 2) implementing the learning process, 3) assessing learning outcomes, and 4) monitoring the learning process, so that an effective and efficient learning process is carried out (Depdiknas, 2008). Likewise what is done by inclusive schools.

1. Learning Process Planning

In the activities of planning the learning process of the inclusive school SDIT Al Auifa completes the learning tools, namely syllabus, and learning implementation plans (RPP), which at a minimum contain: learning objectives, teaching materials teaching methods, learning resources and assessment of learning outcomes (PP No. 19 of 2005 Article 20), and that is for students regularly. Meanwhile, planning process standards intended for students with special school needs adjusts curriculum development according to the level of needs of students who have diverse needs by identifying teachers and education staff to obtain information on whether students experience abnormalities/deviations (physical, intellectual, social, emotional, the teacher carries out assessment activities to develop lesson plans according to the needs of students, the teacher creates an individual learning program (PPI) which contains learning objectives, teaching materials, teaching methods, learning resources and assessment of learning outcomes that are adapted to students with special needs respectively (Nurjanah & Muntaqo, 2018) concluded that the lesson plan is a teacher's work guide and guidance that is arranged in a planned manner as a reference in working to diverting selected materials with organized methods into a series of activities and work procedures.

In the standard learning process, before carrying out learning the teacher identifies students to find out indications of special needs, then the teacher conducts an assessment of the identified students and compiles an individual learning program (PPI) for each student with special needs. According to Mcloughlin's opinion (1986), the purpose of identification is to collect complete information about the condition of the child in the context of preparing an appropriate individual learning program, so that the child avoids learning problems. Research data identification activities are carried out by class teachers and guidance counseling teachers (BK) by 1) collecting data on children, 2) marking children who are suspected of having deviations, 3) identifying using instruments appropriate to symptoms of deviation, 4) classifying types irregularities/abnormalities, 5) conduct case conferences on the findings and results of the analysis to analyze the types of deviations/abnormalities and follow-up carried out on children and 6) communicate the results of identification to parents of students regarding the types of deviations/abnormalities and follow-up to be carried out together.

After the identification process, the class teacher and counseling teacher carry out an assessment activity. Assessment is a systematic effort to collect data on children to find out the abilities and difficulties faced by students, and as material for determining what learning approach is needed (Lestari et al., 2022). There are 3 forms of assessment carried out 1) assessment of children with special needs for daily activities, 2) assessment of children with special motor needs, and 3) assessment of children with special needs for social and emotional behavior. After

the assessment is carried out, the class teacher and special accompanying teacher (GPK) will make an individual learning program (PPI) which at least contains 1) learning objectives, adjusted for student deviation/disorder levels, 2) competency standards, adjusted for student abilities and 3) learning methods adapted to the needs of students, 4) subject matter adapted to the needs of students and 5) standard assessment process, adjusted to the standard of competence. This is under what is regulated by the Ministry of National Education (2004) that the purpose of modifying curriculum development in inclusive education is to help students develop their potential and overcome learning barriers, help teachers and parents to develop learning programs for students with special needs, become a guideline for schools. and society in developing, assessing, and refining inclusive education programs. Opinion above the same as Isnaini's research findings (Inclusion et al., 2016) concluded that in inclusive schools SD Giwangan Yogyakarta adaptive curriculum preparation is carried out in two forms, namely: 1) with the general curriculum (regular), for ordinary students and students with special needs who can be following the general curriculum, and 2) with a modified curriculum, namely combining the general curriculum with the PPI curriculum, for students with special needs.

2. Implementation of the Learning Process

All educational units in their management must follow national process standards because national education standards relate to learning activities to achieve graduate competency (Depdiknas, 2008) So the competence of graduates is largely determined by the successful implementation of process standards, this is in line with the research conclusions (Ikhwan, 2015) process standards for MTsN in Tulungagung Regency have met national education standards so that the quality of MTsN education in Tulungagung Regency can be categorized as good. This statement is proven by the results of observations that the standard process reaches an average index of 3,3 percent.

The implementation of the learning process in inclusive schools for those who use the general curriculum goes well under the learning objectives, teaching material teaching methods, and competency standard learning resources that have been prepared at the planning stage of the learning process. Furthermore, at the learning implementation stage, the class teacher also conducts class management by adjusting the number of students in the class to a maximum of 20 students, and the learning process is carried out by developing reading literacy and writing literacy, the implementation of learning activities for regular students is guided by the process standards in SNP as regulated by (Kemendikbu, 2008). Implementation of process standards for students with special needs, to be able to carry out learning activities effectively, teachers adapt process standards with several activities including The teacher using a service strategy that is appropriate and appropriate to the needs of students with special needs both academically and in terms of their specificity, in this case, the learning process is complemented by the accessibility for smooth mobilization of students with special needs, for example in class two blackboards are prepared for the use of one blackboard to respond to the understanding of the other regular students to respond to students with needs), then a rest corner is set up, namely utilizing the corner of the classroom equipped with

mats (because when studying there are students with special needs who are not comfortable sitting in a chair so they can attend lessons while sitting down). Inclusive education as a provider of special services supports and facilitates learning to achieve the implementation of process standards to achieve quality graduation standards. (Saputra et al., 2022).

Teachers carry out learning in an accommodative manner, in this case, the implementation of learning for children with special needs is designed in an individual learning program (PPI). PPI was developed based on the results of academic assessments compiled in the Planning Matrix of student profiles. After that the teacher will determine learning objectives, learning approaches, learning media, competency standards, learning outcomes, materials, and forms of assessment that are tailored to the needs of individual students, for example, student A has a type of disorder that is mentally retarded, then the PPI for him is different from student B who is autistic. An example of learning outcomes, for example in mathematics, is the subject of addition, then the learning outcomes for regular students are "students able to operate downward addition" while for students A and B the achievement is simply being able to say the numbers 1-10. Implementation of the standard process through curriculum development adaptive under the mandate of the Republic of Indonesia Government Regulation Number 13 of 2020 concerning Adequate Accommodation for Students with Disabilities which in article 4 (3) must provide a curriculum, then (UNESCO et al., 2017) Provision of the curriculum referred to is a standard process in inclusive education carried out by developing graduate competency standards, process standards, and assessment standards.

3. Assessment of the Learning Process

Guidelines for assessing learning outcomes at SDIT Al Aufa inclusive schools use Law No. 19 of 2005 concerning National Education Standards. Standard activities for the process of assessing learning outcomes use various assessment techniques according to the basic competencies that students must achieve, using assessment techniques in the form of written tests, observational observations, competency tests (practical tests), and giving individual or group assignments for subjects other than subject groups science and technology perform individual observation assessment techniques at least once in one semester (Depdiknas, 2008).

The process of assessing learning outcomes is carried out in two types of assessment, namely the first is an assessment carried out by the teacher, to monitor the process, student learning progress, and continuous improvement of student learning outcomes. This assessment is in the form of daily assessment (PH), midterm assessment (PTS), assessment Mid-semester (PAS) assessment is carried out for regular students and students with special needs, under the curriculum used. For regular students cognitive, affective, and psychomotor competency assessment of learning outcomes is adjusted to the indicators in the learning program plan (RPP) in the general curriculum with criteria minimum completeness (KKM) that has been agreed upon at the MGMP while for students with special needs, a flexible assessment is carried out according to the indicators that have been prepared by the program which has been agreed upon at the MGMP while for students with special

needs, a flexible assessment is carried out under the indicators that have been prepared by the individual learning program (PPI) flexibly (UNESCO et al., 2017). The second assessment is an assessment by the educational unit (school), namely the assessment of the school exam (US), the aim of which is to measure student competency achievement as recognition of learning achievement from the education unit (Fauzi Fahmi, 2021). Based on Permendikbud RI No 23 of 2016 (Kemendikbud, 2016) assessment of learning outcomes by educational units aims to assess the achievement of graduation competency standards for all subjects.

In the assessment process for students with special needs, SDIT Al Aufa schools make adjustments in setting achievement standards, forms of assessment, and minimum completeness criteria (KKM), this is the same as the results of research (Oktorima, 2015) (Oktorima, 2015) on the assessment of learning outcomes of children with special needs in schools providing inclusive of SDN 01 Limau Manis, that it was found that in carrying out the assessment the teacher made adjustments to the material, time and form of assessment and by using adaptive language.

Furthermore, the assessment of the School Exam (US) at SDIT Al Aufa school is only carried out by the education unit (the school itself) and the results are used to determine graduation because based on (Kemendikbud 2016) the assessment by the education unit is used to determine graduation from the education unit, and not assessed by the government. Assessment of school exams (US) for students with special needs is carried out in three forms, namely a) portfolio assessment is an evaluation assessment and report card scores (grade 4 semester 1 and 2, grade 5 semester 1 and 2, grade 6 semester 1). b) attitude/behavior scores and c) school exams in the form of practical exams and written exams. For regular students, the achievement of the minimum completeness criteria (KKM) is 70 while for students with special needs the KKM is according to individual abilities or using individual KKM. One student and another student are not the same according to their level of intelligence and needs. This is appropriate with proper accommodation for persons with disabilities, one of which is in the form of flexibility in determining assessment standards, (UNESCO et al., 2017). So the implementation of the assessment of inclusive schools apart from using national assessment standards also carries out adaptive assessments according to the abilities and limitations of the students.

4. Supervision of the Learning Process

The implementation of supervision at SDIT Al Aufa school supervises the learning process, to get data on how the standard planning that has been originally designed works, such as seeing how the objectives of carrying out learning activities are whether the teacher teaches or uses lesson plans. Is the process of learning activities under the RPP design supervision is carried out by school principals and supervisors from the Bengkulu City Ministry of Education and Culture, some of the forms of supervision are those who observe learning activities directly, and at the same time supervise class teachers, and conduct evaluations to obtain more valid and accurate data, then supervision is also carried out by making Portfolio reports made at least one semester of one report and finally the data resulting from this supervision is used as feedback for improvement in (Zerizghy et al., 2009) as well

as research conclusions (Nurjanah & Muntaqo, 2018) monitoring of learning is assessing planning, implementation and assessment activities learning activities using a supervision approach (assessment and direction).

Supervision activities are also carried out on learning activities for students with special needs, but still adaptive, namely using the principle of flexibility but the implementation of supervision is not only carried out by the school principal and the Bengkulu City Ministry of Education and Culture Service but also carried out by the Bengkulu Province Ministry of Education and Culture Service, because inclusive schools are a program under the provincial government, in this case, is the Provincial Ministry of Education and Culture (Depdiknas, 2008).

The implementation of inclusive education requires the school to follow and adjust (adaptive) the curriculum, learning process, facilities, and infrastructure according to the level of needs of students. In inclusive schools where students have many different backgrounds with various needs, complexity arises in their management, to improve the quality of the process standards that have been set using an adaptive management approach, because adaptive management is a management style that is flexible and flexible in modifying goals and plans to adjust with the existing environment and conditions (Bormann et al., 1999) at first the term "adaptation" developed in natural resources from workshops with decision makers, managers and scientists focusing on building simulation models to deal with uncertainty (Taryono, 2018).

Furthermore (Salafsky & Margoluis, 2003) adaptive management can be integrated into the main program that is running on an ongoing basis from design, process, and supervision, to view assumptions systematically so that they can adapt. This is in line with the research conclusions (Williams & Brown, 2014) that adaptive management is an approach that shows a significant contribution to overcoming challenges that exist in the organizational environment, which is now widely seen as a natural, intuitive, and potentially effective way to overcome decision-making. decisions on existing environmental demands. According to (Craig & Ruhl, 2014) the basic principle of adaptive management is that the decision-making process is highly dependent on rational planning, and comprehensive decision-making methods are highly dependent on 2 factors, namely 1) the use of "front-end" analytical tools which are carried out thorough and completed before decision making, and 2) strong ability to predict and evaluate the impact on the environment of any proposed action.

The above opinion is also supported by (Gregory et al., 2006) conclusion is that many problems that arise in the environment can be overcome with an adaptive management approach. Furthermore Adjon, Mixon Dapa, and Marie Stella (2021) group the scope of management consisting of planning, implementation, and supervision. Based on the opinions above, in this case, the researcher can conclude that adaptive management will be able to assist inclusive schools in improving the quality of process standards under existing problems in schools by adapting national planning process standards with process standards that carry out assessment and supervision with standards. national process.

In principle, learning at the SDIT Al Aufa inclusive school uses national education standards. (Fauzi Fahmi, 2021) reveals that process standards are related to the implementation of learning, which means that the standard educational

process contains how learning should take place. As regulated in PP No. 19 of 2005 Article 19 that standard processes are carried out interactively, inspiring, challenging, fun, motivating students to participate actively, and providing sufficient opportunities for initiative, creativity, and independence according to their talents, and interests, and develop physical and psychological students. However, to develop inclusive school education, adjust the process of planning, implementing, evaluating, and supervising learning to the needs of students with special needs, and materials, teaching and learning processes, infrastructure facilities, learning environment, and classroom management. This is also in line with the opinion of (Indana & Nurvita, 2020) (Indana & Nurvita, 2020) that curriculum adaptation in inclusive schools can be in the form of curriculum modification and substitution.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the implementation of adaptive management to improve the standard quality of the inclusive school process has been implemented properly, which is carried out in 4 forms of activity, namely: 1) the planning of the learning process is carried out by the teacher by preparing learning tools for regular students, and also making learning tools for students with special needs, 2) implementing the learning process, carried out by the teacher using approaches, methods, media, learning materials for regular students, and also using approaches, media, methods and teaching materials according to the needs of students those with special needs, 3) assessment of learning outcomes, carried out by the teacher by making learning outcomes, exam questions, assignments for regular students, also determining learning outcomes, assignments and evaluation questions tailored to the abilities and level of needs of students, and 4) supervision of the learning process, carried out by the teacher by supervising the learning activities of regular students who are also flexible and adaptive for learning activities for students with special needs. The process standards implemented at the SDIT Al Aufa inclusive school use national standards for regular students and school standards for students with special needs. It is hoped that inclusive schools will continue to encourage the development of an adaptive management system in every academic and non-academic process.

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