
Service Management Role In Improving Educational Quality

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Abstract

The purpose of this study is to ascertain how service management might be used to raise the standard of inclusive education. The study was conducted at MI Al-Biruni Bandung, SD Ibnu Sina Bandung, and SDI Scholar Muda Bandung. This study employs a qualitative case study methodology. The study's findings demonstrate how to manage inclusive education services by giving students with special needs (PDBK) the infrastructure and facilities they need, hiring qualified teachers, adapting the curriculum and assessment methods for GDPK, and fostering a positive learning environment. According to the goals and objectives of the schools, each of the three educational institutions has a unique approach to implementing service management. Although the objectives of education may vary, they generally remain relate to the criteria of quality outlined in the relevant laws and regulations.

Keyword: Service Management, Quality of Inclusive Education

INTRODUCTION

Educational institutions, in organizing an educational program, should adapt to the needs of the community around them. The aim of adapting to these needs is to maintain the existence of the institutions in the surrounding community and the wider community. Education needs are very important to be thought of by educational managers to guarantee the quality of education and to prosper society in the field of education. The need is not only for general education but also for inclusive education. Inclusive education needs to be organized in institutions that are both technically and principle-ready. Further development: SLB facilitated its management but felt less able to develop the potential of its pupils, especially in relation to their ability to communicate with the surrounding community. As it is known, at the SLB, the students interact with fellow students who have the same limitations as him. In real life, these ABKs have to live alongside their normal peers.

The weaknesses of the SLB education system triggered the development of a new education system for the ABK known as inclusive education. Inclusive education enables ABK to pursue education in regular schools. Inclusive education seeks to protect ABK from discriminatory behavior so as to have the opportunity to obtain a decent education, human treatment, and equal access to all aspects of life. The implementation of inclusive education for ABK is regulated in Permendiknas No. 70 of 2009. The Minister's regulations provide guarantees to all students who have disabilities to obtain a quality education in accordance with

their needs and abilities, in conjunction with students in general. Implementation of inclusive education requires various preparations, such as preparation of educational staff, facilities, curricula, and cooperation between the school, the parents of students, and the community. The implementation of inclusive education is carried out through the adjustment of the regular education system that has been implemented previously to accommodate the constraints of students with special needs. The success of the implementation of the objectives of inclusive education in Madharsah is seen in the parameters already established at the time of the planning and preparation of inclusion education programs.

The development of inclusion is important to accommodate the competences and talents of students with special needs who study not only general science but also religious sciences. This needs to be supported by many aspects of the educational environment, such as the availability of resident SDMs, adequate and suitable facilities for children with special needs, as well as other support facilities, both incidental and permanent. The availability of facilities is very helpful in the implementation of inclusive education programs for all.

RESEARCH METHOD

Qualitative research is a study in which data is expressed in verbal form and analyzed without the use of statistical techniques. The research was conducted from September to November 2022 at three locations, namely SD Ibnu Sina Bandung, SDI Cendekia Muda Bandung, and MI Al-Biruni Bandung.

The data collection technique is a strategic step in research since the primary purpose of the research is to obtain data. The data sources used in this research include primary and secondary data. Primary data is data collected directly from the individual being studied, while secondary data is data that complements it. The primary data used in the research was obtained from in-depth interviews with the Head of School, the Special Guidance Teacher (GPK) inclusion, and the student guardian from the three research locations. Secondary data comes from direct observation of the learning process at the research site and from documentation. The documentation here is school documents, study documents, and photos of activities.

RESULT AND DISCUSSION

Service management

Children with special needs (SBI) are children with specific physical, mental, and emotional specialties. This specialty leads to special treatment in his education. Based on this understanding, ABK can be grouped into tunanetra (visual disturbance), tunarara (hearing disability), tunadaksa (motor disorder), tunawicara (speech disorder), autism, tunalaras (behavioral disorder), tunagrahita (under-average spiritual mental disorder), and talented children.

The previous model of special education was a model of segregation in which the ABK was placed in special schools and separated from the normal children of its peers. These schools have curricula, teachers, learning facilities, and evaluation systems designed specifically for the ABK. The model school of segregation provides facilities for its implementation, but the existence of the model school is assessed as unable to develop its potential optimally, as it is considered to limit the interaction of ABK with other normal societies.

Further development of the inclusion learning model has begun to be introduced to address the weaknesses that exist in the special education model of segregation. The basic principle of inclusive education is to give all children the opportunity to study together, regardless of their limitations. Inclusive education enables ABK to pursue education in regular schools so as to have an opportunity to obtain a decent education, human treatment, and equal access in all aspects of life.

In fact, organizing an inclusive education is not easy. An inclusive educator needs to be ready for a lot. Such preparations include: (1) admission of pupils; (2) differentiated curriculum according to ABK needs; (3) preparation of teachers who have competence in managing the inclusion class; (4) learning implementation plan; (5) assessment and certification plans; and (5) availability of means and tools required by ABK.

Achieving the goal of inclusive education requires good education management. Education management is a set of activities in the management of the collaboration of a group of human beings who are integrated into the educational organization to achieve educational goals that have been implemented effectively. Education management must always be in line with the vision of the school's mission, which is to develop the students' personalities and basic skills. Like management in other fields, education management also has functions such as planning, organizing, actuating, and controlling. (pengendalian).

The management of education carried out in the school of inclusion is necessary. The adjustments made here cover all aspects as set out in the National Education Standards. The national education standards in Indonesia include content standards, process standards,

graduate competence standards, teachers and skills standards, medicine and training standards, management standards, funding standards, and education evaluation standards.

Inclusion education requires a variety of adjustments in the achievement of national standards of education. Adjustment of the Content Standard is carried out by implementing the Modified Educational Unit Level Curriculum (KTSP) to accommodate all the needs of students, both regular students and students with special needs. Adjustment of the process standards is carried out with the preparation of the learning implementation plan (RPP) according to the characteristics of the student. Adjustments in the fields of food and food standards, management standards, and financing standards also play an important role in the maintenance of inclusive education. Adjustments to these three standards will determine the availability of resources and facilities and the implementation of curricular, co-curricular, and extracurricular activities for students with special needs. The Education Assessment Standards for ABK also need to be adjusted, given that ABK has limitations.

Inclusion education is aimed at minimizing the limitations of ABK growth and maximizing opportunities for ABK to be active with other normal children. This should be sought so that ABK limitation conditions do not worsen and cause the development of other capacity limitations as a result of its primary incapacity.

The difficulties that inclusive service providers face typically relate to the provision of PDBK-compliant curricula, school facilities, and educational resources. This is in accordance with the results of the research of Diva Salma Hanifah, Adibussholeh, and Fitri Indriani. Research results show that formal elementary schools have provided inclusive education for PDBK, although not to the maximum. The lack of educators with an educational background in the Program of Studies on Extraordinary Education is a major obstacle to the maintenance of inclusive education.

Teachers at the inclusion school are regular teachers who have received research in this paper focusing on service management that is closely related to the achievement of process quality standards and standards of graduate competence. Islamic educational institutions, as one of the public institutions, are expected to provide prime services. The service of an agency is said to be prime if the customers are satisfied. Service management in Islamic educational institutions applies the philosophy of the seller, who, as a seller, must provide service quickly and accurately, be friendly, give a competitive price, strive to persuade the buyer, be patient, and be honest.

Inclusive education has a different character than education in general, both in principle and in practice. This is the character that gives specialization or speciality to the educational

program. Inclusion education provides an opportunity for PDBK to follow learning in one educational environment in conjunction with regular students (PDR). This character causes inclusion; education requires special treatment. Maintaining inclusive education requires good management of services so that all parties are satisfied with their rights. In addition, inclusive teaching also needs to use a more intensive approach. Such approaches can be experiential, customary, emotional, and harmonious.

Implementation of Service Management in Improvement of Quality Education Inclusion

The research was conducted in three schools: SD Ibnu Sina Bandung, SDI Cendekia Muda Bandung, and MI Al - Biruni Bandung. Based on the results of an in-depth interview with the Head of School, it is known that at SD Ibnu Sina Bandung has received students with special needs since the year 2008. Now the number of students with special needs in SD Muhammadiyah 1 There are 22 people, consisting of the category of hyperactive (ADHD), autistic, slow learning, tunagrahita, and one person tunadaksa. Meanwhile, at SDI Cendekia Mud there are 28 students with special needs who are autistic, slow learning, and tunagrahita. As for MI Al-Birunim, there are 13 students with special needs who belong to the autistic and slow learning category and one student who has suffered from bullshit.

Services in the education of inclusive service providers can be seen from the aspect of the availability of educational resources and adequate facilities, a pleasant learning process, and the support of parents and the community. Teachers and teaching staff in the three schools surveyed have the same thing that the three have not had a Special Assistant Teacher (GPK) that is based on S1 Education Extraordinary (PLB) education. The teachers in the inclusion class in these three schools are class teachers who have followed the Inclusion Education Plan. However, as a record, the inclusive education organized at SDI Cendekia Muda Bandung has been accompanied by a psychologist who is presented at school once every 3 months in parenting activities.

Infrastructure education inclusion in SD Ibnu Sina Bandung, SDI Cendekia Muda Bandung, and MI Al-Biruni Bandung have been supported with adequate means and Prasarana. All three schools have an UKS (School Health Unit) room, a dedicated pullout room, visual audio equipment to support learning, a library, a musholla, and an adequate MCK (bathroom). However, the facilities must be monitored, given that the characteristics of the ABK who enrolls as a new student each year are not the same. For example, this year at SD Ibnu Sina Bandung, there is a PDBK who has difficulty running; of course, it requires an MCK facility that is easily accessible from its classroom. School supplies also need to be checked at all times

in view of the behavior of students with special needs who are sometimes lame and like to break things. The school's inclusion service providers provide assistance in the learning process through curriculum modification. The curriculum applied at the research site has similarities, with the three schools implementing accommodative curricula under national standards for students with special needs. Curriculum adjustment using duplication, modification, substitution, and omission models. A duplicate model is a curriculum formulation whose difficulty level is equal to that of a regular student (PDR) and a special needs student (SDBK). The duplication model is usually applied to subjects that do not require a high level of cognitive skills, such as sports, the arts, and pre-training lessons. Participants of the SD Didik Ibnu Sina Bandung, both PDR and PDBK, performed gymnastics, singing, and drawing together. While at SDI Young Students, PDR and PDBK were simultaneously taught how to make simple works. Meanwhile, in MI Al-Biruni, the PDR and PDBK are also taught how to plant together. In addition to being applied in sports lessons, arts, and workshops, the duplication model is also applied to PAI lessons, where PDR and PDBK are jointly taught how to pray and imitate the reading of the Qur'an. The substitution model is a curriculum model where there are some parts of the PDR curriculum that are removed or replaced with something else that is equivalent. For example, if the competence of the language demands that PDR speak well and correctly according to the Indonesian language, then the PDBK can be replaced by storytelling using a grammar that they master and understand.

It was done at the SD Ibnu Sina Bandung when there was a task to make a story script for the students of the V class, then the PDBK was replaced by telling his experiences freely. The substitution model was also performed at MI Al - Biruni Bandung at the time of the Indonesian language lesson of poetic material. PDBK was not charged to read poetry but was only asked to tell beautiful objects such as flowers, moons, and stars.

The omission model is a curriculum model by removing part or all of the curricula on certain subjects that are not allowed to be mastered by the PDBK. The omission model is applied in SD Ibnu Sina Bandung, SDI Cendekia Muda Bandung, and MI Al - Biruni Bandung on English and ICT subject. Both of these topics are replaced with other activities such as drawing, coloring, and folk games.

As a supplementary information, in SD Muhammadiyah 1 Bandung there is a program of Tahfidz excellence followed by all the students of PDR mapun PDBK. Proper handling makes the PBK able to have the use of the Qur'an that is equivalent to PDR. In the meantime, at SDI Al Azhaar Bandung, PDBK has produced a lot of works, either in the form of pictures or works that are worthy of display and have a sales value.

The other results of the study were collaboration between the school with the parents of the students and the surrounding environment. The truth is that education is a responsibility of all, so it requires a harmonious mutual relationship between schools, society, and parents. There is a rice-sharing activity every Saturday organized by SD Ibnu Sina Bandung is a form of social soul cultivation and caring for one another. Other social activities, for example, with the practice of influencing through “Kencleng” which is a program of cooperation between SD Muhammadiyah and LazizMu that helps the dissemination of influence and shadaqoh to the needy. The school also regularly organizes outbound activities to train independence and cooperation between pupils both PDR and PDBK.

Another finding obtained in this study is the existence of parenting activities with the presence of psychologists held regularly at the SDI of Young Students. It aims to provide optimal service to PDBK. Parenting activities are expected to excavate and develop the potential, talent, and interests of pupils. SDI Young Scholars. Meanwhile, at MI Al - Biruni Bandung also has a routine agenda of tadabbur 'alam which aims to more familiarize students with the environment, both the natural environment and the social environment. This activity was followed by all pupils both PDR and PDBK.

The goal of the various services offered by the school's inclusion services organizers is to maximize the potential of both PDR and PDBK students. Inclusion services enable PBK to acquire its rights to receive a comprehensive education without discrimination. Inclusive services, meanwhile, allow PDR to develop its social skills to live side by side with diverse friends. The management of primary services is expected to be able to improve the quality of the school's inclusive services.

CONCLUSION

Service management at educational institutions organizing inclusive services is closely related to achieving process quality standards and graduate competence standards. The management of inclusive school services is carried out by providing facilities that meet the needs of Special Needs Students (SPUs), competent educators, curriculum modifications and evaluation systems for SPUs, and creating a pleasant learning atmosphere. Besides, there is also a need for cooperation between the school, the parents of the students, and the surrounding environment. The truth is that education is the responsibility of all, so it requires a harmonious mutual relationship between schools, society, and parents. In the implementation of inclusive education in Madhya Pradesh, there is a need for cooperation with all parties, both the regional

and private governments, the surrounding community, and the parents and guardians of students. Other activities such as parenting, outbound, tadabbur 'alam, and various other social activities can also be done to improve students' ability to socialize or interact with the environment. The entire service management activity carried out largely determines the success of the school's mission vision. Increasing the availability of the school's objectives can be interpreted as improving the quality of education.

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