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



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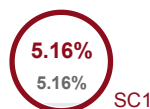
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Analysis of Inclusion Student Care Management at Aisiyiah Bustanul Athfal Kindergarten Bebekan Taman Sidoarjo

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Abstract. The purpose of this research is to analyze the management applied to the management of inclusive students at Aisiyiah Bustanul Athfal Bebekan Kindergarten and to find out what factors support the implementation of appropriate care for inclusive students at Aisiyiah Bustanul Athfal Bebekan Kindergarten. As an inclusive PAUD since 2021, Aisiyiah Bustanul Athfal Bebekan Kindergarten has encountered various challenges, including challenges regarding funding which is quite large, challenges from parents who are very critical, both parents of regular students and parents of inclusive students. This research uses a qualitative descriptive method using observation, documentation and interview techniques. The results of this research show that the Aisiyiah Bustanul Athfal Bebekan Kindergarten has Inclusive PAUD management which is quite well organized and has been successful in providing care, because there are several supporting factors, but sufficient funds due to receiving BOP PAUD ABK funds from the Director General of PAUD, as well as facilities and adequate infrastructure so that it can support the successful care of inclusive students.

Keywords ; Care Management; inclusion students

Abstract. The aim of holding this study was to analyze the management applied to the management of inclusion students at Aisiyiah Bustanul Athfal Bebekan Kindergarten and wanted to know what factors support the implementation of appropriate care for inclusion students at Aisiyiah Bustanul Athfal Bebekan Kindergarten. As an Inclusive PAUD since 2021, Aisiyiah Bustanul Athfal Bebekan Kindergarten has found various challenges, including challenges regarding quite large financing, challenges from parents of very critical students, both parents of regular students and parents of inclusive students. This research uses qualitative descriptive methods using observation, documentation and interview techniques. The results of this research show that at Aisiyiah Bustanul Athfal Bebekan Kindergarten there is Inclusive PAUD management which is quite well organized and has been successful in providing care, because there are several supporting factors, namely sufficient funds because it gets BOP PAUD ABK funds from the Director General of PAUD, as well as sufficient facilities and infrastructure so that can support successful care for inclusion students.

Keywords - Parenting Management; inclusion students

1. I. Introduction

Care management for inclusion students must be truly designed and implemented properly so that care carried out for inclusion students can be carried out in accordance with established statutory regulations. Management is something that must be planned carefully, then organized well, led by someone who is an expert in their field, and is able to control what has been attempted by members of an association and utilize all the resources in the association in order to achieve the agreed goals together.[1]

Management involves managing existing resources efficiently and effectively in order to achieve the expected goals. In the management of inclusion student care there are important aspects, namely task sharing, program planning, recording revenue and expenditure, reporting, and supervision.[2].

Next, management is the act of working with several people in order to achieve the desired goals or objectives using effective and efficient techniques.[2]

Management can also be interpreted as management, management is several steps that must be taken, including preparing plans, organizing,

coordinating and controlling resources so that goals can be achieved in an effective and efficient way. Management in the classroom is how teachers create a classroom environment that is conducive for all children so that children feel happy in learning, children feel safe and comfortable when in the classroom, in this way children can receive learning materials well, and in the end learning goals can be achieved according to what we expect.[3]

Care management for inclusion students is how to plan appropriate care programs for inclusion students so that they can be handled appropriately according to the child's needs, then organize them well, control their implementation and evaluate the care programs that have been implemented. To implement appropriate parenting management for inclusion students, a special curriculum is needed which is structured starting from careful planning, well programmed and neatly organized, so that it can be used as an attractive learning strategy containing contextual learning content so that learning can bring the best results.[4]

Not only a special curriculum for inclusion students, there is also a need for a strong willingness for educators to learn a lot, whether through training, reading books, seeking knowledge on social media, or conducting imitation studies at inclusion institutions that have implemented good parenting management for their inclusion students, so that with a lot of learning teachers are able to create the right parenting patterns for their inclusion students. Apart from that, teachers must also be able to display good behavior during the educational process, because teachers are models for children, what teachers do will have a strong influence on the education of students' behavior and personality. Therefore, the teacher's behavior and personality must be developed as best as possible so that students will be emulated in the educational process.[5]

Inclusion students or what are called students with special needs are students who in their growth and development experience significant obstacles in terms of Neuromotor or physical characteristics, mental, social behavior, sensory, chronic disease, and communication skills, or a combination of these two characteristics or more.[6]. Inclusion students are also called students with disabilities who have special characteristics and needs and also need special treatment so that they can grow and develop according to their potential. Inclusion students have different uniqueness, needs and abilities, therefore they need intensive guidance and assistance according to the needs of each child. In another sense, inclusion students are students who have obstacles in their development so that teaching and learning activities require special guidance.[7]. Special guidance is very necessary for children with special needs from their psychological, educational and sociological backgrounds so that educational goals can be achieved optimally for every student with special needs.[8]. Inclusion students have different levels of difficulty, therefore they need facilities that are not the same as other children.[9]

In fact, in implementing inclusion education, children with special needs are still not paid enough attention to by teachers, so that when the teaching and learning process of the material is generalized to regular children, the development of inclusion children is seen to be relatively slow. This is because inclusion children lack focus on participating in learning activities, besides that children are less able to solve simple problems faced in their lives, lack initiative, and cannot think logically, as a result children's cognitive development becomes hampered.[10]. To be able to carry out appropriate care for inclusion students, they should be sent to inclusive education, class teachers and special accompanying teachers must frequently communicate with parents regarding their children's development, the results of communication can be used as material for preparing the Individual Learning Program (PPI), and the preparation of child profiles because by compiling PPI and child profiles, inclusion students will be able to be taught special education according to the skills possessed by each inclusion student, and it would be even better if inclusion students in the teaching and learning process had Special Assistant Teachers (GPK) so that they can really pay attention.

Inclusive education is education that seeks to accommodate diverse students, including children with special needs. Ideally and paradigmatically, learning accommodates all students and tries to minimize bad labels, and involves several groups taking part in their work.[11]. Inclusive education is an educational institution that provides education for regular children and inclusion children, but at certain times students who have obstacles when participating in teaching and learning activities due to different mental, emotional, physical, social, or have special intelligent potential will be given special education.

By providing special educational facilities, it is hoped that inclusion students can get appropriate care and be able to improve student learning outcomes, learning, tolerance between students and the welfare of each student. However, in the reality in the field of care management for inclusion students, has it been carried out appropriately according to the general guidelines for the implementation of special education or not? In reality, there are still teachers who treat inclusion students with different treatment, this will threaten the child's mentality and is very inappropriate, because all children must have the same right to receive a proper education to prepare for their future.[12]. Apart from that, it is still common to find that teachers who accompany inclusion students do not have competencies that are in accordance with inclusion education, so treating inclusion students is not in accordance with the needs they should get.

With regard to the above problems, the author was moved to carry out an analysis regarding how effective the management of care for inclusion students at Aisiyiah Bustanul Athfal Bebekan Taman Sidoarjo Kindergarten is, which includes the implementation of care management for inclusion students, what factors support the implementation of appropriate care, and the results obtained from appropriate parenting patterns. The aim of carrying out this analysis is to reveal the care management of inclusion students, the supporting factors for carrying out appropriate care, and the learning outcomes of inclusion students after carrying out appropriate care at the Early Childhood Education (PAUD) level. The author conducted research at the institution because the institution is an inclusive pre-school from 2021 until now, and annually receives children of various types of inclusion according to the established quota, that is, each class has a maximum of two children of inclusion accompanied by one special companion. Based on the results of assessments carried out by psychologists, the inclusion of children at Aisiyiah Bustanul Athfal Bebekan Kindergarten was autism, ADHD, Special Talent, Down Syndrome, and cerebral palsy (CP).

The previous research that the author used as a reference was research conducted by Mashun, 2020. In this research the author tries to read while analyzing the content in the book. This research is entitled "Implementation of Inclusion Education Management at Al Firdaus Solo Elementary School and Karanganyar Yogyakarta State Elementary School: A Program Evaluation". This research was carried out in two institutions, namely a private school and SD Negeri Karanganyar Yogyakarta which are the needs of the people today and the suitability of the program with the aim of knowing to what extent the implementation is effective in including inclusion learning programs at Al Firdaus Solo Elementary School and Karanganyar Yogyakarta State Elementary School which include students, educators and educational staff, infrastructure, curriculum and assessment.

Regarding the effectiveness of implementing the inclusion education planning process at Al Firdaus Solo Elementary School and Karanganyar Yogyakarta State Elementary School which includes learning plans, learning processes and management, where is it implemented? Then how effective are the results of implementing inclusion education programs at Al Firdaus Solo Elementary School and Karanganyar Yogyakarta State Elementary School which include student learning outcomes seen from the areas of developing Religious and Moral Values, social emotional, motor, cognitive and language. This article seeks to dissect the practice of implementing educational management in students with special needs in elementary schools.[13] In other previous research conducted by Alisa Alfina, and Rosyida Nurul Anwar, they researched child-friendly school management at PAUD inclusion at the Scholar Kids School (CKS) and the All Kids Learning House in Madiun City. It is very important to implement child-friendly school management in inclusive PAUD properly, because currently the government is paying close attention to child-friendly schools in inclusive PAUD.[14]

If you pay attention to these two studies, there are several similarities with the research the authors conducted, including that both of them researched

management applied in inclusion education. Meanwhile, the difference is, if the research conducted by Mashun, the object of the research is elementary school (SD) level inclusion students, while the research conducted by Alisa Alfina and Rosyida Nurul Anwari was also research at inclusion schools using child-friendly school management, and carried out at PAUD level. And what researchers are currently conducting is research that focuses on parenting management, factors that influence parenting success, and the results achieved from parenting results for inclusion students at Aisiyiah Bustanul Athfal Bebekan Kindergarten.

Based on the research focus above, the author tries to formulate several problem formulations which include:

- 1) How is management applied to the management of care for inclusion students at Aisiyiah Bustanul Athfal Bebekan Taman Sidoarjo Kindergarten?
- 2) What factors support the implementation of appropriate care for inclusion students at Aisiyiah Bustanul Athfal Bebekan Taman Sidoarjo Kindergarten?

2. II. Method

In this research, the method used by the author is descriptive qualitative, meaning research whose results are in the form of words or sentences written from observations of the behavior of the people who have been studied. Qualitative research is research that produces several findings that are impossible to achieve if you use quantitative methods using statistical procedures.[15]

1. In this research, the author made observations at Inclusive Early Childhood Education at Aisiyiah Bustanul Athfal Bebekan Taman Sidoarjo Kindergarten, East Java, in the 2024-2025 Academic Year. The technical data used in this research uses observation, documentation and interview techniques. The purpose of the observations was to obtain direct data on parenting management practices for students with special needs in Inclusive Early Childhood Education at Aisiyiah Bustanul Athfal Bebekan Kindergarten, Sidoarjo Park, East Java. The observations carried out are observations regarding institutional management in implementing care **for students with special needs, teaching and learning activities for students** with special needs, special curriculum and learning supporting facilities, factors that influence parenting success, and learning outcomes for inclusive students at PAUD Inclusive Kindergarten Aisiyiah Bustanul Athfal Bebekan.

Documentation techniques were implemented aimed at obtaining data on schools and activities of children of inclusion. Documentation is also in the form of photos and video recording links about the implementation of parenting for inclusion children, the learning process in the classroom and outside the classroom, photos of facilities and infrastructure used for inclusion children's interventions, the therapy process for inclusion children, and video interviews with the inclusion coordinator.

1. Meanwhile, researcher interviews were conducted with principals, inclusion coordinators, special accompanying teachers, classroom teachers, occupational therapists and speech therapists, as well as interviews with colleagues at other schools. This was done to obtain information about parenting management in Inclusive Early Childhood Education (PAUD), special education programs for inclusion students and the curriculum that has been applied to inclusion students at Aisiyiah Bustanul Athfal Bebekan Kindergarten, Taman Sidoarjo, East Java. Meanwhile, interviews with therapists at Aisiyiah Bustanul Athfal Bebekan Kindergarten were carried out to obtain information about intervention programs through occupational therapy and speech therapy and the results achieved by inclusion students after participating in regular therapy activities.

1. Then the data analysis technique is used by researchers so that the object being studied can be analyzed first so that the results become clearer, more meaningful and more detailed. The data collected comes from the results of observations, documentation and interviews with various parties **that have been carried out**, from these data it is analyzed **and then the results of the data analysis are used as a basis for** drawing conclusions, **so that the data obtained** must meet data validation requirements.[16]

3. III. Results and Discussion

1. Implementation of Parenting Management for Inclusion Students at Aisiyiah Bustanul Athfal Bebekan Kindergarten

Based on the results of research conducted by the author through observation techniques and interviews regarding parenting management in inclusion students at Aisiyiah Bustanul Athfal Bebekan Taman Sidoarjo Kindergarten, researchers will discuss the results of the research in accordance with the problem formulation in the previous chapter, namely about how to manage parenting in inclusion students at Aisiyiah Bustanul Athfal Bebekan Kindergarten. From the results of interviews conducted with Inclusion Coordinator Iqomatul Diniyah, SM as follows:

Aisiyiah Bustanul Athfal Bebekan Kindergarten is the oldest kindergarten in Taman District, founded in 1952 until now it is 72 years old, very old compared to other institutions in the surrounding area. However, even though currently there is a lot of competition with the new institutions that emerged at Aisiyiah Bustanul Athfal Kindergarten, they still exist today. This can be proven by the total number of students reaching 143 students, which are divided into nine groups. Because Aisiyiah Bustanul Athfal Bebekan Kindergarten is an Inclusive PAUD, each class has students with special needs or inclusion. One class consists of 15 to 19 regular and inclusion students. Each class contains one inclusion student, while there are two inclusion students, in the class there is one class teacher and one special accompanying teacher who accompanies inclusion students when inside or outside the classroom. There are 30 educators and educational staff at Aisiyiah Bustanul Athfal Bebekan Kindergarten.

Implementation of care management for inclusion students at Aisiyiah Bebekan Taman Sidoarjo Kindergarten implements program planning management, organizing, managing resources, coordinating, controlling implementation, controlling resources, and evaluating programs. So that the implementation of care for inclusion students at Aisiyiah Bustanul Athfal Bebekan Kindergarten can run well, careful program planning is needed. Program planning here includes: determining the quota of inclusion students who will be accepted in the next academic year, program planning and budgeting costs, structuring parenting activities, determining human resources, including determining inclusion coordinators, homeroom teachers, and special accompanying teachers in each class, preparing curriculum and developing learning materials, preparing appropriate accommodation to support the course of care, as well as communicating the plans that have been decided to parties related to inclusion education.[17]

No less important than planning management, this educational institution, which is an inclusive PAUD, also implements organizing management. What is meant by organizing here is a way to find out about the resources and what activities are needed in order to achieve the goals that have been set, then a learning community is formed to help make this happen, and there are special responsibilities and authorities given to carry out the work tasks they carry out.[17]

To find out about existing human resources, TK Aisiyiah Bustanul Athfal Bebekan carried out initial identification through interview activities for prospective educators and educational staff before being accepted as employees. With this interview activity, the Institution leaders will be able to classify the various abilities and characteristics possessed by each prospective educator and educational staff as the basis for placing work tasks, because inclusion children have different characteristics, therefore the characteristics of the teachers who will accompany them must be adjusted to the characteristics of the inclusion students they will accompany. For educators who have been teaching for a long time, every year there is an evaluation of their performance so that if there are educators whose performance is not good there will be special warnings, and if there are educators whose performance is good they will get rewards from the leadership in accordance with the rules that have been set.

In regulating resources, every **organization needs to manage the human resources of the organization**, including the organization of educational

institutions, because human resources have the most important role, therefore the leadership of educational institutions is obliged to manage existing resources as well as possible to implement the management system so that it can run effectively and efficiently to achieve the vision, mission and goals that have been mutually agreed upon.[18]

The human resource management process requires good coordination between one element and another, because at Aisyiyah Bustanul Athfal Bebekan Kindergarten, before entering the new academic year, the leaders have determined the duties of each individual which consist of several elements, including: there are Group A Teachers, Group B Teachers, Special Accompanying Teachers Group A, and Special Accompanying Teachers Group B. With the determination of this task, the leaders formed working groups that were members of small group learning communities, each learning community had a different vision, mission and goals, this was a guide and motivation for them in carrying out discussions in each learning community. A learning community is a collection of several teachers in an educational institution who share good practices and collaborate with each other regularly with a clear vision, mission and goals to improve the quality of learning, so that it can have a good impact on educational institutions.[19]

With this small group learning community, the benefits are enormous, because educators who have experience in providing care to inclusion students in each group can share good practices with each other so that new educators can gain knowledge there, besides that they can also do assignments together, and solve problems that occur in class together, so that the problems faced by each educator can be overcome well. Then from these small groups, every month they are scheduled to gather in school-level learning communities. In the school level learning community, much is discussed here, because usually the delivery of the latest information is conveyed by the Principal and Deputy Principal, after that a joint discussion continues about solving problems found in small group learning communities until the problem is solved, followed by a mutual agreement. In this way, coordination will be able to run well and will have a positive impact on the parenting patterns of inclusion students at Aisyiyah Bustanul Athfal Bebekan Kindergarten.

After there is well-organized coordination, the next step is for the Principal and team to supervise to control the implementation of the duties of educators and educational staff by preparing a supervision schedule for classes, so that the Principal can directly observe the performance of educators and educational staff in carrying out their duties. If things are found in supervision that do not comply with the predetermined SOP, this is where the principal must be able to control them, namely by providing input to the educator concerned, whether conveyed orally or through notes in the class supervision book. Furthermore, the results of this supervision are input into the E-Kinerja application, especially for educators. With this supervision activity, it is hoped that there will be improvements in the performance of educators and educational staff, so that the education carried out at Aisyiyah Bustanul Athfal Bebekan Kindergarten can become quality education.

As the final step, the management of parenting for inclusion students at Aisyiyah Bustanul Athfal Bebekan Kindergarten is a reflection and evaluation activity on all programs that have been implemented. There is reflection and evaluation here on a small scale, namely reflection and evaluation which is carried out after every program has been implemented, and there is reflection and evaluation on a large scale, namely reflection and evaluation of all programs that have been implemented in one year. From the results of these reflections and evaluations, are there any programmes that need to be continued in the coming school year or are there programmes that should be removed because of their lack of benefits for education. This activity is carried out at the end of each academic year by inviting the Aisyiyah Panjang Leaders and representatives of the students' parents, because by presenting them it is hoped that the school will get good input for the further development of the institution.

2. Supporting Factors for the implementation of Proper Care for Inclusion students at Aisyiyah Bustanul Athfal Bebekan Kindergarten

The process of caring for inclusion students will not be successful if it is not supported by several things, including: sufficient funds or costs, adequate pre-means facilities and being able to provide appropriate accommodation for students with disabilities and regular students in order to stimulate the growth and development of all students. Then it is also necessary to prepare educators and educational staff who are competent in their fields.

In the Regulation of the Minister of Religion of the Republic of Indonesia Number 1 of 2024 concerning Proper Accommodation for Disabled Students in the Education Unit at the Ministry of Religion, CHAPTER 1, explains that appropriate **accommodation is appropriate adjustments and modifications and is used to ensure the implementation and enjoyment of all human rights and fundamental freedoms for people with disabilities based on equality.** [20] To provide adequate accommodation for students with disabilities, it needs to be supported by quite a lot of costs, both costs that must be incurred by the school and by the student's parents. For schools, before accepting inclusion students, they need to first prepare the infrastructure needed by inclusion students. In terms of the pre-means required by the inclusion students, the author conducted an interview with the Deputy Principal in charge of facilities and pre-means, namely Mrs. Yuli Sugiharti, A. Md.

Pre-means needed for inclusion students at Aisyiyah Bustanul Athfal Bebekan Kindergarten according to Mrs. Yuli Sugiharti, A. Md. including: outdoor and indoor play tools that suit the number of students and can function doubly, namely as a play tool with regular children every day, so that inclusion students can socialize with their regular friends, besides that, existing play tools must also be able to function as tools that can be used to intervene with inclusion students, like a football field with lots of grass, it can function as sensory therapy for children's motorbikes, swings can function to stimulate children's concentration and focus, compound stairs function to strengthen joint muscles so that children are able to carry out fine motor activities well. Then the school must also prepare an occupational therapy room, speech therapy or source room or bridging room. These rooms are indispensable for inclusion students, namely for special intervention activities or therapy by experts which are carried out regularly and on a scheduled basis. All of this is available at Aisyiyah Bustanul Athfal Bebekan Kindergarten. However, occupational intervention or therapy and speech therapy activities do not have to be carried out at school, but can be carried out in other places, such as at therapy institutions, or in hospitals that provide facilities for occupational therapy or speech therapy, but the school still asks for a report in writing.

According to the Ministry of Health, directorate General of Health Services, **Occupational Therapy is a treatment that aims to help someone who has mental, physical and cognitive limitations. This intervention is carried out** with the aim that the sufferer **can become less dependent on other people to live their daily lives.** The aim of therapy is so that children's behavioral and concentration problems can be reduced, and can improve children's learning and development skills, especially in using language. This goal can be successful through a comprehensive and individualized occupational therapy program.[21]

For assessment activities for inclusion students and to overcome psychological problems in children, Aisyiyah Bebekan Kindergarten provides psychological consultation services, so that the problems experienced by children and parents can be resolved well. In terms of psychological consultation, Aisyiyah Bustanul Athfal Bebekan Kindergarten collaborates with a team of psychologists at Muhammadiyah University of Sidoarjo who are willing to attend school whenever there is a request to attend. With this psychological constancy service, the school must also prepare facilities for a psychological consultation room. So there are lots of facilities that must be prepared and of course with so many facilities that must be prepared it will cost a lot of money for the school to pay.

Meanwhile, parents of students must be willing to pay special fees for their children who have disabilities, namely fees for assessment to a growth and development doctor or a psychologist to find out from an early age the condition of their child and what type of disability their child has. Not only that, there are costs that must be incurred by parents of inclusion students, because there are still therapy costs for their children so that their growth and

development is not too late, and this must be done for some time depending on support from parents at home, whether they are willing to follow up on carrying out interventions recommended by the therapist or not, because if parents do not follow up at home, the child's development will continue to be late, and in the end it will continue to cost money for the child's therapy. Apart from that, there is a fee to pay a Special Accompanying Teacher if the child is advised by the therapist that there must be a Special Accompanying Teacher who will accompany the child when he is at school.

With the large costs required by inclusion students, Aisiyah Bustanul Athfal Bebekan Kindergarten is trying to set aside a special budget for subsidizing the costs of occupational therapy, speech therapy and psychological consultation. Apart from that, the school is trying to apply for special assistance funds for inclusion children to the government or the Director General of PAUD, Ministry of Education and Culture, Research and Technology, and thank God, this application was approved by the Director General of PAUD in the last two years, so as to reduce the burden of costs that must be incurred by the school and parents students, because the assistance obtained can be intended for subsidies for therapy costs for inclusion students, for the construction of bridging rooms and their equipment, to increase the honorarium for Special Assistant Teachers, and to increase the competency of educators.

With the costs set aside by schools and assistance from the government, the benefits are very large, because apart from being useful for schools and children, it is also beneficial for teachers, because teachers are often involved in training, both held by school interns by calling sources from outside also taking part in training held by Aisiyah leaders, both central and regional and regional, as well as independent training attended by teachers through the Merdeka Mengajar Platform (PMM), so that with these trainings teachers can better understand the characteristics and needs of inclusion children, so that they can care for inclusion students well and can produce quality care. However, it is not as easy as turning the palm of your hand in creating quality care, because there are many problems that Aisiyah Bustanul Athfal Bebekan Kindergarten has to face regarding the implementation of Inclusive PAUD. In its journey, Aisiyah Bustanul Athfal Bebekan Kindergarten as an inclusive PAUD does not always run smoothly, but often experiences problems that must be faced well and calmly. These obstacles include, there are often special accompanying teachers who do not take long to care for inclusion children and then suddenly submit their resignation because they feel they are less able to care for the inclusion students who are so active. Apart from that, there are obstacles from parents of inclusion students, because parents of students are often found who are very critical and demand a lot from the school and from accompanying teachers, especially with various tutntutan. Then there are often guests who are parents of regular children who complain because their children are often beaten, beaten and disturbed by inclusion students, they object if their children are taken to the same class as the inclusion students because they are worried that their children will become infected or be disturbed by the child.

Facing these various problems does not make leaders and teachers recede in implementing Inclusive PAUD, but makes them more enthusiastic in finding the best solution to overcome these problems, so that until now they have persisted in providing care services for inclusion students. The efforts made by Aisiyah Bustanul Athfal Bebekan Kindergarten to overcome this problem are that, before accepting a Special Assistant Teacher or Class Teacher, an integrity pact has been prepared which must be signed by prospective teachers so that they are not careless in carrying out their teaching duties. Then for parents of students, before accepting new students (PPDB) they have prepared an SOP for registration and services for inclusion students. The SOP must be shown to the parents of the inclusion student when they want to register their child, prepare a letter of agreement/agreement to comply with the SOP. Continuing before starting the new school year, the school invites all parents to socialize about the Aisiyah Bustanul Athfal Bebekan Kindergarten Inclusive PAUD, this is done so that during the teaching and learning process, if they find things that are not desired regarding the inclusion of students, parents already understand and understand it, and there are not many complaints to the school.

VII. Conclusion

Aisiyah Bustanul Athfal Bebekan Kindergarten implements parenting management for inclusion students which consists of managing program planning, organizing, managing resources, coordinating, controlling implementation, controlling resources, and evaluating programs. This can be carried out well because of good coordination from top to bottom, and support from various parties, as for the supporting factors for implementing appropriate care for Inclusion students at Aisiyah Bebekan Kindergarten, there are supporting funds from both internal institutions and funds from the government whose benefits are very large for inclusion students and parents of students as well as educational institutions. Apart from that, the success factor is also due to the existence of adequate facilities and pre-means so that they can be used for intervention activities for inclusion students regularly and on a well-scheduled basis, and supported by several experts in carrying out occupational intervention or therapy, speech therapy, and psychological consultation. However, everything does not continue to run smoothly because they often encounter various kinds of obstacles, both from special accompanying teachers who often come in and out and from parents of inclusion and regular students who often complain to the school. However, all obstacles can be resolved well with patience.

4. Acknowledgments

Alhamdulillah tesis ini bisa terselesaikan dengan baik meski berbagai kendala telah penulis alami namun akhirnya bisa terselesaikan juga. Tak lupa penulis mengucapkan terimakasih kepada berbagai pihak yang turut serta mensukseskan terselesaikannya tesis ini, yaitu Allah SWT yang telah memberi petunjuk dan kesehatan sehingga bisa menyelesaikan tesis ini. Kemudian penulis ucapkan terimakasih juga kepada Ibu dosen pembimbing, semua keluarga dan teman-teman yang telah turut serta mendukung penyelesaian tesis ini hingga selesai. Semoga Allah SWT.membalasnya dengan balasan yang lebih baik. Aamiin.

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