
**DEVELOPMENT OF A CHILD-FRIENDLY INCLUSION
MANAGEMENT MODEL TO BUILD INCLUSIVE AND SUPERIOR
ISLAMIC EDUCATIONAL INSTITUTIONS: A CASE STUDY OF
SD LAB SCHOOL FIP UMJ**

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***Abstract.** This study aims to develop a child-friendly inclusion management model to support the establishment of inclusive and superior Islamic educational institutions, with a case study conducted at SD Lab School FIP UMJ. Inclusive education has become an important approach in ensuring equal access to education for all students, including those with special needs. However, many Islamic educational institutions still face challenges in implementing inclusive practices effectively, particularly in terms of management, policy integration, and the creation of child-friendly learning environments. Therefore, this research focuses on developing a systematic management model that integrates inclusive education principles with child-friendly school practices. This study employs a Research and Development (R&D) approach using the Borg and Gall model, which includes stages of needs analysis, model design, development, validation, and implementation testing. Data were collected through observations, interviews, documentation, and focus group discussions involving school leaders, teachers, and stakeholders. The findings indicate that the developed model strengthens*

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inclusive school governance through structured policies, inclusive curriculum adaptation, teacher capacity building, and supportive learning environments. The child-friendly inclusion management model contributes to improving institutional readiness in accommodating diverse learners while maintaining Islamic educational values. The model also promotes collaboration among teachers, parents, and the community to create a supportive educational ecosystem. Ultimately, this model can serve as a strategic framework for Islamic schools seeking to implement inclusive education while enhancing institutional quality and excellence.

Keywords: *Inclusion Management, Child-Friendly Schools, Inclusive Education, Islamic Educational Institutions, Educational Development Models.*

Abstrak. Penelitian ini bertujuan untuk mengembangkan model manajemen inklusi ramah anak dalam rangka membangun lembaga pendidikan Islam yang inklusif dan unggul, dengan studi kasus di SD Lab School FIP UMJ. Pendidikan inklusif merupakan pendekatan penting untuk menjamin kesetaraan akses pendidikan bagi seluruh peserta didik, termasuk anak berkebutuhan khusus. Namun, banyak lembaga pendidikan Islam yang masih menghadapi berbagai tantangan dalam menerapkan praktik pendidikan inklusif secara efektif, terutama dalam aspek manajemen, integrasi kebijakan, serta penciptaan lingkungan belajar yang ramah anak. Oleh karena itu, penelitian ini berfokus pada pengembangan model manajemen yang sistematis dengan mengintegrasikan prinsip pendidikan inklusif dan konsep sekolah ramah anak. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan model Borg and Gall yang meliputi tahapan analisis kebutuhan, perancangan model, pengembangan, validasi, serta uji implementasi. Pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, dan diskusi kelompok terarah yang melibatkan kepala sekolah, guru, serta para pemangku kepentingan. Hasil penelitian menunjukkan bahwa model yang dikembangkan mampu memperkuat tata kelola sekolah inklusif melalui penyusunan kebijakan yang terstruktur, adaptasi kurikulum inklusif, peningkatan kapasitas guru, serta penciptaan lingkungan belajar yang suportif. Model manajemen inklusi ramah anak ini berkontribusi dalam meningkatkan kesiapan lembaga pendidikan dalam mengakomodasi keberagaman peserta didik tanpa mengabaikan nilai-nilai pendidikan Islam. Selain itu,

model ini juga mendorong kolaborasi antara guru, orang tua, dan masyarakat dalam membangun ekosistem pendidikan yang mendukung. Dengan demikian, model ini dapat menjadi kerangka strategis bagi sekolah Islam dalam mengimplementasikan pendidikan inklusif sekaligus meningkatkan kualitas dan keunggulan lembaga pendidikan.

Kata Kunci: Manajemen Inklusi, Sekolah Ramah Anak, Pendidikan Inklusif, Lembaga Pendidikan Islam, Model Pengembangan Pendidikan.

INTRODUCTION

Children with special needs (ABK) in Indonesia is a fairly large and vulnerable group, with a total of around 330,764 children from one million children aged 5 to 16 years. Of these, only around 85,737 children receive inclusive education services. This reflects the great challenge of ensuring that every child, without exception, can access an education that is on par with his or her peers who do not have special needs. This figure is certainly not encouraging for educators and related parties involved in the world of education. As a developing country with diverse economic levels, many factors can affect this figure, and economic problems are one of them. The economic condition of the Indonesian people, who are still below the poverty line, also contributes to the quality of nutrition received by children, including pregnant women. Lack of access to healthy or nutritious balanced food is the main causative factor in children's growth and development disorders, even at risk of causing abnormalities in babies born (Oktaviani & Setiyono, 2023). The fulfillment of balanced nutrition is not only important for optimizing children's growth and development, but also serves as an early prevention effort for abnormalities in the baby to be born. In other words, access to healthy food is a key factor in maintaining the health quality of the generation from childhood to before birth. The invention of technology in the field of artificial food, accompanied by the use of preservatives, is also increasingly worrying. Many studies show that the consumption of food ingredients that contain preservatives, harmful chemicals, and inadequate nutrition, can negatively impact the health of the fetus and baby.

As the number of crew members increases, of course there are impacts that need to be considered in the provision of adequate educational facilities. The increasing number of ABK has the potential to burden the existing education system, especially in terms of providing inclusive schools. Based on data from the Ministry of Education and

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Culture (Kemendikbud, 2021), Indonesia has around 17,134 schools that provide inclusive education services at the elementary school (SD) level. While these numbers look positive, major challenges still exist in terms of equity and quality of inclusive education services across Indonesia, especially in more remote areas. This data reflects the government's efforts to create a more inclusive education system, but there are still gaps that need to be fixed.

The presence of inclusive education is of course inseparable from the legal foundation that governs it. Law Number 20 of 2003 concerning the National Education System article 4 paragraph (1) expressly states that education must be held democratically and fairly, without discrimination. This means that the state is obliged to provide equal opportunities for all children, including children with special needs, to access quality education. As an extension of the Law, Regulation of the Minister of National Education (Permendiknas) No. 70 of 2009 (Directorate of Extraordinary School Development, 2011) About Inclusive Education also clearly stipulates that inclusive education must provide opportunities for every student who has a disorder or special intelligence to participate in education together with students in general. This policy, although it already exists, requires stronger implementation in the field so that it can be felt by all crew members, not just those who live in big cities.

The challenges in the implementation of inclusive education are still quite large. One of the main obstacles is the limited number of teachers who have the competence to accompany ABK. Although there have been policies in place to support inclusive education, the number of specially trained assistant teachers is still very limited. This makes it difficult for inclusion schools to pay adequate attention to ABK, both in terms of academics and their social-emotional development. Based on existing data, there is still a significant shortage in the number of special supervisors, who play an important role in supporting the learning process of ABK to suit their needs. Therefore, increasing training and providing skilled human resources in handling crew members is very important to continue to fight.

This condition shows that even though there is a policy that supports inclusive education, there is still a lot of homework that must be completed so that ABS in Indonesia can get equal and quality educational services. Improving access, teacher

training, and equitable distribution of inclusive education facilities throughout Indonesia are steps that need to be taken to ensure that every child, including those with special needs, can have the same right to education without discrimination. Implementing a child-friendly inclusive school requires adjustments in various aspects, including curriculum, infrastructure, and learning systems that can be adapted to the needs of children with special needs (ABK). Child-friendly learning, as described by (Nurbaeti et al., 2020), aims to motivate students by using media that suits their needs, applying learning methods that actively involve students, and providing concrete and understandable learning examples. With this approach, every learner, including ABK, is given the opportunity to learn in a way that suits their characteristics and potential.

However, in the field, major challenges are still faced, especially related to the readiness of schools, especially teachers, in accepting ABK. Lindner et al., (2023) highlighted that many public schools, including their educators, are not fully ready to accept ABK in the existing learning system. This has an impact on the quality of educational services received by ABK, where their rights to acquire knowledge and skills on par with regular children are often neglected. As a result, the education received by ABK is not optimal, in fact most of them do not get proper educational services. According to Oktaviani & Setiyono, (2023) , around 245,027 crew members in Indonesia still do not receive adequate education. This figure shows that there are major problems that need to be addressed immediately so that ABK can obtain their right to quality education. This problem does not only occur in public schools subsidized by the government, but also in private schools. For example, at SD Labschool FIP UMJ, this school has tried to implement inclusive education by providing shadow teachers who specialize in handling ABK. In this system, one accompanying teacher is responsible for 1 to 3 crew members, and this system has been running for 10 years. Although there have been efforts to support ABK, challenges and obstacles in implementing inclusive education to the maximum remain, both in terms of human resources, infrastructure, and learning methods applied.

The actual context of the development of an inclusion management model at SD Lab School FIP UMJ is also closely related to the needs of schools to strengthen the implementation of inclusive education SOPs, improve human resource competence, and build a child-friendly school environment based on Al-Islam with a quality, adaptive, and

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collaborative orientation. The results of the research in this school have the potential to have a wide impact, because they can be used as prototypes, SOPs, and best practices for Muhammadiyah schools and other Islamic educational institutions in Indonesia that strive to become superior and Islamic inclusive schools. The resulting model will be very likely to be replicated and tested for effectiveness in the context of Islamic education nationally. Thus, SD Lab School FIP UMJ is a very appropriate and strategic choice for this research, as it represents a combination of vision, actual practices, development needs, data availability, as well as the strong capacity of the institution to become a pioneer and national reference in the management of child-friendly inclusion based on Islamic values.

The data on the evaluation of the inclusion management of SD Lab School FIP UMJ shows that of the twelve planned programs, only four activities have been implemented, namely cooperation with counseling institutions, data collection of inclusion students, preparation of inclusion student profiles, and preparation of inclusion student development reports. This indicates that the basic aspects of data management and support service networks have begun to take shape, so that schools have an initial foothold in the form of data and partners to develop inclusive education services. However, the dominance of programs that have not been implemented (eight activities) indicates that the implementation of inclusion management is still in its early stages and has not yet touched the dimension of comprehensive services for all stakeholders.

An effective school is a school that is able to carry out its functions optimally in various aspects, including economic, social, cultural, and educational. Fathurrochman et.al., (2022) reveals that effective schools focus not only on improving the quality of education, but also on achieving broader educational goals, including educational equity and relevance. Scott, et.al., (2025). adding that the effectiveness of schools is in line with the national policy on the decentralization of education and regional autonomy, which gives schools freedom to manage resources and allocate education funds in accordance with local priorities. With school autonomy, it is hoped that schools can be more responsive to the needs of the local community and improve the quality of education in accordance with the local context.

In the context of inclusive education, school-based management plays a very important role, especially in the management of human resources and existing facilities.

This includes efforts to optimize the use of available educational resources to ensure that ABK receives educational services that suit their needs. As explained by Aisyah and Kamalia (2022), the concept of school autonomy gives schools the freedom to manage their education in a way that best suits the context and needs of students. Thus, effective school management in the context of inclusive education must be able to integrate various elements in the education system, such as curriculum, planning, facility management, and human resource management to create an environment that supports the development of every student, including ABK.

Research on inclusive education has undergone significant development. In 2016, the focus of the research was on a curriculum modified to meet the needs of ABK. In 2021, the research focuses more on the management of inclusion education programs, especially planning, which is the first step in the managerial function, which must be followed by *organizing, acting, and controlling*). Good planning is key to creating inclusive and child-friendly schools. Furthermore, in 2022, the study began to examine the implementation of inclusive education in the preparation of Learning Implementation Plans (RPP) that are tailored to the needs of ABK in each class, including the types of obstacles that students have and how the RPP can be adjusted to achieve relevant learning outcomes (Davis et al., 2021). This research focuses more on the development of child-friendly inclusion management management, which not only includes administrative and logistical aspects, but also involves a more holistic and integrated approach to create an inclusive education system across the board.

THEORITICAL REVIEW

Child-Friendly Inclusive School Management

Management Inclusive education in a global context is evolving as a transformative framework that not only focuses on policy implementation at the school level, but also demands fundamental changes in educational culture, policies, and practices. The main goal is to create an education system that is fair, equitable, and responsive to the diversity of all learners, including those with special needs or disabilities. Inclusive education affirms that every individual has the right to equal access to education without discrimination, and this principle has been recognized as a human

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right in various international conventions, such as the Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities (Group, 2025).

Inclusive education management includes the process of planning, organizing, implementing, and supervising all educational activities in order to accommodate the needs of all students. This includes curriculum adjustments, learning methods, assessments, and the provision of friendly facilities and infrastructure for all children, both those with special needs and those with special needs (Jannah et al., 2024; Wiliyanto, 2022). In many developed countries, such as Denmark, Sweden, and Canada, inclusive education policies emphasize that almost all students, including those with disabilities, study in regular schools with appropriate support. This aims to avoid social segregation and stigma, as well as ensure full participation in school and community life (EADSNE, 2003).

The implementation of inclusive education management also requires synergy between various stakeholders, ranging from the central and regional governments, schools, teachers, parents, to the wider community. This collaboration is important to optimize resources, build an inclusive learning environment, and address various challenges that arise, such as limited resources, lack of teacher training, and socio-cultural barriers (Pokhrel, 2024). In addition, teacher capacity building through continuous training is key for them to be able to manage heterogeneous classrooms and provide effective learning for all students (Kathy Cologon, 2019).

The main challenges in inclusive education management include a lack of understanding of the concept of inclusion, limited infrastructure, lack of resources, and stigma and discrimination against children with special needs. To overcome these challenges, various strategies have been developed, such as increasing public awareness, strengthening supporting policies, providing adequate resources, and training teachers and education personnel on an ongoing basis (Pokhrel, 2024). The transformation towards inclusive education also requires a long-term commitment and a continuous evaluation process so that every step taken can be adapted according to the needs and development of students (Kathy Cologon, 2019; Sevices, 2022). The management of inclusive education is not only the responsibility of schools or the government, but is a collective effort to build a more equitable, inclusive, and sustainable society. Inclusive education is

an important foundation in shaping citizens who are able to value diversity, actively participate in social life, and contribute positively to the development of a global society in the future (Group, 2025; Inclusive, 2025).

Characteristics of Inclusive School Management

School management Inclusion It is an approach to education management that has special characteristics, different from conventional school management. One of the main characteristics of inclusive school management is the involvement of all elements of education in a comprehensive and integrated manner in every stage of management, starting from planning, organizing, implementing, to evaluating educational programs. Each of these stages not only involves principals and teachers, but also actively involves students, parents, and the surrounding community as strategic partners in supporting the success of the inclusive learning process (Ediyanto, Asep Sunandar, 2021).

Inclusion schools conduct initial identification and assessment of the needs of all students at the planning stage, including children with special needs (ABK). The results of this assessment are the basis for designing a curriculum that is adaptive and responsive to the diversity of student characteristics. The curriculum used in inclusive schools is generally a modification of the regular curriculum, which is tailored to the needs and potentials of students, thus allowing each child to develop optimally according to his or her abilities (Jannah et al., 2024). In addition, planning also includes the preparation of individual learning programs, the procurement of inclusion-friendly infrastructure, and the allocation of human resources such as special assistant teachers and educational psychologists

RESEARCH METHOD

This study uses a mixed-method research (MMR), which combines quantitative and qualitative approaches to obtain a more comprehensive understanding of the phenomenon being studied. According to Shrestha and Giri (2021), the use of two methods simultaneously provides an advantage in researching phenomena that require analysis from both sides, both quantitatively and qualitatively (Dawadi et al., 2021). The design used in this study is exploratory sequential mixed-methods, where the process of collecting and analyzing data begins with qualitative data, then continues with

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quantitative data. Shiyambola, et al. (2021) emphasized that in this design, quantitative data serves to strengthen qualitative findings, so that the interpretation of the results becomes more in-depth and valid.

Research and Development (R&D). This research approach also uses the Research and Development (R&D) method. According to Risal, et al. (2022), a development method is a method used to produce new products or improve existing products to become more effective and relevant. Wongwai and Patphol (2020) explained that in the context of education, R&D is a research methodology that combines two approaches, namely research and development, to create innovative curriculum and learning. The R&D process is systematic and relevant between research and development activities, referred to as the 'R&D cycle' (Patphol, 2020). R&D has become the main engine in creating sustainable innovation in education. Innovation activities are indispensable to increase the effectiveness of the learning process in schools, in line with the main goal of implementing R&D, which is sustainable development (Kumari et al., 2024).

RESULTS AND DISCUSSION

Results of Classroom Observation and Learning Environment

The results of classroom observations and learning environments conducted at various grade levels (grades 1-6) at SD Lab School FIP UMJ show that child-friendly inclusive education practices have been running quite well, although there are still some aspects that need to be strengthened. In general, teachers actively implement an inclusive learning approach through warm, supportive, and intimidation-free interactions. Teachers greet students personally, provide positive reinforcement, and guide children who are experiencing difficulties with empathy without embarrassment in front of their peers. The arrangement of group work is carried out heterogeneously so that Children with Special Needs (ABK) are not separated, but are actively involved with peers with assignments that are adjusted to their abilities. Teachers also consciously build a classroom culture that is free of ridicule and stigma, linking mutual respect with religious values and morals, so as to create a social-emotional conducive learning environment.

In terms of the physical environment, learning infrastructure such as projectors and visual media are enough to support a variety of teaching methods. However, not all

facilities are designed to be fully accessible for all the needs of ABK, especially related to special aids, visual marking systems, and physical accessibility in several school areas. Learning adaptation still depends a lot on the creativity of teachers in modifying teaching materials. The curriculum is applied adaptively, with modifications to the depth of the material, variations in the form of assignments, and an active-contextual approach that helps all students, including ABK, learn through hands-on experience. Teachers provide space for discussions, projects, and cooperative activities that encourage critical thinking while remaining in harmony with the character of Islamic education. Teacher-student interaction is based on the principle of tolerance and respect for differences. Teachers ensure that each child has the opportunity to participate without being dominated by certain students, as well as respond to mistakes with a supportive approach. A culture of mutual help and non-ridicule is instilled through sensitive classroom management and cooperative activities. However, the limitations of teacher training related to special needs handling strategies and inclusive classroom management are still obstacles. The adaptations carried out are often still simple and not entirely based on a comprehensive assessment or a structured Individual Learning Program (PPI).

The school environment also shows the integration of Islamic values and character education in inclusive practices. Habituation programs, religious activities, literacy, and counseling services are directed to build a child-friendly school culture holistically. The mentoring system through a special assistant teacher (shadow teacher) has been implemented with a pattern of one crew member and one GPK, so that individual support is quite intensive. However, strengthening competencies and integrating the role of GPK in learning planning and evaluation is still needed so that mentoring is more optimal. In addition, extracurricular activities and positive habituation are designed to be inclusive without discrimination, providing space for ABK to develop according to their interests and potential. Overall, the observational findings show that SD Lab School FIP UMJ has built the foundation of an inclusive and child-friendly learning environment, but still needs systemic strengthening, teacher capacity building, and facility improvement so that inclusion practices can run more effectively, structured, and sustainable.

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Identify Key Issues Related to Child-Friendly Inclusion Management

Based on the results of in-depth observation and analysis at SD Lab School FIP UMJ, a number of key problems were identified that are the focus in the development of a child-friendly inclusion management model. First, the limited capacity of teachers and support staff is still a significant challenge. Teachers and special assistants need continuous training to strengthen pedagogic and managerial competencies that are responsive to the diverse needs of students, especially Children with Special Needs (ABK). Specifically, training needs include the ability to identify the characteristics of ABK, prepare Individual Learning Programs (PPI), modify the curriculum and lesson plans, and carry out initial assessments and systematic monitoring of student development. Some teachers admitted that they were not fully confident in conducting assessments and individual interventions, so learning services tended to be general. From the managerial side, teachers and companions also need to strengthen cross-party coordination, collaborative communication with parents, and the preparation of team-based development reports so that differentiated learning practices can run more consistently and in a more directed manner.

Second, the absence of a systemic and integrated management structure causes the implementation of inclusion to still be daily operational and not supported by written strategic planning. Services for crew members are mostly based on informal agreements without clear short, medium, or long-term policy documents. The division of tasks between classroom teachers, subject teachers, and special assistant teachers has indeed been carried out, but it has not been outlined in the formal task description or the structure of the inclusion team that specifically handles program planning, implementation, and evaluation. The evaluation and monitoring system of inclusive services has also not been standardized and is carried out periodically, so that data on student progress and obstacles have not been systematically documented as a basis for decision-making and program improvement.

Third, there is an imbalance of resources and facilities to support inclusive learning. Although school infrastructure is generally adequate for regular learning, not all facilities are designed with the principle of full accessibility for students with special needs, especially those with mobility barriers. The availability of educational aids and

special teaching materials is also still limited, so teachers often make independent modifications to learning materials. The ratio of special assistant teachers that is not balanced with the number of crew members also affects the intensity of mentoring, in-depth assessment, and the preparation of individual programs optimally.

Fourth, obstacles to coordination and collaboration between stakeholders are also a concern. Communication between teachers, companions, and parents has been established, but it is still personal and has not been structured in a planned managerial system. Special periodic meetings to discuss the development of ABK have not been part of the routine management cycle, so parental involvement has not been consistent. Collaboration with external parties such as psychologists, therapists, or inclusion support institutions is also still incidental, not yet integrated within the framework of systematic long-term cooperation. This suggests that a holistic inclusive education ecosystem—involving schools, families, and communities—still needs to be strengthened through more explicit and structured management designs.

Fifth, the integration of Islamic educational values in inclusion services has begun to be internalized, but it has not been fully formulated in a written and comprehensive management model. Practice in the field shows that teachers strive to apply the principle of fairness by adjusting learning targets and forms of assessment according to the abilities of each student. The value of compassion and respect for children's rights is reflected in warm, supportive, and stigma-free relationships in inclusive classrooms. Students are accustomed to respecting and helping each other, so as to create a child-friendly atmosphere that is in harmony with the value of rahmatan lil 'alamin. In addition to being oriented towards academic achievement, learning is also directed at the formation of spiritual awareness that every child is a mandate of Allah who has dignity and rights that must be maintained. Thus, although the practice of Islamic values has been seen in the daily life of schools, it is necessary to formulate an inclusion management model that explicitly integrates the principles of justice, compassion, and respect for children's rights so that inclusive learning is not only effective pedagogically, but also spiritually and institutionally meaningful

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Model Development Needs and Opportunities Analysis

Based on the preliminary study that has been conducted, the needs analysis shows that SD Lab School FIP UMJ requires the development of a comprehensive and integrated child-friendly inclusion management model. The main needs identified include increasing the capacity of teachers and support staff through continuous training to have pedagogical and psychological competence in handling students with various needs. In addition, the development of a systemic, integrated, and sustainable management structure is needed to ensure that the implementation of inclusion programs runs consistently and in a targeted manner. The availability of resources and facilities also needs to be balanced and improved in order to be able to support inclusive learning optimally. Strengthening coordination and collaboration between stakeholders—both internal and external—is an important aspect in building an inclusive education ecosystem. No less important, the integration of Islamic educational values in every aspect of inclusion management must be carried out so that the developed model remains based on the principles of justice, compassion, and respect for diversity.

On the other hand, there are strategic opportunities that can be used in the development of the model. As a laboratory school, SD Lab School FIP UMJ has the support of academic resources, facilities, and a conducive research environment to test and improve the inclusion management model. The availability of experts from the Faculty of Education UMJ is a strength in itself in the validation and scientific consultation process. The experience and innovations that have been running in the school are also valuable contextual capital in designing models that suit the needs of the field. The support of national education policies and Muhammadiyah's policies related to inclusion and child-friendly schools further strengthens the normative and operational foothold of model development. In addition, the opportunity to conduct limited trials and field tests in representative locations allows for the acquisition of valid empirical data as a basis for model refinement. Thus, the development of a child-friendly inclusion management model at SD Lab School FIP UMJ is designed to answer real needs while optimizing available opportunities, so as to create an effective managerial model, adaptive to local conditions, and based on superior and inclusive Islamic values.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of research and development using the Borg & Gall model carried out at SD Lab School FIP UMJ, it can be concluded that the development of a child-friendly inclusion management model is carried out through systematic stages which include needs analysis, model design, development of management tools such as policies, SOPs, adaptive curriculum, and service systems for children with special needs (ABK). Then it was followed by expert validation, limited trials, revisions, and effectiveness tests. The results of the development show that the resulting management model is integrated, contextual, and in line with the principles of inclusive education, the concept of Child-Friendly Schools, as well as Islamic educational values such as justice, compassion (rahmah), respect for diversity, and collective responsibility for the fulfillment of children's rights.

This model is considered feasible to be implemented based on the results of validation by education experts and practitioners, because it has clear components, consistency between goals and strategies, and can be accepted by school principals, teachers, and accompanying teachers as operational guidelines in the management of inclusive schools. The implementation of the model has also proven to be effective in improving the quality of educational services for ABK, which is shown through improved managerial coordination, clarity of human resource roles and responsibilities, improving the competence of teachers and shadow teachers in differential learning, strengthening inclusive school culture, and increasing parental involvement in the educational process. In addition, this model succeeds in creating a safe, non-discriminatory, and equitable learning environment, while strengthening the identity of inclusive and superior Islamic educational institutions.

Suggestions

SD Lab School FIP UMJ is advised to implement this model consistently and sustainably by strengthening inclusive education SOPs, improving teacher competence through continuous training, integrating inclusion programs in school strategic policies such as RKS and RKAS, and building collaboration with educational institutions, psychology, and education offices so that the child-friendly inclusion management model

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can run effectively and sustainably and to be the best practice for the development of inclusive education based on Islamic values.

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