

Orchestrating Inclusivity: A Case Study of Managerial Strategies and Adaptive Learning Ecosystems in Primary Education

Evi Fitriyani

Universitas Pendidikan Guru Republik Indonesia Semarang

Corresponding Author: Evi Fitriyani, evifitri84@gmail.com

ARTICLE INFO

Keywords: Adaptive Learning Ecosystem, Inclusive Education Management, Individualized Education Program, Primary Education, Special Needs Students

Received : 25, June

Revised : 22, July

Accepted: 20, August

©2026 Fitriyani: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This qualitative descriptive case study investigates inclusive education management strategies and adaptive learning ecosystems at SD Budi Mulia Dua, Sleman Regency, offering a replicable managerial blueprint. Conducted from December 2025 to February 2026, the research examined core managerial dimensions planning, implementation, evaluation, and follow-up for children with special needs. Data were gathered through semi-structured interviews, observations, and document analysis involving a school principal, special educators, psychologists, parents, and students. The findings reveal that systematic multi-source needs identification, curriculum adaptation, holistic assessment, and data-driven follow-ups successfully orchestrate an inclusive environment, effectively bridging policy idealism with grassroots classroom implementation.

INTRODUCTION

Inclusive education represents a fundamental shift in global pedagogical paradigms toward equitable learning opportunities. This educational approach ensures that all children, regardless of their physical or intellectual conditions, share the same learning ecosystem. The core philosophy demands a continuous effort to provide a just and accessible environment for everyone. Therefore, inclusive education aims to eliminate discrimination and segregation while actively encouraging the participation of all students (Sari & Wulandari, 2022). Ultimately, it serves as a systemic commitment to building a diverse and tolerant society where equality is highly upheld (Lestari & Prasetya, 2024).

Transitioning towards genuine inclusivity requires significantly more than merely placing children with special needs in regular classrooms. Schools are fundamentally challenged to reconstruct their institutional culture, administrative policies, and daily pedagogical practices. This comprehensive reconstruction is vital because an inclusive framework must substantially accommodate the profound diversity of all learners (Sunaryo & Lestari, 2022). Without systemic alignment, physical integration often leads to further marginalization of vulnerable students. Thus, true inclusivity demands a holistic transformation of the entire educational landscape, heavily supported by institutional dedication (Rahmawati & Lestari, 2023).

The realization of such a responsive ecosystem relies heavily on the efficacy of educational management. Strategic planning, measurable implementation, and continuous evaluation serve as the primary pillars to guarantee sustainable services (Suhartono, 2021). In this context, educational management functions as the main director and controller of all institutional processes to ensure they align with established visions (Mulyasa, 2022). Effective management successfully synchronizes the roles of principals, teachers, and parents within a cohesive framework. Consequently, it transforms theoretical inclusivity into actionable and observable daily routines.

Managing an inclusive ecosystem becomes inherently complex due to the vast spectrum of characteristics exhibited by children with special needs. These diverse learners require highly specific interventions ranging from modified learning materials to specialized behavioral support. Accommodating these unique profiles essentially demands significant modifications to both the standard curriculum and the conventional learning environment (Hallahan & Kauffman, 2021). Individualized instructional approaches must be meticulously designed to help students reach their optimal developmental milestones. Managing these diverse requirements necessitates profound pedagogical competence and robust institutional support mechanisms (Hidayat & Nuraini, 2022).

Despite clear policy directives, the empirical reality at the grassroots level reveals a significant implementation anomaly. Numerous primary education institutions continue to grapple with severe managerial disorientation regarding special needs integration. A majority of public and private schools lack the fundamental structural and cultural readiness required to accept these students optimally (Yuliana & Prasetyo, 2023). This widespread unreadiness often results

in superficial compliance rather than genuine educational accommodation. Consequently, a substantial gap persists between regulatory idealism and the actual learning experiences of vulnerable children (Hidayat & Rohman, 2022).

This pervasive managerial disorientation is frequently exacerbated by severe limitations in essential infrastructure and learning facilities. The absence of comprehensive internal school policies further complicates the systematic delivery of special education services. Without clear structural backing, the implementation of inclusive education tends to become the isolated initiative of individual teachers rather than a cohesive school system (Sulastri & Handayani, 2023). Such fragmentation makes the program highly vulnerable and unsustainable in the long run. An institutionalized approach is therefore mandatory to prevent inclusive practices from stagnating and depending solely on individual efforts (Kusumawati & Hapsari, 2023).

Translating national inclusive policies into daily classroom realities depends entirely on localized institutional capacity. The ultimate success of inclusive education is determined by a school's managerial ability to continuously refine its pedagogical strategies through reflective evaluation (Wahyuni & Ramadhan, 2022). Strong visionary leadership from the school principal is indispensable in orchestrating these critical managerial functions. Principals must actively build networks and engage the community to strengthen inclusive practices (Rohmah & Setyawan, 2024). Schools must proactively develop strategic mechanisms tailored to their specific demographic and resource constraints.

Amidst these widespread operational challenges, identifying and analyzing institutions that have successfully cultivated best practices becomes an academic urgency. One such notable institution is SD Budi Mulia Dua in Sleman Regency, which serves as a highly effective niche sample. This primary school has demonstrated remarkable success in comprehensively managing inclusive education by fostering an exceptionally adaptive learning ecosystem (Prasetya & Handayani, 2024). The institution has proven its capability not only in accommodating diverse learners but also in facilitating their notable achievements. Exploring this specific setting offers invaluable insights into overcoming standard systemic barriers through proper organizational structures (Putri & Sunardi, 2021).

The operational success of this specific primary school is heavily anchored in its highly collaborative managerial culture. There is a profound synchronization among the school principal, special education teachers, and parents in designing personalized learning trajectories. This active collaboration is particularly evident in the participatory formulation and regular evaluation of the Individualized Education Program (Sutrisno & Wahyuni, 2022). Through consistent monitoring and reflective practices, the school has successfully embedded inclusivity into its core managerial identity. A strong collaborative evaluation mechanism guarantees that these personalized programs are dynamically adjusted to fit the children's developmental progress (Lutfi & Badiah, 2020).

Based on the established phenomenological gaps and theoretical contexts, this study aims to systematically dissect the inclusive education management strategies employed at the aforementioned institution. The primary contribution of this research lies in its thorough exploration of an adaptive learning ecosystem within a highly successful, localized primary education setting. The novelty of this paper is evident in its detailed mapping of managerial orchestration, an aspect frequently overlooked in general inclusive education literature. By bridging the gap between idealistic national policies and pragmatic grassroots implementation, this study provides a concrete problem-solving framework. Ultimately, the findings will establish a robust, replicable managerial blueprint for other institutions striving to actualize equitable education globally.

LITERATURE REVIEW

Inclusive Education Management

Educational management is a systematic and strategic process encompassing the planning, organizing, implementing, and evaluating of institutional resources to achieve educational objectives effectively and efficiently (Terry, 2021). In the specific context of inclusivity, management transcends conventional administrative control; it functions as a transformational mechanism to guarantee equal learning rights for all students, including those with special needs, without discrimination (Sunardi & Sunaryo, 2021). This managerial approach requires rational decision-making that critically considers the psychological, social, and cultural dynamics of diverse learners within the school ecosystem (Nawawi, 2021). Therefore, inclusive education management is fundamentally positioned as the core orchestrator that aligns structural policies with adaptive pedagogical practices (Mulyasa, 2022).

The orchestration of inclusive management is operationalized through four interrelated and cyclical components. First, proactive planning involves comprehensive needs identification and the collaborative formulation of Individualized Education Programs (IEP) (Amka, 2023). Second, structural organizing necessitates a flexible framework that facilitates multidisciplinary teamwork, ensuring optimal coordination between regular teachers, special educators, and psychologists (Gargiulo & Metcalf, 2017). Third, implementation requires the execution of adaptive instructional strategies and multisensory methods that are highly responsive to the students' unique strengths and barriers (Heward, 2021). Finally, continuous monitoring and reflective evaluation serve as critical tools to assess both academic and socio-emotional progress, ensuring that inclusive services remain dynamically aligned with the students' developmental trajectories (Aidran, 2025; Kirk et al., 2019).

Adaptive Learning Ecosystems for Special Needs Students

Children with special needs exhibit significant variations in physical, intellectual, social, emotional, or sensory development, thereby requiring highly customized educational services (Hallahan & Kauffman, 2021). These exceptional learners demand essential modifications in the standard curriculum, instructional methodologies, and supplementary facilities to successfully achieve their developmental milestones (Heward, 2021). Rather than categorizing

students based solely on clinical diagnostics, modern inclusive paradigms emphasize the provision of continuous and differentiated pedagogical support tailored to individual capabilities (Gargiulo & Metcalf, 2019). Consequently, addressing the multifaceted and complex needs of these diverse students serves as the foundational premise for establishing a truly adaptive learning ecosystem within primary schools.

An adaptive learning ecosystem in primary education systematically integrates flexible physical environments, specialized learning media, and highly empathetic social interactions (Putriana et al., 2022). For instance, providing multisensory learning experiences and visual communication aids is utterly crucial for accommodating students with cognitive and sensory barriers (Efendi, 2021). Furthermore, a genuinely adaptive ecosystem actively dismantles discriminatory practices by fostering cooperative interactions among regular students and their peers with special needs, thereby building profound mutual tolerance (Kusumawati & Hapsari, 2023). The core managerial instrument utilized in orchestrating this dynamic ecosystem is the Individualized Education Program (IEP), which systematically bridges the students' unique learning barriers with appropriate and targeted institutional interventions.

Based on the aforementioned theoretical perspectives regarding inclusive management and adaptive ecosystems, this study formulates a conceptual framework to systematically guide the research trajectory. As illustrated in Figure 1, the framework initiates with the fundamental premise that the complex and diverse needs of special needs students (ABK) must be comprehensively fulfilled by the educational institution. The continuous and cyclical interaction among these four core components ultimately culminates in a comprehensive analysis of the inclusive education management practices specifically tailored for special needs students at SD Budi Mulia Dua.

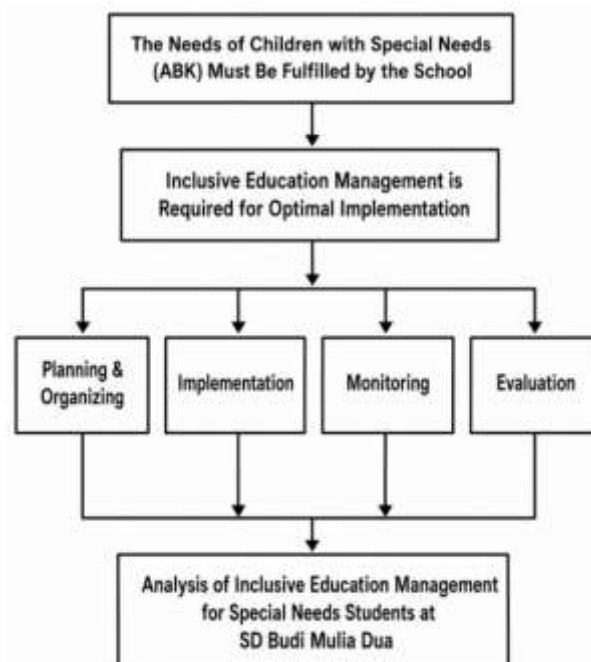


Figure 1. Conceptual Framework

METHODOLOGY

This research employed a qualitative descriptive approach with a case study design to comprehensively investigate the inclusive education management at SD Budi Mulia Dua, Sleman Regency (Creswell & Poth, 2018). This specific educational site was purposively selected due to its empirically established track record and consistent institutional commitment to fostering an adaptive learning environment for students with special needs. The field investigation was systematically conducted over a three-month period, from December 2025 to February 2026, allowing for prolonged and immersive engagement with the research context. By utilizing this localized case study approach, the researchers aimed to extract deeply contextualized insights regarding the planning, execution, monitoring, and evaluation of inclusive pedagogical policies.

The research participants were meticulously selected using a purposive sampling technique to ensure data richness and relevance to the specific criteria of the inclusive ecosystem (Sugiyono, 2021). The primary informants consisted of key stakeholders directly involved in the inclusive education management, comprising one school principal, one head of special companion teachers, three special companion teachers, and two child psychologists. Furthermore, to adequately triangulate the institutional claims and capture the familial perspective, three parents of children with special needs and ten students were explicitly included in the empirical study. This diverse selection of specialized informants guaranteed a comprehensive understanding of the managerial strategies from multiple authoritative viewpoints.

Data collection was operationalized through three primary methodological instruments: semi-structured interviews, direct observations, and documentation analysis (Suharsimi, 2020). Semi-structured interviews were rigorously conducted to thoroughly explore the informants' subjective experiences and specific managerial roles in fulfilling the needs of exceptional learners. Concurrently, observations were actively executed without intervention to objectively assess the social interactions, instructional adaptations, and the practical utilization of accessible learning media (Anggito & Setiawan, 2018). To substantiate these primary data sources, researchers critically analyzed institutional documents, including the Individualized Education Programs (IEP/PPI), internal school policies, and periodic monitoring reports.

To ensure the utmost trustworthiness and credibility of the findings, the researchers systematically applied both source and technique triangulation throughout the investigation. The raw qualitative data obtained from the field were initially categorized utilizing Atlas.ai software to facilitate efficient thematic organization. The subsequent analytical procedure strictly adhered to the interactive model as illustrated in Figure 2, encompassing continuous and iterative phases of data collection, data reduction, visual data display, and verified conclusion drawing (Miles, Huberman, & Saldaña, 2020).

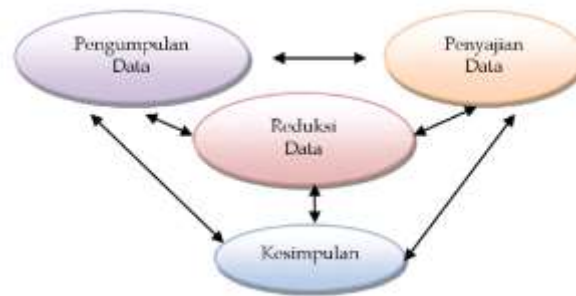


Figure 2. Interactive Data Analysis Model (Miles, Huberman, & Saldaña, 2020)

Ultimately, this rigorous analytical framework effectively enabled the researchers to synthesize the fragmented qualitative data into a cohesive, academically defensible managerial model.

RESEARCH RESULT

The initial and most crucial phase of the inclusive ecosystem at the investigated institution is the planning process. The findings indicate that planning is not executed as a top-down administrative routine, but rather as a highly collaborative orchestration involving multiple key stakeholders. Prior to the academic year, the school principal, child psychologists, special companion teachers (GPK), and parents actively engage in a comprehensive initial assessment.

Aspek	Temuan
Aspek akademik dan kognitif	- Hasil tes menunjukkan kemampuan kognitif yang baik, namun masih perlu penguatan pada aspek memori jangka panjang. - Hasil tes menunjukkan kemampuan akademik yang baik, namun masih perlu penguatan pada aspek keterampilan sosial.
Aspek sosial dan emosional	- Hasil tes menunjukkan kemampuan sosial yang baik, namun masih perlu penguatan pada aspek keterampilan komunikasi. - Hasil tes menunjukkan kemampuan emosional yang baik, namun masih perlu penguatan pada aspek keterampilan manajemen emosi.

Figure 3. Psychological Examination and Initial Observation Report

This diagnostic phase aims to accurately map the unique cognitive, sensory, and socio-emotional barriers, as well as the hidden potentials of each student with special needs through formal psychological assessments. The school principal confirmed that this multi-source identification – which combines initial observations, parental insights, and psychologists' recommendations – is an absolute prerequisite to ensure that the subsequent pedagogical interventions are highly targeted and accurate.

The primary output of this collaborative planning is the meticulous formulation of the Individualized Education Program (IEP/PPI) for each exceptional learner.



Figure 4. Individualized Education Program (IEP/PPI) Document

Document analysis of the school's IEP confirms that this document serves as the fundamental blueprint that dictates how the standard national curriculum is adapted. This adaptation includes highly flexible modifications in learning materials, instructional methods, assignment complexities, and assessment rubrics. Furthermore, the planning phase establishes a clear structural division of roles between regular classroom teachers and the GPK, ensuring that both pedagogical leadership and targeted individual assistance are perfectly balanced.

To systematically capture the essence of these planning strategies, the extracted qualitative data is summarized in the following thematic matrix.

Table 2. Thematic Matrix of Inclusive Education Planning Strategies		
Managerial Aspect	Strategic Implementation	Key Informants & Data Sources
Needs Identification	Conducting comprehensive psychological and academic assessments prior to enrollment to map students' barriers and strengths.	Principal, Psychologist, GPK, Document 4 (Psychological Exam)
Program Formulation	Collaboratively designing the Individualized Education Program (IEP/PPI) tailored to specific cognitive and socio-emotional targets.	GPK, Psychologist, Parents, Document 6 (IEP/PPI)
Curriculum Adaptation	Modifying the standard curriculum to be highly flexible, integrating differentiated instructional strategies	Principal, Head of GPK

Resource Allocation	& Role	across tasks and assessments.	
		Clearly dividing instructional roles between regular teachers and GPK, while preparing adaptive multisensory learning media.	Principal, GPK, Classroom Observation

The synthesized data detailed in Table 2 confirms that the institutional planning strategically shifts the burden of adaptation from the student to the school. By actively involving parents and child psychologists at the very beginning of the managerial cycle, the school successfully eliminates speculative instructional approaches. This rigorous preparation ensures that every subsequent pedagogical action in the classroom is deeply data-driven, highly individualized, and structurally supported.

Implementation of Inclusive Education Management

The implementation phase represents the operational execution of the inclusive program within the daily classroom environment at SD Budi Mulia Dua. The findings reveal that teaching practices are not rigid, but highly flexible and deeply tailored to the individual learning capacities of students with special needs. Teachers and Special Companion Teachers (GPK) actively collaborate to modify the standard curriculum by simplifying materials, adjusting task complexities, offering flexible time allowances, and modifying assessment rubrics.



Figure 5. Collaborative Learning and Class Implementation

Furthermore, the instructional strategy relies heavily on adaptive methods, such as direct companion support, step-by-step instructions, visual aids, concrete objects, and repeated explanations to bridge learning barriers. When students require a calmer environment or more intensive behavioral and motoric intervention outside the regular classroom, the school utilizes specialized facilities like the pull-out room.

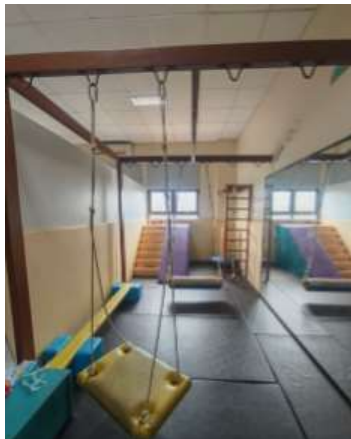


Figure 6. Specialized Intervention in the Pull-Out Room

To clearly map these operational practices, the core implementation strategies are structured in the following thematic matrix.

Table 3. Thematic Matrix of Inclusive Education Implementation Strategies

Implementation Aspect	Strategic Practice	Key Informants & Data Sources
Curriculum Adaptation	Modifying learning materials, task volumes, time allocation, and assessment rubrics to match students' capacities.	Principal, Head of GPK, Document 7 (Learning Documentation)
Adaptive Instruction	Delivering step-by-step instructions, direct tutoring, multisensory methods, and positive reinforcement.	GPK 1, GPK 2, Classroom Observation
Teacher Collaboration	Maintaining routine pre- and post-class coordination where regular teachers lead instruction while GPKs provide targeted assistance.	Principal, GPK, Coordination Notes
Specialized Support	Utilizing adaptive learning media (visuals, real objects) and pull-out rooms for intensive emotional or motoric regulation.	Psychologist, GPK, Observation 1 (Special Room)

The synthesized data in Table 3 highlights that the implementation of inclusive education successfully integrates pedagogical adjustments,

multidisciplinary teamwork, and specialized room facilities to ensure that children with special needs remain actively engaged and supported alongside their regular peers.

Monitoring and Evaluation of Inclusive Education Management

The third core phase of the inclusive management cycle at SD Budi Mulia Dua is monitoring and evaluation, which functions as a continuous control mechanism rather than a mere end-of-program assessment. Evaluation is not restricted to academic achievements; it comprehensively tracks the holistic development of children with special needs, including social skills, emotional regulation, behavior, communication, and independence.

The evaluation process is executed collaboratively through routine coordination among the school principal, the head of GPK, regular teachers, special companion teachers, child psychologists, and parents. Daily observations by GPKs and classroom supervision ensure that implementation remains aligned with student needs. Furthermore, structured feedback is regularly communicated to parents and students to maintain transparency and continuous alignment between home and school support.

To clearly outline these evaluative practices, the strategies are structured in the thematic matrix below.

Table 4. Thematic Matrix of Inclusive Education Evaluation Strategies

Evaluation Aspect	Strategic Practice	Key Informants & Data Sources
Continuous Monitoring	Conducting classroom supervision, daily behavioral and academic observations, and routine coordination meetings.	Principal, Head of GPK, GPK, Observation Notes
Holistic Assessment	Assessing both academic progress and non-academic growth, such as emotional regulation, social interaction, and personal independence.	GPK, Psychologist, Student Reports, Document 5
Stakeholder Coordination	Involving psychologists and parents to cross-verify developmental progress and share insights from home and clinical assessments.	Psychologist, Parents, Coordination Logs
Feedback Mechanism	Providing direct, constructive feedback to students during tasks and updating parents through routine communications.	Teachers, GPK, Parents, Student Interviews

The data synthesized in Table 4 confirms that the evaluation system provides a robust empirical basis for tracking true student progress, ensuring that adjustments can be made transparently and collaboratively.

Follow-up of Inclusive Education Management

The final component of the inclusive education management cycle at SD Budi Mulia Dua is the follow-up phase, ensuring that evaluation outcomes do not merely serve as static administrative reports but drive active institutional improvement. Based on monitoring and evaluation results, the school promptly implements targeted interventions, such as revising the Individualized Education Program (IEP/PPI) targets, simplifying task complexities, changing learning media, and refining instructional approaches to match the student's current developmental stage.

Furthermore, this follow-up loop heavily relies on multi-stakeholder collaboration. Teachers and Special Companion Teachers (GPK) intensify communication with parents to ensure consistency between home and school reinforcement. When necessary, child psychologists provide advanced behavioral or emotional intervention guidelines, while school leadership addresses institutional needs through teacher capacity building and facility optimization.

To systematically outline these follow-up actions, the core strategies are summarized in the thematic matrix below.

Table 5. Thematic Matrix of Inclusive Education Follow-up Strategies

Follow-up Aspect	Strategic Practice	Key Informants & Data Sources
Program & IEP Revision	Updating learning targets, modifying task structures, and adjusting evaluation rubrics in the IEP/PPI documents based on progress.	Principal, Head of GPK, Document 6 (IEP Revisions)
Instructional Refinement	Changing learning media, simplifying tasks, and providing targeted alternative approaches when students encounter learning barriers.	GPK 1, GPK 2, Student Feedback
Stakeholder Collaboration	Aligning home-school parenting strategies with parents and applying behavioral or emotional intervention	Psychologist, Parents, Coordination Logs

Institutional Enhancement	guidelines from psychologists. Strengthening teacher competencies through workshops and optimizing physical facilities and specialized rooms to support ABK.	Principal, School Internal Policies, Facility Records
--------------------------------------	---	---

The synthesized data in Table 5 demonstrates that the follow-up mechanism successfully closes the management cycle, allowing the institution to continuously adapt, refine its inclusive services, and foster sustainable learning environments for children with special needs.

DISCUSSION

The discussion of this study provides a comprehensive academic interpretation of the empirical findings regarding the management of inclusive education at SD Budi Mulia Dua, synthesizing field realities with established theoretical frameworks and prior research. Rather than operating as fragmented administrative routines, the inclusive management at the institution functions as an integrated, continuous, and cyclical system. The initial foundation is established during the planning phase, which reflects a highly collaborative approach rooted in comprehensive needs identification through multi-source inputs, including teacher observations, parent insights, and professional psychological assessments. This practice strongly supports the proposition by Amka (2023) and Aini (2020) that inclusive management must originate from mapping individual student characteristics to avoid uniform, rigid educational approaches. Furthermore, the active involvement of multiple stakeholders—encompassing school principals, regular teachers, special companion teachers (GPK), psychologists, and parents—validates the findings of Bahri (2022) and Yuda & Sesmiarni (2025), which emphasize that successful inclusive planning requires robust multi-stakeholder synergy and shared institutional responsibility. The formulation of Individualized Education Programs (IEP/PPI) and curriculum flexibility further substantiate the assertions of Heward (2022) and Fitri (2022) concerning humanistic and individualized educational design.

This rigorous planning seamlessly translates into daily practice during the implementation phase, which successfully bridges strategy into operational execution through adaptive curriculum modification, differentiated instruction, and multi-disciplinary teamwork. Consistent with the perspectives of Fitri (2022) and Yaasmin (2024), the institution demonstrates organizational flexibility by modifying learning materials, task complexities, time allocations, and assessment rubrics to match diverse student capacities without enforcing rigid uniformity. The cooperative synergy between regular classroom teachers and GPKs reinforces the conclusions of Holmqvist & Lelling (2021), highlighting that co-teaching and shared pedagogical responsibilities are critical for inclusive success. Moreover, the integration of psychological interventions and the cultivation of a

welcoming, non-discriminatory school climate align closely with Azzahra & Nazar (2025) and Gustaman et al. (2025) regarding the necessity of creating secure, child-friendly learning environments.

To ensure that this dynamic implementation remains on track, evaluation at SD Budi Mulia Dua operates as an ongoing control and monitoring mechanism rather than a mere end-of-term administrative formality. Aligned with Amka (2023) and Naz et al. (2024), the continuous monitoring and holistic assessment model tracks not only academic outputs but also non-academic milestones such as emotional regulation, social interaction, behavioral adaptation, and personal independence. The participatory evaluation model involving child psychologists and parents echoes the findings of Bahri (2022) and Kinanthi et al. (2024), confirming that institutional effectiveness heavily relies on collaborative evaluation, critical reflection, and cross-verification of student progress across both school and home environments.

Ultimately, this evaluative loop successfully feeds into the follow-up phase, closing the management cycle by translating evaluation insights into concrete program revisions and service enhancements. In line with Mulyasa (2022) and Salend (2021), evaluation outputs directly drive the updating of IEP/PPI targets, the refinement of learning media, and the strengthening of home-school communication channels. Furthermore, institutional follow-up actions – such as teacher capacity building through workshops and the optimization of specialized facilities – support Kinanthi et al. (2024), demonstrating that sustainable inclusive management requires continuous organizational adaptation and long-term institutional commitment. Through this cohesive end-to-end management framework, SD Budi Mulia Dua exemplifies an empirical benchmark for effective inclusive education implementation in primary schools.

CONCLUSIONS AND RECOMMENDATIONS

The empirical investigation into the management of inclusive education at SD Budi Mulia Dua demonstrates that the institution operates through a comprehensive, cyclical, and collaborative framework encompassing planning, implementation, evaluation, and follow-up. The planning phase is anchored in systematic multi-source needs identification involving observations, parents, teachers, and child psychologists, culminating in the precise formulation of Individualized Education Programs (IEP/PPI). This foundation translates into operational success during implementation, which is characterized by adaptive learning methodologies, dedicated special companion teacher (GPK) support, adaptive media utilization, specialized intervention rooms, and robust cross-disciplinary collaboration. Furthermore, evaluation operates continuously through classroom supervision, stakeholder coordination, and holistic tracking that evaluates both academic achievements and non-academic milestones like emotional regulation, social skills, and personal independence. Finally, the management cycle is seamlessly closed through data-driven follow-up actions, including IEP revisions, instructional refinements, and continuous service optimization.

Building upon these findings, several strategic recommendations and implementation guidelines are proposed to enhance educational practices and facilitate institutional replication. School leadership must maintain consistent management across all cycles, ensure robust policy documentation, and actively foster multi-stakeholder coordination. Regular classroom teachers and special companion specialists are encouraged to continually refine their competencies in differentiated instruction and curriculum modification, while active communication channels between families and child psychologists must be sustained to ensure that home environments and clinical recommendations remain fully aligned with school interventions. For external educational institutions seeking to adopt or optimize similar inclusive systems, the management model of SD Budi Mulia Dua serves as a valuable benchmark. Successful replication requires establishing thorough needs-assessment protocols, fostering collaborative school cultures, deploying adaptive teaching resources, and implementing a cyclical management framework tailored to local institutional resources.

ADVANCED RESEARCH

While this study provides deep contextual insights into the management of inclusive education, it carries inherent limitations that pave the way for future investigation. Primarily, as a qualitative case study focused exclusively on a single institution—SD Budi Mulia Dua in Sleman Regency—the findings are context-specific and may not be universally generalizable to all primary schools. Furthermore, the reliance on qualitative methods such as interviews, observations, and document analysis captures subjective experiences and institutional practices at a specific period, without incorporating quantitative impact metrics or comparative cross-regional data.

To address these limitations and build upon the current findings, several avenues for further research are recommended:

1. **Broader Scope and Comparative Studies:** Future researchers are encouraged to expand this research by conducting comparative analyses of inclusive education management across multiple schools or different educational regions.
2. **In-depth Focus on Specific Components:** Subsequent studies could investigate more deeply into the specific operational effectiveness of Individualized Education Programs (IEP/PPI), the specific daily contributions of Special Companion Teachers (GPK), or the precise dynamics of parental involvement in inclusive services.
3. **Methodological Diversification:** Future investigations can employ mixed-methods approaches (combining qualitative and quantitative data) to obtain a more comprehensive, measurable evaluation regarding the overall success and long-term impact of inclusive education services for children with special needs.

REFERENCES

Aini, N (2020), Pendidikan Inklusif: Konsep dan Implementasi, Ar-Ruzz Media.
Amka (2023), Manajemen Pendidikan Inklusif di Sekolah Dasar, Pustaka Edukasi

- Azzahra, S L, & Nazar, A (2025), Kepemimpinan Pendidikan Inklusif: Strategi Membangun Lingkungan Belajar yang Aman dan Ramah bagi Semua Siswa di Era Digital, *Shibyan: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 3(1), 52–64.
- Bahri (2022), Manajemen Pendidikan Inklusi di Sekolah Dasar, *Jurnal Administrasi Pendidikan*, 8(4), 1754–1765.
- Creswell, J W, & Poth, C N (2018), *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed), Sage.
- Fitri, A Z (2022), Inclusive Education Curriculum Management with Modification Humanistic Design, *Journal of Social Studies Education Research*, 13(3), 150–173.
- Gustaman, R F, Gandi, A, & Ratnaningsih, N (2025), Implementasi pendidikan inklusif dalam mewujudkan sekolah ramah anak, *Jurnal Education and Development Institut*, 13(1), 660–666.
- Hallahan, D P, & Kauffman, J M (2021), *Exceptional Learners: An Introduction to Special Education* (15th ed), Pearson.
- Heward, W L (2021), *Exceptional Children: An Introduction to Special Education* (11th/12th ed), Pearson.
- Holmqvist, M, & Lelinge, B (2021), Teachers' collaborative professional development for inclusive education, *European Journal of Special Needs Education*, 36(5), 819–833, <https://doi.org/10.1080/08856257.2020.1842974>
- Kinanthi, R, Wardani, S, & Prasetyo, A (2024), Meningkatkan Efektivitas Manajemen Sekolah dalam Penerapan Pendidikan Inklusif di Sekolah Dasar, *Jurnal Manajemen Pendidikan Indonesia*, 12(1), 1–15.
- Kirk, S A, Gallagher, J J, Coleman, M R, & Anastasiow, N J (2019), *Educating Exceptional Children* (14th ed), Cengage Learning.
- Miles, M B, Huberman, A M, & Saldaña, J (2020), *Qualitative Data Analysis: A Methods Sourcebook* (4th ed), Sage.
- Mulyasa, E (2022), *Manajemen Berbasis Sekolah*, Remaja Rosdakarya.
- Nawawi, H (2021), *Manajemen Pendidikan*, Gadjah Mada University Press.
- Naz, L H, Zafar, J M, & Ullah, N (2024), Effectiveness of Monitoring and Evaluation System in Improving Educational Facilities at Secondary School Level in Punjab (Pakistan), *Journal of Asian Development Studies*, 13(3), 175–191, <https://doi.org/10.62345/jads.2024.13.3.15>
- Salend, S J (2021), *Creating Inclusive Classrooms: Effective and Reflective Practices*, Pearson.
- Sugiyono (2021), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, Alfabeta.
- Suharsimi, A (2020), *Prosedur Penelitian: Suatu Pendekatan Praktik*, Rineka Cipta.
- Terry, G R (2021), *Principles of Management*, Bumi Aksara.
- Yaasmin, L S (2024), Mengoptimalkan Manajemen Kurikulum untuk Pendidikan Inklusif di Sekolah Dasar, *Jurnal Pendidikan Dasar*, 12(2), 45–58.
- Yuda, F J, & Sesmiarni, Z (2025), Bukan Cuma Tanggung Jawab Sekolah: Keterlibatan Orang Tua Kunci Sukses Pendidikan Inklusif, *JUPI: Jurnal Ilmu Pendidikan Islam*, 23(4), 101–112.