



Improvement of Teacher Competence in Special Schools for Deaf and Intellectually Disabled Children to Enhance the Quality of Inclusive Education

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ABSTRACT

This research aims to analyze the human resource management (HRM) strategy at Fadhilah Special School for children with hearing impairment and intellectual disabilities in an effort to improve the quality of inclusive education. Fadhilah Special School serves 17 special needs students consisting of 8 hearing-impaired students and 9 intellectually disabled students, but it only has 5 educators, some of whom do not yet possess special competencies or certification in Special Education (PLB). This research employs a descriptive qualitative approach with a case study method and data collection techniques through interviews, observations, and documentation. The findings indicate that HRM still faces several challenges, such as: a lack of professional teachers, irregular training, an evaluation system that is not yet based on measurable performance indicators, and limitations in learning support facilities. Nevertheless, there is an initiative from the school principal to improve the work climate and internal communication. The main focus of this research is to formulate a systematic human resource management strategy, starting from recruitment, training, mentoring, to evaluation, as a foundation for enhancing the quality of inclusive education. This research is expected to provide theoretical and practical contributions to strengthening human resource management in special needs schools that have similar characteristics

INTRODUCTION

Education is the main foundation in building a civilization and the progress of a nation. Through education, individuals are not only equipped with knowledge but are also shaped in character, morality, and the life skills needed to contribute to society. In the context of globalization and the current era of technological disruption, quality education becomes a benchmark for a country's competitiveness on the international stage. Therefore, every element in the education system, from policies, curricula, to the human resources (HR) involved, must be managed well to achieve optimal educational outcomes.

However, the quality of education in Indonesia still faces various challenges, especially in the context of special education such as Special Schools (SLB). SLB has a significant responsibility in providing educational services for students with special needs having various characteristics, such as physical, intellectual, or socio-emotional impairments. Challenges in education at SLB not only include limited facilities but also concern the capacity of educators to provide inclusive, adaptive, and responsive learning services to meet the individual needs of students.

Human resource management (HRM) becomes a crucial aspect determining the effectiveness and quality of educational services in special schools (SLB). Teachers in SLB are required to possess dual competencies: mastering pedagogical aspects while also having social and emotional sensitivity in dealing with the diverse needs of students. They must also be able to implement individualized learning strategies, use assistive technology, and establish active communication with parents and other support staff. Therefore, HRM in SLB must be designed systematically and comprehensively, covering the recruitment process, continuous training, supervision, and structured performance evaluation.

Based on the initial observations made at the Fadhilah School for the Disabled, this school serves two categories of students with special needs, namely hearing-impaired and intellectually disabled children, with a total of 17 students, consisting of 8 hearing-impaired students and 9 intellectually disabled students. Meanwhile, the number of educators at this school is still limited, consisting of 5 individuals, including the principal, classroom teachers, and special assistance teachers. Of these five teachers, only some have a background in special education or relevant special education certification.

Some of the problems faced by SLB Fadhilah include: 1) There are still teachers who do not have special competencies in the field of special education, 2) Training and competency development programs have not been conducted periodically, 3) There is no performance evaluation system for teachers based on measurable competency indicators, and supporting facilities such as adaptive learning media and assistive technology are still very limited. In this condition, the HR management applied is still conventional and not based on a systemic approach. The efforts made so far are still more administrative and reactive, not aimed at sustainable and strategic competency development.

Therefore, the main focus of this research is to examine the human resource management strategies at SLB Fadhilah, particularly in the context of improving the competencies of educators in supporting the creation of quality inclusive education. The management strategies referred to include planning for human resource needs, training and development, coaching, and performance evaluation relevant to the characteristics of special needs students. The results of this research are expected to provide contributions both theoretically and practically, as evaluation and improvement material in human resource management at other exceptional education institutions facing similar challenges, as well as to serve as a reference in designing a coaching and development system for human resources that is oriented towards enhancing the quality of inclusive education services.

LITERATURE REVIEW

Human Resource Management Concept

According to Hasibuan (2016), human resource management (HRM) is a strategic process aimed at enhancing individual effectiveness in achieving organizational goals. In the context of educational institutions, including Special Schools (SLB), HRM plays a crucial role as it focuses on systematic efforts to manage educators and educational staff in a professional, directed, and sustainable manner. The main components of HR management encompass a series of integrated processes, starting from the recruitment of personnel that matches the needs and qualifications, the implementation of training aimed at enhancing both technical competencies and soft skills, to periodic performance evaluations that can serve as a basis for managerial decision-making. Through this process, schools can ensure that each individual works according to their role and optimally contributes to the achievement of an inclusive education vision.

In addition, human resource management also includes aspects of rewards and career development designed to enhance work motivation and the loyalty of educators. A fair and transparent reward system, as well as clear career development pathways, can encourage teachers and staff to continuously improve their quality and innovate in educational practices. Thus, effective human resource management impacts not only individual performance but also the overall quality of educational services.

Inclusive Education

Inclusive education is an educational approach that emphasizes the principles of equal access, active participation, and respect for the diversity of learners. According to Mulyasa (2013), inclusive education prioritizes fairness in treating all students, including those with special needs, without discrimination in the teaching and learning process. This principle aims for every individual, regardless of their disability background or other barriers, to have an equal and meaningful learning opportunity in a friendly and adaptive educational environment. In its implementation, Special Schools (SLB) play a strategic role as institutions specifically designed to serve children with special needs. Special Schools are required to accommodate the diversity of student characteristics

through approaches that are responsive to individual needs. This includes curriculum adjustments, flexible teaching methods, and the use of assistive tools.

The importance of the SLB's role in inclusive education also lies in its ability to create a learning system that focuses not only on academic achievement but also on the development of social, emotional, and functional skills of the students. Thus, SLB becomes not just a place to learn but also a space for empowerment that helps students reach their best potential holistically. The success of inclusive education at SLB greatly depends on the institution's readiness to manage resources, especially educators who can effectively respond to the specific needs of the students. Therefore, the professional development of teachers and strengthening other supporting systems are key to building quality and equitable inclusive education.

Conceptual Framework

This research uses a systems approach as an analytical framework to understand the interconnections between human resource management (HRM) and improving the quality of education in special schools (SLB). The systems approach views that every component within the educational organization is interconnected and influences one another holistically. In this context, there are four main elements analyzed, namely input, process, output, and outcome. The input element includes the availability and quality of human resources as well as the school policies underlying the implementation of HRM. The HRM referred to here is not limited to teachers but also includes educational personnel and support staff who play a role in the operational aspects of the school. Additionally, the direction and policies of the school serve as an important foundation that determines how HR is recruited, developed, and managed overall.

Furthermore, the elements of the process include the implementation of various human resource management activities, including the recruitment and selection of educators, the execution of training and professional development, as well as the performance evaluation system used to assess and improve work effectiveness. This process is at the core of human resource management because it determines the extent to which the quality of inputs can be transformed into the expected outcomes. The outputs of this process are reflected in the improvement of competencies and performance of educators and education personnel. This output is evident in the increased ability of teachers to manage inclusive classrooms, to develop individual learning plans (RPI), and to build effective communication with students with special needs and their parents. Education personnel also become more efficient and professional in supporting educational administration.

In the end, the entire series of processes is expected to result in outcomes in the form of an overall improvement in the quality of education at special schools (SLB). This outcome is not only measured by the academic achievements of the students but also by their social, emotional, and adaptive skill development. Thus, this systems approach helps to understand how effective human resource management can have a real impact on achieving the goals of inclusive education.

METHODOLOGY

This research uses a descriptive qualitative approach because it is considered the most appropriate to provide an in-depth and comprehensive description of the phenomenon of human resource management in the environment of Special Schools (SLB). This approach allows the researcher to understand the social context and dynamics that occur in the field based on the perspectives of the education actors. To delve into this focus, a case study method is used with SLB B-C Fadhilah as the research location, considering that this school has characteristics relevant to the issue of HR management in inclusive education.

The subjects in this study include various parties that have direct or indirect involvement in the human resource management process, namely school principals, teachers, educational staff, and the parents of students. The involvement of various informants is intended to provide researchers with a comprehensive and objective picture of the strategies, challenges, and impacts of human resource management on the quality of education in special schools. Data collection was carried out through three main techniques: in-depth interviews, direct observations, and document studies. Interviews were used to explore the personal experiences and perspectives of the informants, while observations allowed researchers to directly observe the work processes in the school environment. Document studies support the validity of the data by examining formal documents such as organizational structure, performance reports, and teacher training programs. The data analysis technique uses the Miles and Huberman model, which consists of three main stages: data reduction, which is the process of filtering and selecting relevant data; data presentation, which involves organizing data systematically so that it is easy to interpret; and conclusion drawing, which is carried out through a reflective process on the findings obtained. These three stages are conducted iteratively and interrelated to ensure that the analysis results accurately and meaningfully depict the real conditions in the field.

Previous Research

Several previous studies have discussed the management of human resources (HR) in the environment of Special Schools (SLB) that are relevant to this research. One of them is the study conducted by Sabarudin (2021) titled "Human Resource Management of the Special School (SLB) Insan Madani Metro." This research emphasizes the development of teacher competencies through training and strengthening work motivation. The similarity with this research lies in the use of a qualitative approach and a focus on improving the quality of SLB teachers. As for the differences, Sabarudin's research does not systematically outline a system-based HR management approach (input, process, output, outcome) as in this study.

Furthermore, Alamsyah et al. (2020) in their research entitled "The Effectiveness of Human Resource Management in Improving the Quality of SLB Muaro Jambi" demonstrate that the effectiveness of HR management is greatly determined by continuous training, incentives, and the role of the principal in enhancing teachers' motivation. This study shares similarities with the author's

research in terms of examining the role of the principal and the importance of motivation. However, Alamsyah's research approach is more focused on leadership aspects without including systemic elements such as the use of assistive technology and comprehensive evaluation as done in this study.

The research by Werdiningsih (2021) entitled 'HR Management in Improving Teacher Competence in Implementing Online Learning' highlights the importance of teacher training in adapting to online learning during the pandemic. This research is similar in the context of developing teacher competencies, but differs in scope and focus, as it emphasizes the use of technology in online learning, whereas this research focuses on HR management strategies in the context of inclusive education in face-to-face settings. Therefore, this research has novelty because it combines a systemic approach to HR management, considers the support of assistive technology, and holistically examines input, process, output, and outcome factors in improving the quality of inclusive education in special schools.

RESULTS

The findings of the research indicate that human resource management at SLB B-C Fadhilah is still facing a number of significant challenges. First, in terms of recruitment, the process of hiring educators is not yet fully based on competencies relevant to special education. The selection of teachers tends to consider the availability of the workforce rather than specific expertise in handling students with special needs, which impacts the effectiveness of learning. Second, the implementation of training for teachers and staff has not been conducted regularly and is not specifically designed to address the challenges of inclusive education. Existing capacity-building activities tend to be general and do not touch on technical or pedagogical needs in the context of special education schools, such as the use of assistive technology or individualized learning approaches.

Third, the performance evaluation system applied has not been carried out systematically and objectively. The assessment of teachers and education staff is still administrative in nature and has not been equipped with measurable performance indicators and clear follow-up actions. This complicates school management in accurately identifying the strengths and weaknesses of human resources for further development. Fourth, teachers' work motivation is hindered by inadequate welfare conditions. Low incentives, limited work facilities, and high workloads are contributing factors to the low spirit and dedication of some teachers in optimally carrying out their duties.

Nevertheless, there are positive sides that are beginning to be seen, namely the strengthening of school leadership and the creation of a more conducive work climate. The communicative and open leadership of the principal to feedback has become a key factor in building a collective work spirit. The work environment that supports collaboration and mutual respect among teachers is also starting to contribute to the increase in professionalism and sense of responsibility in fulfilling the role as educators in inclusive schools.

DISCUSSION

The effective management of human resources (HR) has been proven to have a significant impact on the improvement of education quality, especially in the environment of Special Schools (SLB). This research shows that when HR is well-managed—through appropriate recruitment, relevant training, and sustainable performance evaluation—the performance of educators improves, which ultimately encourages the creation of a more adaptive and inclusive learning process. These findings are consistent with human resource management (HRM) theory, which emphasizes that individual professional development within organizations is greatly influenced by the quality of training provided and the evaluation systems applied fairly and objectively.

In the context of special education schools (SLB), human resource management becomes much more complex and crucial because teachers are not only required to master general pedagogical aspects, but also must have specific competencies in addressing the diverse needs of children with special needs. In addition to mastering individual learning methodologies, SLB teachers also need to possess a high level of empathy, patience, and sensitive communication skills regarding the psychosocial conditions of students. Without supportive human resource management, the demands for these competencies are difficult to fulfill optimally.

Therefore, the human resource management strategy in special schools cannot be equated with regular schools. It requires a field-based approach that is tailored to the characteristics of special education institutions. This includes the development of training programs based on real needs in the field, the development of relevant reward and motivation systems, and the enhancement of leadership roles in creating an inclusive work climate. With the right strategy, human resource management will not only strengthen the capacity of teachers and staff but also support the achievement of the main goals of inclusive education: providing fair, adaptive, and meaningful educational services for all learners.

CONCLUSIONS AND RECOMMENDATIONS

The management of human resources (HR) at SLB B-C Fadhilah plays a very vital role in supporting the improvement of educational quality, especially for students with special needs. The success of the learning process at SLB is highly determined by how professionally the educators and educational staff are managed in accordance with the demands of inclusive education. In this regard, several key strategies that should be emphasized include a more selective and competency-based teacher selection process, the implementation of sustainable and contextual training, as well as the application of a fair, objective, and transparent performance evaluation system.

Selecting the right teachers is a crucial initial step because special education teachers require different pedagogical skills compared to teachers in general schools. They must be able to handle various learning barriers and possess sensitivity to the individual needs of students. Therefore, the recruitment

process should be based on professional qualifications, work experience, as well as interest and dedication in the field of exceptional education.

In addition, the SLB B-C Fadhilah is advised to develop a routine and structured training system so that teachers have the opportunity to continuously improve their capacities and competencies. Training should focus on teaching strategies that suit the characteristics of students with special needs, the use of assistive technology, as well as strengthening psychosocial aspects and interpersonal communication. With the right training, teachers will be better prepared to face challenges and able to provide quality and meaningful educational services.

Equally important, the welfare of teachers also needs to be a serious concern in human resource management. Welfare that encompasses financial incentives, moral support, and a healthy work environment will directly impact teachers' motivation and productivity. Therefore, special school management must consider a comprehensive strategy in managing human resources, not only in technical aspects but also in creating a fair, supportive, and sustainable work system.

FURTHER STUDY

This research still has limitations, so further research is needed related to the topic of Improvement of Teacher Competence in Special Schools for Deaf and Intellectually Disabled Children to Enhance the Quality of Inclusive Education in order to perfect this research and increase insight for readers.

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