

## MULTIPLE INTELLIGENCE LEARNING-BASED EDUCATION MANAGEMENT FOR STUDENTS WITH SPECIAL NEEDS

**Badrus Soleh**

Institut Agama Islam Negeri Madura  
[g1badrussoleh@iainmadura.ac.id](mailto:g1badrussoleh@iainmadura.ac.id)

**Ulum Munawwaroh**

Institut Agama Islam Negeri Madura  
[ulummunawwaroh@gmail.com](mailto:ulummunawwaroh@gmail.com)

DOI: <http://10.35719/jieman.v5i1.182>

### **Abstract**

The leadership of the school principal in an effort to improve the quality of education is closely related to the strategy he carries out, so that the principal's strategy is a determinant of whether or not the quality of a school institution is good. The purpose of this study was to determine strategic planning, strategy implementation, and evaluation of school principal strategies in improving the quality of education at MTs Negeri 1 Kotawaringin Timur. The research method is qualitative with a case study approach, collecting data by observation, documentation, and interviews. The results of the research are: (1) Planning for school principals is guided by regulations and refers to the Vision and Mission and goals of the school, conducting an analysis before formulating the program. The strategy set is: a). Teacher Competency Improvement, b). Development and Maintenance of Facilities and Infrastructure, c). Budget Management Efficiency and Effectiveness, d). Discipline and Development of outstanding students, e). Activity Publication. (2) Implementation of the

program that has been selected, namely through the process of analysis, communication and coordination with all fields. In implementation, the principal supervises directly the implementation of the program, with the aim of being able to directly address the obstacles found. (3) Evaluation and supervision is carried out directly by supervising the areas of each program. Through a quality assurance agency, the school principal can carry out an evaluation based on the report data for each program implementation.

Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pengorganisasian, pelaksanaan dan pengawasan manajemen pendidikan berbasis multiple intelligence learning pada peserta didik berkebutuhan khusus serta mengetahui faktor pendukung dan penghambat dalam implementasi manajemen. Penelitian ini merupakan penelitian kualitatif fenomenologi di SLB Asih Mulya Gurem Pamekasan melalui Teknik wawancara, observasi dan dokumentasi. Subjek penelitian ini adalah Kepala sekolah dan guru pendamping Anak Berkebutuhan Khusus (ABK). Hasil penelitian menyimpulkan bahwa: Pertama, manajemen pendidikan berbasis multiple intelligence learning pada peserta didik berkebutuhan khusus di SLB Asih Mulya Gurem Pamekasan meliputi: 1) Perencanaan pembelajaran ABK dilaksanakan sesuai dengan konsep pembelajaran di sekolah luar biasa, yaitu dengan menggunakan RPP dan silabus; 2) pengorganisasian pembelajaran dengan penetapan surat keputusan kepala sekolah terkait pembagian tugas mengajar, wali kelas, tim teaching dan pendamping ABK; 3) pelaksanaan pembelajaran ABK dilaksanakan di ruang kelas dengan melaksanakan hal-hal yang telah direncanakan; 4) pengawasan pembelajaran ABK dilaksanakan oleh kepala sekolah dengan melakukan supervisi dan evaluasi pembelajaran setiap bulan. Kedua, faktor pendukungnya yakni penggunaan alat peraga oleh pendidik dalam proses pembelajaran agar anak dapat menegerti dan semangat. Ketiga, faktor penghambatnya yakni antara lain: orang tua yang tidak mau menyekolahkan anaknya yang memiliki kebutuhan khusus, pendidik yang kadang tidak memahami perbedaan karakter dari masing-masing peserta didik, dan peserta didik yang merasa jenuh saat pembelajaran.

**Keywords:** education management, multiple intelligence, students with special needs

## Introduction

Education is seen as a foundation for humans in maintaining their civilization, which has managed humans to achieve success and fails to implement it in everyday life. All citizens have the right to get a quality education and receive educational services, both children who have strengths and weaknesses, have the intelligence and talents of each child. Children with a shortage of government have implemented a different education system so that these children can also participate in the same learning activities as other normal children.

Education is carried out in a democratic and just manner and is non-discriminatory by upholding human rights, religious values, cultural values, and national progress.<sup>1</sup> Moreover, the central government and regional governments are obliged to guarantee the availability of funds for the implementation of education for every citizen aged seven to fifteen years.<sup>2</sup>

Education is also interpreted as the most basic right for everyone, as well as children with special needs in which the education given to them is, of course, different from children in general. The education for children with special needs is provided by three educational institutions: special education for primary school, special school, and integrated education. In this education system, learning management is needed so that children with special needs achieve their learning targets.

Management can be interpreted as a managerial or a series of activities carried out by humans. These activities are a managing process of educational activities that are complex and unique in

---

<sup>1</sup>Undang-undang Nomor 20 Tahun 2003 Pasal 4 Ayat 1 Tentang Prinsip Penyelenggaraan Pendidikan.

<sup>2</sup>UU Nomor 20 Tahun 2003 Pasal 11 ayat 2 Tentang Hak dan Kewajiban Pemerintah dan Pemerintah Daerah.

nature.<sup>3</sup> Management is the process of organizing and updating work activities to become one unit that can be completed efficiently and effectively.<sup>4</sup> Learning is the equivalent of the word in English namely instruction, which means the process of making people learn.<sup>5</sup> Learning is the process of making interaction between students with educators and learning resources in a learning environment.<sup>6</sup> In its essence, learning is a process of interaction between students and their environment to make a change for better behavior.<sup>7</sup>

Management of learning is carried out in the form of planning, organizing, implementing, and evaluating. In planning this lesson, it must be carried out carefully, in detail, and specifically and must be in accordance with the applicable curriculum. The next stage is implementation, which is carrying out what has been planned both from the material and learning methods or tools to support the learning process that will be used. The next stage is the assessment or evaluation stage which at this stage evaluates during the learning activities and after the learning activities.

Learning plans should be designed according to the needs, abilities, and character of the child, and they must refer to the

---

<sup>3</sup>Ina Agustin, "Manajemen Pendidikan Inklusi Disekolah dasar Sumbersari 1 Kota Malang" *education and Human development Journal* 1, No. 1 (September 2016): 29.

<sup>4</sup>Ipunk Rahmah Hayati, "Pengelolaan Proses Pembelajaran bagi Anak Berkebutuhan Khusus pada Kelas Inklusi Di SD Kepuhan Bantul Tahun Pelajaran 2015/2016" *Jurnal Pendidikan Ke-SD-an* 2, No. 3 (Mei 2016): 374.

<sup>5</sup>Mulyono, *Strategi Pembelajaran Menuju Efektivitas Pembelajaran di Abad Global* (Malang: Uin-Maliki Press, 2012). 7.

<sup>6</sup>Undang-undang No. 20 Tahun 2003 Pasal 1 Ayat 20 Tentang Ketentuan Umum Sistem Pendidikan Nasional.

<sup>7</sup>Anita Kresnawaty, dan Rina Heliawati, "Manajemen Pendidikan Inklusi Pada Anak Usia Dini" *Jurnal Ilmiah Pendidikan* 3, No. 1 ( ): 16.

applicable curriculum. Implementation of learning needs to be well planned, adapted to the abilities and needs of each child as well as the ability of the supporting teacher, learning aids, resources, and strategies that meet, and in accordance with minimum service standards.<sup>8</sup> While the Assessment of learning outcomes or child development should focus on the learning outcomes based on provisions that have been adjusted to the needs/competencies so that parents can understand the meaning.<sup>9</sup>

Children with special needs are more appropriate terms to use for extraordinary children rather than to call them, children with disabilities. Children with special needs are children who are different from other children in general, both physically, such as being unable to see, unable to hear, and there are also children who have mental retardation. So that these abnormalities are the point of difference from other children.

Children with special needs are children who are different from other normal children, both physically, cognitively and psychologically, and require appropriate treatment according to the child's needs.<sup>10</sup> Children with special needs are children who have differences or deviations in physical, cognitive, mental-intellectual, social, emotional, behavioral, or a combination of processes of growth/development compared to other children of their age so they need special education services.<sup>11</sup> While Suparno states that

---

<sup>8</sup>Sukadari, *Model Pendidikan Inklusi Dalam Pembelajaran Anak Berkebutuhan Khusus* (Yogyakarta: Kanwa Publisier, 2019). 144.

<sup>9</sup>Amka, *Manajemen Pendidikan Khusus* (Sidoarjo: Nizamia Learning Center, 2020). 42.

<sup>10</sup>Evi Isna Yunita, Sri Suneki, Husni Wakhyudin, "Manajemen Pendidikan Inklusi Dalam Proses Pembelajaran Dan Penanganan Guru Terhadap Anak Berkebutuhan Khusus" *Journal of Elementary Education* 3, No. 3 (2019): 268.

<sup>11</sup>Irdamurni, *Pendidikan Inklusif Solusi dalam mendidik anak berkebutuhan khusus* (Jakarta: Prenadamedia group, 2019). 26.

children with special needs are children who have certain disabilities both physically, mentally and emotionally as well as those who have special needs in their education.<sup>12</sup>

These differences or abnormalities cause children with special needs to experience obstacles in their learning process. Therefore, learning models and media are needed to make it easier for children with special needs in the learning process, such as children who cannot see can use electronic book readers, and children who cannot hear can use hearing aids. So that with these tools it is easier for children to follow the learning process.

Children with special needs are children who experience problems in the learning process caused by physical or intellectual differences with other normal children. One of the criteria for children with special needs is a child with a slow learning condition or Slow Learner.<sup>13</sup> A different Education Service for children with special needs is needed to develop the abilities of children with special needs to the fullest, this is because they experience difficulties or barriers to intellectual functioning. The service is with learning models and learning media.

It can be assumed that the percentage of children with special needs who receive educational services is still very small. Of course, there are several factors that cause few children with special needs to get educational services. One of the factors is the community's perception of the abilities possessed by children with special needs. Where in general people view abnormalities as a barrier to doing something.

---

<sup>12</sup>Gangsar Ali Darroni, Gina Solihat, Abdul Salim, "Manajemen Pendidikan Khusus di Sekolah Luar Biasa untuk Anak Autis" *Jurnal Manajemen Pendidikan* 5, No. 2 (Juli-Desember 2018), 197.

<sup>13</sup>Moh Syadidul Itqan, Supriadi, "Strategi Pembelajaran Efektif Bagi Anak Berkebutuhan Khusus Berbasis Mobile Learning" *Jurnal Lensa Pendas* 4, No. 2 (September 2019), 89-90.

In recent years, there is no definite figure regarding the number of children with special needs in Indonesia. However, what is certain is that the number of those who have not received the right to education is still very large. The official statistical data for the 2021 Coordinating Ministry for People's Welfare states that the range of children with disabilities aged 5-19 years is 3.3%, while the population at that age is 66.6 million people. In this comparison, it can be seen that the number of children aged 5-19 years with disabilities ranges from 2,197,833. Meanwhile, data from the Ministry of Education and Research and Technology shows that the number of students with special needs in the Special and Inclusive Schools (SLB) pathways is 269,398 children. Thus, children with special needs who have attended formal education have only reached 12.26%. This means that this number is clearly still very little of the children with special needs that should be served by the education provided by the government.

Asih Mulya is one of the Extraordinary Schools (SLB) which is located in the city of Pamekasan, precisely on Jl. KH. Hassan Shinhaji No. 111. This school has implemented multiple intelligence learning-based education carried out in one class where there are several children with special needs of different ages. Further, the learning activities are carried out effectively and efficiently.

The theoretical contribution of this research is to produce theories about multiple intelligence learning-based education to students with special needs. Meanwhile, in practice, this research can be used as a contribution to new ideas to improve the quality of SLB Asih Mulya Gurem Pamekasan.

## **Methods**

This study uses a qualitative research approach with a phenomenological type of research. This research is field research

where researchers collect data from SLB Asih Mulya Gurem Pamekasan. Several research subjects were involved and also serve as informants including school principals and accompanying teachers for Children with Special Needs. For this reason, data was collected through semi-structured interviews, non-participant observation, and documentation. While the data analysis technique used is the Miles and Huberman model starting with data condensation, data presentation, and drawing conclusions. The validity of the data in this study used two triangulations: source triangulation where the data was checked through different informants and technical triangulation, where the data was checked through different techniques.

## **Result and Discussion**

Management is an activity or a series of activities carried out from, by, and for humans. These activities are managerial process of a educational activities which are complex and unique and differ from the company's goal of obtaining the maximum profit. Management can be interpreted as a process or management by implementing management functions consisting of planning, organizing, implementing, and evaluating to achieve the goals of an organization.

Education is an interaction between educators and students in a learning environment that has been planned beforehand in the implementation of learning so that it causes changes in a better direction. Education is a foundation for humans in maintaining their civilization, which has managed humans to achieve their success and sometime fails to implement it in everyday life. The educational process has been going on for a long time, various methods have been taken so that knowledge transfer occurs to the next generation. Education is carried out and involves various

elements from the community component. This is in accordance with the 1945 Constitution. Article 31 Paragraph 3 reads: the government seeks and organizes a national education system, which increases faith and piety as well as noble character in the framework of educating the nation's life.

Education is also interpreted as the most basic human right for every human being, including children with special needs. Mialaret (in Anjaryati 2011) states that all people in the world regardless of race, modern and socio-cultural levels, has the right to education. The right to education for children with disabilities is stipulated in Law no. 20 of 2003 concerning the National Education System Article 32 states that: "Special education (special education) is education for students who have a level of difficulty in participating in the learning process due to physical, emotional, mental, and social disorders, and or have potential intelligence and special talents" (National Education System Law no. 20 of 2003). The learning process including creativity is a system, and one of the learning components is the teacher who is a component that has so far been considered to greatly influence the educational process, the arena of educational facilities and infrastructure without being matched by the teacher's ability to implement creativity, then all of them will not achieve optimal results which some researches related to this issue has shown.

Educational management is a thought to carry out teaching assignments or learning activities by applying learning principles, as well as through learning steps which include planning, implementing and evaluating in order to achieve predetermined educational goals.

Learning management for children with special needs is usually carried out under the command of the school principal and to be carried out by all educators with the participation of all school

members. In practice, the learning process for children with special needs is directly supervised by the school principal.

**A. Educational planning based on multiple intelligence learning for students with special needs**

Educational planning is the most important and fundamental aspect of learning. Planning is defined as the whole process of thinking and carefully determining what will be done in the future in order to achieve the predetermined goals. Planning in education is the process or activity of setting goals, the actions to be taken, and the use of resources including the provision of facilities in order to achieve the goals of educational institutions effectively and efficiently.<sup>14</sup> The learning plan for children with special needs in special schools is adapted to the characteristics of each child based on their special needs.

The planning within the learning for children with special needs is an important first step. The learning plan for inclusive schools must adapt to the needs of children with special needs and refers to the applicable curriculum and learning guidelines for children with special needs. Good learning plan will make the learning objectives can be achieved effectively and efficiently.

Based on the research results found by researchers on the learning plan at Asih Mulya Special School Gurem Pamekasan, the principal and teacher planed the learning activities by making lesson plans and syllabi. Where the

---

<sup>14</sup> Badrus Soleh dan Iswatul Hasanah, "Manajemen Pendidikan Pesantren Al Ulum wal Althof dalam Menguatkan Sikap Moderasi Beragama Santri", *re-JIEM: Research Journal of Islamic Education Management* 4, No 1 (2021): 42., <https://doi.org/10.19105/re-jiem.v4i1.4733>

learning objectives in this special school are emphasized on the psychomotor abilities of children with special needs and do not emphasize children's cognitive. In planning the lessons, the school adapts to the characteristics of each child with special needs. Good lesson plan will make the learning objectives can be achieved effectively and efficiently. In this case the teacher's role in planning the learning process at Asih Mulya Special School is by making lesson plans and syllabi as well as in teacher learning using the gestural prompts method which is the use of sign language with hands or other body movements to make it easier for children to understand what is conveyed by the teacher.

**B. Organizing education based on multiple intelligence learning for students with special needs**

The Organizing stage for the learning system at Asih Mulya Special School was done through some activities such as dividing tasks and companions for children with special needs. Organizing learning is an activity of dividing teaching and mentoring tasks to the right people. Organizing is a basic activity of management carried out to manage all the necessary resources including the human element, so that work can be completed successfully.

The organizing stage at Asih Mulya Special School consists of a few structures as this school has only a few students so that the division of classes and teachers in each class of children with special needs does not require an excess of educators and educational staff. Moreover, the teacher carries out the tasks determined by the Asih Mulya school principal who has determined the placement of teachers in each class of children with special needs according to the crew members.

The task of the teacher is to carry out learning and supervise children with special needs who have become their responsibilities in learning activities in the classroom.

**C. Implementation of education based on multiple intelligence learning for students with special needs**

The next stage of the learning process is carrying out what has been prepared. After having defined goals and relevant strategies to achieve the goals themselves, the teacher can then implement these strategies.

The implementation of learning is the completion of the learning plan that has been made. Implementation of learning is the ongoing process of learning in the classroom which is the core of school activities in the form of interactions between teachers and students in the context of delivering lessons or material to students to achieve the objective of a lesson.

The implementation of learning for children with special needs is carried out with learning principles that are adapted to the learning characteristics of children with special needs. Such as the teacher uses special learning media and tools according to needs.

Learning for children with special needs at Asih Mulya Special School is carried out individually. Where the teacher provides teaching to children with special needs with the teacher coming to the children one by one with material that has been adapted to the needs of the child. So that learning between one child with special needs and other children with special needs differs depending on the obstacles of each child.

In the implementation of learning at Asih Mulya Special School there are several activities identified such as preliminary activities, core activities and closing activities. Preliminary

activities is in the form activities where students shaking hands with the teacher before entering class and reading prayers together. The core activities is in the form of learning activities which involve teacher interaction in providing material to students. While, the closing activities is in the form of reading prayers together before going home led by one of the children who take turns every day and then shake hands with the teacher before going home. As well as in the implementation of learning there are other activities that occur when children feel bored following learning such as drawing and others.

**D. Educational evaluation based on multiple intelligence learning for students with special needs**

Educational evaluation is an important stage to find out whether the implementation of learning is going well or not. The evaluation system carried out at Asih Mulya Special School include the process where the teacher observes changes that occur in children with special needs, and the teacher also assigns assignments to children with special needs. Further, the evaluation of children with special needs is carried out by adjusting the learning outcomes of each child with special needs. In this case, the teacher also acts as a supervisor who oversees the developments and changes that arise from each child with special needs.

In this particular process the principal also supervises, meaning the principal's efforts to assess results or achievements or changes achieved by each child with special needs and if there is a deviation from the predetermined standard then efforts to improve it are immediately carried out so that all the results or achievements achieved are in accordance with the plans that have been made.

**E. Supporting and inhibiting factors of education based on multiple intelligence learning for students with special need**

In implementing the learning process at Asih Mulya Special School, several factors support learning for children with special needs. First, it is related to the Teacher or Educator. The teacher as an educator or instructor is a determining factor for the success of any educational endeavor. The position of the teacher in teaching is not only as a teacher, but also as an educator. It means that when learning takes place to convey teaching materials educators use sign language or visual aids to make it easier for children with special needs to understand what is conveyed by the teacher and the teacher uses a strong, clear voice and uses language that is easily understood by deaf children. Moreover, the teacher also uses several other auxiliary tools, such as mirrors so that deaf children can read what the teacher writes in the mirror.

Second, Student Factors. The implementation of a teaching is also influenced by student factors. Students are the target of teaching and learning activities. Students are human beings who are developing, both in terms of spiritual and physical aspects.

The implementation of learning for children with special needs at Asih Mulya Special School has a high intention, interest and willingness to learn, even though deaf children have deficiencies in terms of children with special hearing needs do not have a pessimistic or lazy attitude in learning.

In the implementation of learning at Asih Mulya Special School, there are several factors that become obstacles to the implementation of learning activities, namely: First, the factor coming from the children with special needs. Students are

easily getting bored in the learning process. Second, Educator factors. Some educators sometimes find it difficult to understand the various differences in the characters possessed by each deaf child and it is the task of a teacher to be able to understand from each difference in the character of deaf children so that the implementation of learning is still carried out. Third, Parental factors, who entrust or fully yield their children to school.

### **Conclusion**

Learning management is a process of planning, organizing, implementing and evaluating the implementation of teaching and learning tasks where there is interaction between teachers and students inside the classroom and outside the classroom. Learning planning in which the principal and teacher plan learning activities by making lesson plans and syllabus. Organizing learning is an activity of dividing tasks and companions for children with special needs and using the gestural prompts method. At the implementation stage of learning the teacher carries out what has been planned where the teacher provides teaching to children with special needs with the teacher coming to the children one by one with material that has been adapted to the needs of the child and there are several activities namely preliminary activities, core activities which are the learning process, closing activities and other activities that occur during learning such as drawing and others. The evaluation system is carried out once a month, where the evaluation of children with special needs is carried out according to the learning outcomes of each child with special needs.

Factors supporting the learning process for children with special needs at Asih Mulya Special School are educators who use visual aids so that children can understand and be enthusiastic

about children with special needs in the learning process. The inhibiting factors for the learning process for children with special needs in Asih Mulya Special School include the factors from parents who do not care about their child's development, educators who sometimes do not understand the differences in the character of each child with special needs, the factor for children with special needs who feel bored while learning.

## References

- Agustin, Ina. "Manajemen Pendidikan Inklusi Disekolah dasar Sumpersari 1 Kota Malang" *education and Human development Journal* 1, No. 1 (September 2016): 29. <https://doi.org/10.33086/ehdj.v1i1.290>
- Amka. *Manajemen Pendidikan Khusus*. Sidoarjo: Nizamia Learning Center, 2020.
- Darroni, Gangsar Ali, Gina Solihat, dan Abdul Salim. "Manajemen Pendidikan Khusus di Sekolah Luar Biasa untuk Anak Autis" *Jurnal Manajemen Pendidikan* 5, No. 2 (Juli-Desember 2018): 197. <https://doi.org/10.24246/j.jk.2018.v5.i2.p196-204>
- Hayati, Ipunk Rahmah. "Pengelolaan Proses Pembelajaran bagi Anak Berkebutuhan Khusus pada Kelas Inklusi Di SD Kepuhan Bantul Tahun Pelajaran 2015/2016" *Jurnal Pendidikan Ke-SD-an* 2, No. 3 (Mei 2016): 374. <https://doi.org/10.30738/trihayu.v2i3.740>
- Irdamurni. *Pendidikan Inklusif Solusi dalam mendidik anak berkebutuhan khusus*. Jakarta: Prenadamedia group, 2019.
- Itqan, Moh Syadidul dan Supriadi. "Strategi Pembelajaran Efektif Bagi Anak Berkebutuhan Khusus Berbasis Mobile Learning" *Jurnal Lensa Pendas* 4, No. 2 (September 2019): 89-90.

- Kresnawaty, Anita dan Rina Heliawati, "Manajemen Pendidikan Inklusi Pada Anak Usia Dini" *Jurnal Ilmiah Pendidikan* 3, No. 1 : 16.
- Mulyono. *Strategi Pembelajaran Menuju Efektivitas Pembelajaran di Abad Global*. Malang: Uin-Maliki Press, 2012.
- Soleh, Badrus dan Iswatul Hasanah, "Manajemen Pendidikan Pesantren Al Ulum wal Althof dalam Menguatkan Sikap Moderasi Beragama Santri", *re-JIEM: Research Journal of Islamic Education Management* 4, No 1, <https://doi.org/10.19105/re-jiem.v4i1.4733>
- Sukadari. *Model Pendidikan Inklusi Dalam Pembelajaran Anak Berkebutuhan Khusus*. Yogyakarta: Kanwa Publiser, 2019.
- Undang-undang Nomor 20 Tahun 2003 Pasal 4 Ayat 1 Tentang Prinsip Penyelenggaraan Pendidikan.
- Undang-Undang Nomor 20 Tahun 2003 Pasal 11 ayat 2 Tentang Hak dan Kewajiban Pemerintah dan Pemerintah Daerah.
- Undang-undang No. 20 Tahun 2003 Pasal 1 Ayat 20 Tentang Ketentuan Umum Sistem Pendidikan Nasional.
- Yunita, Evi Isna, Sri Suneki, dan Husni Wakhyudin. "Manajemen Pendidikan Inklusi Dalam Proses Pembelajaran Dan Penanganan Guru Terhadap Anak Berkebutuhan Khusus" *International Journal of Elementary Education* 3, No. 3 (2019): 268. <https://doi.org/10.23887/ijee.v3i3.19407>