

Implementation of the Education Management System at Rumah Melati Special School to Improve the Quality of Educational Personnel

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Abstrak

This research aims to analyze the implementation of the education management system at the Rumah Melati Special School (SLB), especially in improving the quality of teaching staff. Rumah Melati SLB is a formal educational institution that serves children with special needs from various backgrounds. The research method used is a qualitative approach, with data collection techniques through observation, interviews and documentation. The research results show that planning, organizing, implementing and supervising educational governance are the main factors that influence improving the quality of teaching staff. Apart from that, regular training, competency development programs, and collaboration with external institutions such as the Ministry of Education and Culture and the Ministry of Health also support the successful management of education in SLB. However, challenges such as the limited number of teaching staff in line with the needs of the special education sector are still obstacles that need to be overcome. This research contributes to enriching the literature on educational management for special education institutions and provides strategic recommendations for improving the quality of inclusive education in Indonesia

Kata Kunci: Children with Special Needs, Management of Islamic Education, School Governance, Quality of Educators.

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INTRODUCTION

Special education is a teaching method specifically designed for students with different needs compared to students in general. Because of these differences, development (*development*) as well as planning (*planning*) carried out and implemented have different provisions. These differences not only include the condition of students, who may have special needs such as physical or psychological differences, but also teaching methods, services, dedication, and other supporting factors, such as facilities and infrastructure, teaching equipment, and so on.

Apart from considering these basic needs, the implementation or implementation phase is also an important and crucial part. This implementation not only includes technical mechanisms, but also highlights how the benefits of a policy or action can be felt. In the world of education, this implementation is known as "Educational Governance", which includes several main stages, namely planning, direction, supervision and assessment.

According to research by Pratama & Apriani (2023), Indonesia as a legal country logically stipulates that all activities or interests are regulated by law. Therefore, the legislator has enacted Law Number 2 of 1989 concerning the

National Education System (abbreviated as Law No. 2/1989 concerning SPN). This law explains that Special Schools (SLB) are a form of providing education aimed at children with special needs, such as the blind, deaf, speech impaired, quadriplegic, hearing impaired, hearing impaired, as well as children with retardation or other special circumstances.

Talking about education in basic terms, education is an effort to foster ethics, intellect, and norms that live within a human being. Through education, humans are expected to be able to live in accordance with human values and be able to humanize other humans. Thus, it can be emphasized that the position of education in life is not to eliminate what already exists, but rather to influence, change, develop or shape something for the better.

In this context, Special Schools (SLB), as the only formal educational institution for children with special needs (ABK), are the result of various elements that are specifically directed at achieving national education goals. SLB uses special methods aimed at supporting ethical, intellectual and normative development in children with special needs.

However, this educational approach cannot be separated from the culture, customs, teachings and norms that apply in Indonesia. In this case, Islam provides a harmonious view, namely that all humans have equality in life, both socially and before God. This view is confirmed in the Al-Qur'an, specifically in Surah An-Nisa Verse 1:

يَا أَيُّهَا النَّاسُ اتَّقُوا رَبَّكُمُ الَّذِي خَلَقَكُمْ مِنْ نَفْسٍ وَاحِدَةٍ وَخَلَقَ مِنْهَا زَوْجَهَا وَبَثَّ مِنْهُمَا رِجَالًا كَثِيرًا وَنِسَاءً ۚ وَاتَّقُوا اللَّهَ الَّذِي تَسَاءَلُونَ بِهِ وَالْأَرْحَامَ ۗ إِنَّ اللَّهَ كَانَ عَلَيْكُمْ رَقِيبًا

Meaning: "O people, fear your God who created you from one self (entity), and from him God created his partner, and from both of them God bred many men and women. Fear God, in whose name you help each other and maintain friendship. Indeed, God is All-Watching." (QS. an-Nisa (4): 1)

In the concept of education, especially in educational institutions, the element of resources, especially Human Resources (HR), plays an important role. The main human resources in education are Educators (Tendik). The role of educational staff has a significant influence on the quality of educational institutions, both in activities and other elements that support education. Thus, the quality possessed by educational staff will greatly determine the success and effectiveness of educational implementation.

The quality of Tendik is determined by their ability to optimize the performance for which they are responsible. This performance must produce output that is in accordance with standards or expectations in implementing education. Basically, Tendik is a member of society like any other. However, their role and status are different because in this position, they dedicate themselves to being responsible for implementing education.

In terms of main tasks and functions (tupoksi), Tendik is tasked with carrying out evaluations and providing technical services in the process of implementing education in an educational unit, such as the educational institution which is the focus of this research. As a logical consequence of this main task, Tendik has the obligation to:

1. Help create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical.

2. Become a role model who provides a positive image, both for himself, educational institutions, profession, position and community expectations.
3. Maintain and improve standards of professionalism to support the overall educational concept.

Apart from the conceptual aspects regarding the Tendik's role, there are external factors that increasingly emphasize the importance of this position. This can be seen in Law Number 14 of 2005 concerning Teachers and Lecturers, specifically in Article 8, which states that teachers, as part of the Tendik, are professional staff. The article states: "Teachers are required to have academic qualifications, competencies, educational certificates, be physically and spiritually healthy, and have the ability to realize national education goals."

The criteria that guide the use of teaching staff (Tendik) have become the main element in the sustainability of the world of education. These provisions make Tendik's position very crucial, acting as a driving force for educational reform in Indonesia which is supported by various other policies. Therefore, the availability of Tendik is a very important aspect for the educational journey in all educational institutions. This aims to achieve optimal implementation of education, namely to make the nation's life more intelligent.

One of the problems identified in observations at Rumah Melati SLB was the lack of staff. Currently, Rumah Melati SLB only has 11 teachers who have to teach at various levels of education, from kindergarten, elementary school, middle school, to high school. Therefore, this research aims to further examine the quality of teaching staff at Rumah Melati SLB.

Apart from the quantity problem, Rumah Melati SLB which is located in North Bekasi also faces the challenge of a shortage of educational staff appropriate to their field. This is thought to be caused by the lack of universities that have Special Education study programs. As a result, the lack of competent human resources to teach students with special needs is a big challenge for Rumah Melati SLB. Moreover, the distribution of graduates of Special Education undergraduate programs in Indonesia is uneven, which worsens the situation of a shortage of educational staff, especially in special education classes.

This condition reflects the general challenges faced by many SLBs in Indonesia, especially Rumah Melati SLB, which is the focus of this research. Therefore, this research aims to examine the quality of teaching staff in special schools, which until now has rarely been a main concern in various educational research.

RESEARCH METHODS

This research was carried out using a qualitative approach and the data sources taken by the author in this research were the main data sources in the form of words and actions, as well as additional data sources in the form of documents. In qualitative research, the term population is not used, but Spardly calls it "*social situation*" or social situation which consists of three elements, namely place (*place*), perpetrator (*actors*), and activity (*activity*) which interact synergistically (S et al., 2024). In data collection efforts, researchers try to find information related to the problem formulation in this research in the form of opinions, facts and documentation. There are three data collection methods used by researchers,

namely observation, interviews and documentation. The steps used by researchers in analyzing data that have been obtained from various data sources are recording and reviewing all data results obtained from various sources, namely from observation interviews and documentation; collect, sort, synthesize, summarize and classify data according to the data needed to answer the problem formulation.

RESULTS AND DISCUSSION

Description regarding Research Objects

Rumah Melati SLB was founded on January 11 2011. Before the founding of this school, a non-formal institution called MG Therapy was operating, which focused on therapy for patients with special needs. MG Therapy had been running for about two years before the formation of Rumah Melati SLB. This SLB is under the auspices of the Indonesian Foundation for Education and Development of Children with Special Needs Rumah Melati. Rumah Melati SLB officially obtained an operational permit in 2013, based on Number AHU-737.AH.01.04 T 2013. At the beginning of its establishment, this SLB had four levels of education, namely Kindergarten, Elementary, Middle School and High School, and continued to grow until it was able to accommodate 31 students from various levels.

As a private educational institution, SLB Rumah Melati has an organizational structure designed to facilitate the implementation of its duties and functions as an educational institution. The division of the organizational structure of Rumah Melati SLB includes:

Table 1. List of Officials at Rumah Melati Special School

Department	Name
Headmaster	Yeyen S.Pd.
vice principal	Shanaz Pratiwi
Administration	Flat. S.Pd.
Curriculum	Risci Desmita S.Pd.
Studentship	Narni Astriani S.Pd.
Sarana Prasarana	Joko S.Pd.
Public Relations	Saridani Batubara S.Pd.

The following is a data table of data for Rumah Melati SLB educators and education staff:

Table 2. List of Educator Data along with their Positions

No	No	Place and date of birth	Functional Position
1	Yeyen S.Pd.	Bekasi, 04 July 1987	Headmaster
2	Shanaz Pratiwi	Jakarta, March 14 1988	Deputy Principal
3	Narni Astriani S.Pd.	Jakarta, 03 October 1987	Studentship
4	Saridoni B.S.Pd.	Jakarta, 05 May 1988	Public Relations
5	Nonik M. S.Pd.	Ponorogo, March 18 1983	Teacher
6	Risci Desmita S.Pd.	Jakarta, 03 December 1983	Curriculum
7	Novia Indiri S.Pd.	Sukoharjo, 03 August 1994	Teacher
8	Joko Retno S.Pd.	Jakarta, 28 June 1985	Teacher
9	Didiek Kurniawan S.Pd.	Sidoarjo, November 24, 1990	Physical Education teacher

10	Pipih Purwati S.Pd.	Bekasi, 27 September 1999	TU
11	Dede Jamaludi	Tasikmalaya, 11 December 1987	Employee

Rumah Melati SLB has students who are children with special needs (ABK). Children with special needs are children who have limitations or privileges in physical, mental-intellectual, social or emotional aspects that significantly affect their growth or development process compared to children their age. Students at Rumah Melati SLB are divided into several levels of education, namely Kindergarten (TK), Elementary School (SD), Middle School (SMP), and High School (SMA). The following is the number of students based on education level:

Table 3. Student Data at Rumah Melati Special School

No	Full Name	The call	TTL	Age	Class
1	Arsyad Sulistiansyah	Arsyad	Bekasi, 01 November 2015	9	TK
2	Akbar Dwi Fitrianto	Akbar	Jakarta, September 2009	20	15 JUNIOR HIGH SCHOOL
3	Aidil Pasha Rama Dandy	Rama	Bekasi, 12 October 2007	17	SMA
4	Bilal Haris Arassidin	Bilal	Jakarta, February 2011	23	13 JUNIOR HIGH SCHOOL
5	Dhirgham Haidar Arhabsyah	Dhirgham	Bekasi, 06 May 2016	8	TK
6	Daffa Ahmad Mudzaki	Dzaki	Jakarta, 27 April 2005	19	SMA
7	Fadhillah Irsyad Syam Rumadhy	Ershad	Semarang, October 2005	23	19 JUNIOR HIGH SCHOOL
8	Fauzan Arief Sudiono	Fauzan	Jakarta, 24 January 2004	20	SMA
9	Gilang Akhmad Alvaro	Alvaro	Bekasi, June 2015	15	9 SD
10	Gibran Hasta Buana	Gibran	Bekasi, 03 March 2009	15	JUNIOR HIGH SCHOOL
11	Hanif Rafa Pradita	Hanif	Bekasi, 27 November 2018	6	TK
12	Kezia Adriella Syalomdita Purba	Kezia	Ketapang, 01 June 2016	8	SD
13	Khiar Fahri Kahyajati	cucumber	Bekasi, 18 May 2016	8	SD
14	Paolo Richardo Chai	Paul	Bekasi, 08 December 2017	7	TK
15	Mohammad Akmal Al-Ghifri	Qeyzar Gaza	Bekasi, 24 April 2013	11	SD
16	Sarah Zain Ibrahim	Sarah	Bekasi, January 2018	12	6 TK
17	Yogantara Putra Surya	Yoga	Bekasi, 18 May 2014	10	SD
18	Muhammad Athaya Rizal	Ikmal	Bandung, 26 June 2014	10	SD
19	Muhammad Abdillah	Keisar Emperors	Bekasi, January 2009	31	15 JUNIOR HIGH SCHOOL
20	Muhammad Ibadurrahman	Ghaisan Worship	Bekasi, 28 February 2006	18	JUNIOR HIGH SCHOOL

21	Nadhira Humaira Naswa	Nadira	Jakarta, 01 April 8	SD
22	Saddam Naresh Rayyanka	Saddam	Bekasi, 21 July 2016	8 SD
23	Cancer Arcanant	Cancer	Bekasi, 04 December 2006	18 SMA
24	Rafi Nur Fauzi Aziz	Fauzi	Bekasi, 10 June 2007	17 SMA
25	Sendhi Andra	Joints	Bekasi, 15 November 2014	10 SD
26	Safaraz Adzra Widagdo	He will sell	Bekasi, 29 April 2012	12 SD
27	Shanaz Hanifah Azzahra	Zahra	Bekasi, September 2012	17 12 SD
28	Syahna Kayla Widalia Novalin	Shahna	Tangerang, 07 November 2008	16 JUNIOR HIGH SCHOOL
29	Syafiq Dzakiy Sulhan	Syafiq	Jakarta, 31 October 2012	12 SMA
30	Rizqy Sofyan	Rizqy	Jakarta, 08 March 2014	10 SD
31	Dwindya Rara Puspita	Never	Bekasi, 22 November 2009	15 SD

Facilities and infrastructure are very important elements in an educational institution. The importance of these facilities and infrastructure has been regulated in Law no. 2/1989 concerning SPN, especially in Article 45 Paragraph (1), which states that: "Schools as formal and non-formal education units must be able to provide facilities and infrastructure that meet the needs in carrying out the educational process, in accordance with the development and growth of the physical, social, intellectual and emotional potential of students." In this case, SLB Rumah Melati as a special educational institution also has facilities and infrastructure designed to support the learning process for students with special needs. These facilities are tailored to the specific needs of students to support their optimal physical, mental and social development. The following is data on facilities and infrastructure:

Table 4. Data on Facilities and Infrastructure Available at Rumah Melati Special School

Types of Facilities and Description Infrastructure	
School building	Has one building with a building area of .60m2. Has 6 classrooms which can accommodate 5/6 of special students.
Page	It has a front yard that can accommodate 40 students for joint activities such as the Duha prayer.
Toilet	There are 2 toilets in front of the school and behind the school.
Teacher's room	It has 1 teacher's room and also the principal's room and others.
Sitting room	After the front yard there will be 1 to serve guests who visit SLB Rumah Melati and also become a TU staff room.

Rumah Melati Special School Governance Planning in Improving the Quality of Educators

Based on an interview with Mrs. Yeyen, S.Pd., as the Principal of Rumah Melati SLB School, she said: "In terms of governance planning, Rumah Melati SLB is different from schools in general, especially in terms of planning for teaching, curriculum and teaching staff. Before the start of the new academic school

year, we held an annual planning meeting. This meeting involved all elements of the institution, from the principal to employees, to determine the division of tasks or job desks, especially for teaching staff, according to education levels - Kindergarten, Elementary, Middle School, to High School. Decisions are taken by consensus based on the abilities of each teaching staff so that the learning process can run effectively and efficiently. In addition, the foundation regularly holds training for teaching staff together with the Ministry of Education and Culture (Kemendikbud) and the Ministry of Health (Kemenkes) once a year. "Even though the Ministry of Health does not directly manage SLBs, they contribute to promoting mental health services, such as mental health screening and counseling, which are carried out regularly."

Apart from the Principal, the role of Administration (TU) is also very vital in planning the governance of Rumah Melati SLB. Based on an interview with Mrs. Pipih, S.Pd., as Head of Administration, she said: "In governance planning, the role of Administration is very important to support the smooth running of school administration. Administration helps ensure that teaching and learning activities run as they should. We are responsible for managing data on teaching staff and employees, including information regarding their abilities and educational background. In the task distribution meeting, TU conveys job descriptions to all teaching and learning staff, led by the Principal. Apart from that, TU also provides recommendations regarding the distribution of tasks based on the abilities of teaching staff, which are prepared in the meeting making teaching guidebooks for the academic school year."

The role of teachers in governance planning is also very important. Teachers as the spearhead of planning implementation also make a big contribution. Based on an interview with Mrs. Narni, S.Pd., one of the teachers at Rumah Melati SLB, she said: "Teachers have a role in compiling teaching materials for one year which are summarized in a guidebook. This guidebook is adapted to the Merdeka Belajar curriculum and the abilities of students with special needs. We also help teaching staff who are non-linear in their teaching field to have compatible abilities, so that learning can run effectively and efficiently. In curriculum meetings which are held in deliberation, we also provide criticism and suggestions to the principal to ensure the decisions taken wise and correct." Then continued: "Apart from that, we receive training from the Ministry of Health which provides guidance regarding students' mental health. This is very important to ensure the teaching and learning process can run effectively. As teachers, we are also tasked with providing motivation to students so that they are strong, confident, and able to face life in society even though they have limitations compared to other children in general."

In planning school governance, competent management factors are the main elements that must be considered. The term management comes from the word manage, which according to the Big Indonesian Dictionary means leading, controlling, organizing, and trying to make something better, more advanced, and being responsible for certain work. Management is also defined as a process that helps formulate policies, set goals, and provide oversight to ensure the implementation and achievement of these goals.

So that school governance can run well in improving the quality of teaching staff, planning must consider various supporting aspects such as:

1. Academic Qualifications of Educators: Ensure that teaching staff have relevant educational backgrounds.
2. Experience: Utilize the experience of teaching staff as a reference to improve teaching effectiveness.
3. Communication Skills (*Public Speaking*): Develop public speaking skills to support interactions with students and parents.

Realizing that there is still a shortage in the quality of teaching staff at Rumah Melati SLB, the Principal has established a policy to provide training to teaching staff with non-linear majors so that they have abilities equivalent to teachers in their field (linear). This training is carried out for one academic year.

Apart from that, teaching staff are required to take part in national seminars on the theme of handling students with special needs. This activity is expected to provide plus points and new experiences for teachers in educating students with special needs. This step is in line with government programs, especially in the implementation of the Independent Learning Curriculum which is currently being promoted.

Organizing the Governance of Rumah Melati Special School in Improving the Quality of Educators

Based on an interview with Mrs. Yeyen, S.Pd., as Principal of the Rumah Melati SLB School, she explained: "The role of the Principal is very important in improving the quality of teaching staff. Several steps taken include: (1) Facilitating professional development: the Principal provides opportunities for teachers to develop their competence through education and training activities (diklat), both held at school and outside the school; (2) Providing learning support facilities: With complete facilities, teachers can carry out their teaching duties more effectively and efficiently; (3) Providing an example: the Principal acts as a role model for creating a harmonious work atmosphere with a religious nuance; (4) Involving teachers in Subject Teacher Conferences (MGMP): As a forum for exchanging ideas, MGMP is a means for teachers to improve professional skills and strengthen relationships (5) Conduct class visits: The Principal monitors the learning process in the classroom to evaluate teacher performance and provide constructive input. (6) Supervising the work of educational staff: As a supervisor, the Principal ensures that teaching and educational staff work according to their duties well. Apart from that, I also provide motivation to educational staff. As the Principal, I am responsible for creating a conducive school environment, providing direction, and reminding teachers to use their time effectively. In preparing the governance organization at Rumah Melati SLB, I ensured that the placement of teaching staff was in accordance with their fields, based on recommendations from TU staff who had data and records of each staff's performance. However, not all teaching staff at Rumah Melati SLB come from departments that are linear with SLB's needs. Therefore, non-linear teachers are given training for one academic school year. After being assessed as suitable, they were given the responsibility of being homeroom teachers by teaching four students with special needs."

According to Mrs. Pipih, S.Pd., as Head of Administration, she explains the role of TU as follows: "In managing school organizations, Administration (TU) has an important role, including: (1) Preparing work programs

for school administrative staff; (2) Arranging the distribution of employee duties; (3) Coordinating the implementation of administrative staff tasks; (4) Playing a role in preparing the School Activity Plan and Budget (RKAS); (5) Organizing an effective administrative team. Apart from that, TU staff also have responsibilities such as managing school finances together with the Principal, Treasurer and Deputy Principal; managing staff and student administration; assisting in planning and implementing school activities such as exams, school events and meetings; supporting the teaching and learning process by working in the laboratory, library or community relations department. The task distribution system is carried out by deliberation and consensus, as well as through an evaluation process. For example, teachers who taught at kindergarten level last year can be transferred to elementary school level according to the evaluation results."

Organizing is the process of dividing work into small tasks, distributing these tasks to individuals according to their respective abilities, and allocating resources and coordinating them to achieve organizational goals effectively. In the context of governance, organizing has an important role in supporting the quality of competent and superior teaching staff.

Organizing governance for the quality of teaching staff involves the division of tasks and responsibilities (*job desk*) in a structured manner. This is done to ensure that the tasks are in accordance with the abilities and expertise of each staff and teaching staff. In this way, the educational process can run efficiently, and the goal of improving the quality of teaching staff can be achieved.

The main goal of organizing is to guide individuals in the organization so they can work effectively. In an organization, the workload carried out by just one person will be too heavy. Therefore, additional labor is needed, so that an effective and productive work group is formed.

With good organization, not only will the workload become more distributed, but also the synergy between members of the organization can increase. This will ultimately create teaching staff who are not only competent but also able to support the vision and mission of the educational institution as a whole.

Implementation of Rumah Melati Special School Governance on the Quality of Educators

Based on an interview with Mrs. Yeyen, S.Pd., as Principal of the Rumah Melati SLB School, she said: "After the planning and annual meeting was completed, we held a briefing before the start of the new school year. The purpose of this briefing is to ensure that all teaching staff and staff understand and carry out their respective roles in accordance with the guidebook that has been prepared. The guidebook covers the entire work program for one school year, both internal and external school activities. Internal activities include learning in class, getting used to the Dhuha prayer, carrying out ceremonies every Monday morning, as well as making crafts by High School students. Meanwhile, external activities include educational visits, such as to the Bekasi City Fire Department, as well as gardening programs. Apart from that, teachers also take part in training and counseling organized by the Ministry of Education and Culture and the Ministry of Health. This training is very useful for supporting teaching and learning activities, especially in dealing with the needs of students with special needs."

According to Mrs. Pipih, S.Pd., as Head of Administration at Rumah Melati SLB, the role of Administration in implementing governance is explained as follows: "As part of Administration, we participate in implementing programs that have been planned together with all elements of the school. The role of Administration is stated in the guidebook that has been agreed upon at the annual meeting. Our duties include: (1) Assisting teachers and school principals in data management, budget management, and storing important files and archives; (2) Managing students' Dapodik data, including addresses and telephone numbers parents, to ensure accessibility if something happens that requires communication; (3) Organize the division of students into classes according to their educational level and special needs."

According to Mrs. Narni, S.Pd., as a teacher at SLB Rumah Melati, teaching staff have an important role in supporting the implementation of governance. He said: "As teaching staff at SLB Rumah Melati, we carry out the tasks agreed upon at the annual meeting, namely providing learning in accordance with the applicable curriculum. Apart from that, we also actively participate in training from related agencies, both held by the Ministry of Education and Culture and the Ministry of Health. This training is designed as part of a collaborative program between SLB Rumah Melati and the government and the community. "This program aims to provide support to students with special needs so that they are able to adapt to the community environment and create equality. Even though they have limitations, students with special needs are still human beings who have the rights and potential to develop, just like other humans."

Implementation is a process or method for implementing a plan, decision or policy that has been prepared previously. In simple terms, implementation can be interpreted as the application of plans that have been formulated carefully and in detail. This process is carried out after the planning is deemed ready to be implemented.

Implementation includes activities or efforts carried out to realize the plans and policies that have been established. In its implementation, it needs to be equipped with various needs and tools needed, who will carry it out, where it will be carried out, and how it should be carried out. Implementation is a strategic step that turns policies into reality, with the main aim of achieving the targets set in previous programs or policies.

Supervision of the Governance of Rumah Melati Special School on the Quality of Educators

Based on an interview with Mrs. Yeyen, S.Pd., as the Principal of Rumah Melati SLB School, she said: "To carry out all the programs that have been planned, supervision is very important. I have a supervisory instrument to ensure that every activity runs according to the initial plan. Every day, I monitor the implementation of activities and provide direction if there are things that are not in accordance with the guidelines. This also applies to training involving external parties. I always control the implementation of the training. After all the programs have been implemented, we conduct an evaluation to assess success and look for things that need to be done. improved so that future implementation will be better."

The role of Administration in supporting supervision was explained by Mrs Pipih, S.Pd., as Head of TU: "Administration has an important role in supporting supervision carried out by the Principal and Deputy Principal. We help ensure that all programs run optimally, effectively and efficiently. In this case, we also monitor administration, student data and management of activities as planned."

Supervision is a process that aims to ensure that all activities are carried out in accordance with what was previously planned. Supervision is an important step in ensuring that the goals that have been set can be achieved well. Without adequate supervision, educational organizations or institutions can experience failure, even though they have good planning and implementation.

There are many reasons to determine the cause of the failure of one organization or the success of another organization. But a recurring problem in all failed organizations is the absence or lack of adequate oversight. According to Winardi (2000) supervision is defined as: "All activities carried out by managers in an effort to ensure that actual results are in accordance with planned results."

Supervision has a very important role in supporting the quality of teaching staff. Without effective supervision, all planning and implementation that has been prepared will be in vain. Good supervision ensures that the learning process and educational management runs effectively and in accordance with established standards. Proper supervision will ensure that teaching staff carry out their duties in accordance with the plans that have been prepared, so that they can improve the quality of teaching and the development of students. Therefore, supervision is an integral part of a successful educational management process.

CONCLUSION

This research shows that the implementation of the education management system at the Rumah Melati Special School (SLB) has a significant role in improving the quality of teaching staff. Through systematic planning, organizing, implementation and supervision, Rumah Melati SLB has succeeded in creating educational governance that supports the development of the competence of teaching staff, despite facing the challenge of limited resources. Training, supervision and management strategies based on internal collaboration and external support, such as training from relevant ministries, are effective solutions to overcome existing obstacles.

The results of this research underline the importance of improving the quality of teaching staff as the main key to achieving educational success for children with special needs. By utilizing integrated management methods, SLB Rumah Melati can become a model for other educational institutions in realizing quality inclusive education. In the future, further research needs to be carried out to evaluate the impact of this policy on student learning outcomes and to develop more innovative methods to improve the quality of education in special schools.

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