Implementation of Positive Behaviour Support (PBS) in Inclusive Education

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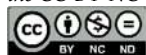
Abstract: Inclusive education is one of the efforts in education that plays a role in eliminating discrimination, one of which is by removing barriers between students with special needs and those without. PBS is one of the methods used in inclusive education to address issues that arise in the educational process, which usually involves students with special needs. This research aims to describe the implementation of PBS in the context of inclusive education using a qualitative approach through interviews with several informants to explore the implementation of PBS, its impact on the learning environment, and the challenges faced. The study results indicate that implementing PBS involves several stages and fosters positive character within the educational unit. The learning environment becomes more inclusive and conducive, marked by increased mutual respect, empathy, and student cooperation. PBS also contributes to improving the academic achievement of students with special needs and reducing negative behavior in schools. Challenges were also found within the educational unit, which need to be addressed to ensure the sustainability of the PBS program.

Abstrak: Pendidikan inklusif merupakan salah satu upaya dalam pendidikan yang berperan dalam menghilangkan diskriminasi salah satunya dengan menghapuskan sekat antara peserta didik berkebutuhan khusus dengan yang bukan. PBS salah satu metode yang digunakan dalam pendidikan inklusif yang bertujuan untuk mengatasi permasalahan yang timbul pada proses pendidikan yang biasanya melibatkan peserta didik berkebutuhan khusus. Penelitian ini bertujuan untuk mendeskripskan implementasi PBS dalam konteks pendidikan inklusif dengan metode pendekatan kualitatif melalui wawancara dengan beberapa narasumber untuk mengeksplorasi implementasi PBS, dampaknya terhadap lingkungan belajar, dan kendala yang dihadapi. Hasil penelitian menunjukkan bahwa implementasi PBS beberapa tahapan dan mewujudkan karakter yang positif dalm satuan pendidikan. Lingkungan belajar menjadi lebih inklusif dan kondusif, ditandai dengan meningkatnya rasa saling menghormati, empati dan kerjasama antar siswa. Selain itu, PBS juga berkontribusi dalam meningkatkan prestasi belajar siswa berkebutuhan khusus dan mengurangi perilaku negatif di sekolah. Kendala juga ditemukan di satuan pendidikan dan kendala tersebut perlu diperhatikan guna menjamin keberlanjutan program PBS.

A. Introduction

Education is the right of every Indonesian citizen without exception ((Abdillah et al., 2022; Darma & Rusyidi, 2015); therefore, education must be provided without discrimination while upholding human rights ((Afifah & Hadi, 2018; Puspandari & Sinaga, 2023). The highest level of education completed by individuals aged 15 and above, based on data from the Badan Pusat Statistik (2023), shows that 16.30% of persons with disabilities have never attended school, compared to only 2.93% of those without disabilities. Meanwhile, the percentage of individuals with disabilities who have completed elementary school or its equivalent is 25.78%, while for those without disabilities, it is 8.60%. This data indicates a gap in access to and achievement in education between students with special needs and non-disabled students, highlighting the need for solutions to eliminate or minimize this disparity.

Inclusive education is one of the solutions to gaps or discrimination in education, according to the Regulation of the Minister of National Education Number 70 of 2009, which explains that inclusive education is a system that provides opportunities for all learners. Inclusive education aims to serve all children with inherent characteristics, uniqueness, and diversity (Bahri, 2022). This program provides accommodations for the needs of learners as a tangible manifestation of equality in providing access to education according to Law Number 20 of 2003 concerning the National Education System Article 11 paragraph (1), which states that the Government and Local Governments are required to provide services and facilities and ensure the implementation of quality education for every citizen without discrimination.

Inclusive education encompasses curriculum and management for all children (Nisa, 2023) implemented to transform the education system by removing barriers for learners to fully participate in education, and one of the efforts to connect students with special needs to regular students (Alfikri et al., 2022; Nurfadhillah, 2021). This program is child-centered to ensure that children's needs are met and is not only applied to children with special needs but also all children, as fundamentally, every child possesses characteristics, uniqueness, and diversity that are inherently part of them (Bahri, 2022; Bahri et al., 2022). The diversity of characteristics that naturally exists in children necessitates continuous education development to effectively serve so that educational goals can be achieved, including creating superior human resources.

The implementation of inclusive education in Indonesia still faces various challenges (Fionita & Nurjannah, 2024; Suryadi, 2023; Ummah et al., 2023). These challenges include teachers' lack of understanding and skills in handling students with special needs, limited supporting facilities and infrastructure, an inadequate curriculum, and an unsupportive environment in the community and schools. These issues result in the emergence of undesirable behaviors in students, both academically and socially (Alfikri et al., 2022; Alfina & Anwar, 2020; Kurniawan & Aiman, 2020; Santosa, 2022). One of the challenges in implementing inclusive education in Indonesia is the high incidence of challenging behaviors among students with special needs, which can disrupt the learning process. A

method that can be employed to address challenging behaviors in students with special needs is the PBS method (Adhyatma, 2016).

Previous research, such as that conducted by Ridha (2020), utilized Positive Behavior Support to manage the emotions and behaviors of an 11-year-old boy with oppositional defiant disorder (ODD). ODD is a childhood disorder characterized by an inability to self-regulate, noncompliance, defiance, and disruptive behavior in social settings. A persistent pattern of anger, challenging attitudes, and vindictiveness towards authority figures marks it. Children with ODD tend to be easily angered, offended, and lose patience, often arguing, disputing, or refusing to follow rules. They are also inclined to hold grudges and seek revenge against those they perceive as wronging them.

Additionally, they frequently blame others and are highly sensitive, making it difficult for them to accept criticism. The participants' inability to manage their emotions impacts their behavior, leading to tendencies to oppose and challenge others, necessitating intervention to prevent their behavior from escalating. This program positively affects the participants' behavioral changes, helping them become better students who can actively engage in various learning activities. Of course, this program does not yield results in a short time; it takes a considerable duration, with participants undergoing interventions to foster more positive behaviors over approximately six months.

In another study, Sudarto et al (2019) refer to developing a curriculum for intervention programs for children with special needs to support effective learning and intervention services, ensuring that children with special needs and their families receive optimal and best services. The curriculum must be dynamic and continuously evolve, especially by considering the conditions in the field if there is a need for intervention programs due to the circumstances of children with special needs, thus requiring specialized services. Collaboration with representatives who are experts in their fields is essential so that these intervention programs can be accountable.

PBS is primarily implemented to address behavioral change needs in children with special needs, including those with ODD and autism. Lafitiana & Ardianingsih (2016) used this method to reduce self-injurious behavior, specifically head-banging, in autistic children at a Special Needs School (SLB). The reason these special needs students bang their heads against tables, walls, or other surfaces usually occurs when they are unable to express their desires, are in a poor mood, or cannot control their emotions. As a result, their outlet is to bang their heads against nearby surfaces. The intervention method employed through behavioral intervention for children has shown positive effects, evidenced by a decrease in self-injurious behavior.

PBS is an intervention method implemented collaboratively at the school level and can create a positive culture (Sailor et al., 2009). This makes the technique widely used to address negative behaviors that arise in children with special needs. Inclusive education, as an approach aimed at eliminating barriers that hinder every learner's participation in education (Alfikri et al., 2022; Nurfadhillah, 2021), has established the separation between children with special needs and those without in most educational institutions. It is not new

for children with special needs to attend general education settings, many of which still lack special education teachers. This raises a new challenge for educational institutions to effectively break down the barriers between regular students and those with special needs, fostering positive collaboration and a conducive learning environment, thereby minimizing issues such as bullying, both verbal and nonverbal.

PBS can significantly impact the development of an inclusive culture; it is one of the most effective methods anyone can implement. It aims to enhance students' positive behaviors through proactive and collaborative strategies. This approach addresses negative behaviors and emphasizes the prevention and reinforcement of desired behaviors (Nisa, 2023). Some examples provided include personal intervention methods for students with special needs, who often experience behavioral challenges, necessitating positive behavioral interventions to minimize negative behaviors.

The implementation of PBS in schools that provide inclusive education can be a solution for improving a conducive learning environment that supports the growth and development of all students, including those with special needs (Nurfaidah & Hasnin, 2024). This success undeniably results from the collaboration of all school members and effective leadership from the Principal in formulating policies and subsequently implementing them in practice (Setiawan et al., 2024). Evaluations are also conducted to assess how policies improve school quality (Santosa, 2022; Setiyadi & Rosalina, 2021; Setyawan & Santosa, 2021). Through the PBS approach, schools are expected to create a positive culture that supports every student in developing their best potential. At the same time, teachers are also trained to understand and apply appropriate intervention strategies to foster a more inclusive and adaptive learning climate that accommodates the diverse needs of students.

The diversity of student needs in inclusive education units implemented in general education settings necessitates using various methods to manage these units effectively, creating a conducive environment with minimal friction between students with special needs and regular students. Initial observations at SMP N 2 Sewon indicate that this educational unit has provided inclusive education since 1984. Some limitations faced by the students accepted at SMP N 2 Sewon include visual impairment, physical disabilities, hearing impairment, speech impairment, and slow learners. These students are placed in the same classroom as their non-disabled peers, and the educational unit provides supporting facilities so that children with special needs can engage effectively in their education. The admission process and facilities at SMP N 2 Sewon are sufficiently adequate, making inclusive education successful (Sucipto, 2018).

PBS, based on existing research, has been relatively successful in addressing behaviors in children with special needs, particularly those with emotional or behavioral disorders. Therefore, what if this method is applied to other children with special needs in general to reduce bullying or violence, whether perpetrated by children with special needs or directed towards them by non-disabled peers? Observing the success of inclusive education at SMP N 2 Sewon, the researcher aims to uncover how the PBS provided by educational institutions to students can support the implementation of inclusive education,

thereby creating a positive learning environment and reducing bullying. This way, other academic institutions might adopt the same method, as inclusive education today is no longer limited to Special Schools; a significant number of regular schools now offer inclusive education as part of their programs or have students with special needs. Children with special needs no longer have to attend special schools but have greater access to continue their education in regular schools, allowing them to participate actively alongside many other students.

B. Method

The research was conducted using a descriptive qualitative approach that tends to utilize analysis, where theoretical foundations guide the data collection process in the field (Ramdhan, 2021). This study aims to understand the phenomena experienced by the research subjects, such as behavior, perceptions, motivations, and actions, holistically and descriptively in words and language within a specific natural context while utilizing natural methods (Moleong, 2014). The research was carried out at SMP N 2 Sewon in September 2024, with four research subjects: the Principal, the Vice Principal for Curriculum, the Inclusion Team Coordinator, and one Class Guardian. The researcher employed three data collection techniques: interviews, direct and indirect observations, and documentation. The instruments used include an interview guide to facilitate and structure interviews with all informants and observation and documentation sheets to record the results of observations regarding implementing positive behavior support conducted inside and outside the classroom while still within the educational institution's environment.

Data validity can be enhanced through triangulation, a process of data verification based on interviews, or triangulation of sources to sharpen the accuracy of information from various sources (Sugiyono, 2020). The flow of data processing and analysis using the Miles et al (2014)technique involves three main activities: 1) data reduction, which simplifies field data based on similarities or differences so that research data can be extracted and verified; 2) data presentation as a collection of information from analysis and observation, then presented in the form of theoretical reinforcement from the source of analysis; and 3) conclusion drawing as a process of complete configuration so that conclusions can be verified and thus be fully accountable. The analysis technique, according to Miles et al (2014), is described as follows:
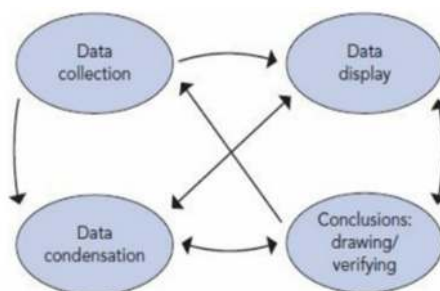

Figure 1. Data processing and analysis process flow
Source: Miles et al (2014)

C. Result and Discussion
Result

The research findings were obtained through interviews, documentation, and observations conducted with informants at SMP N 2 Sewon. Throughout the data collection process, the researcher gained in-depth insights into the implementation process of inclusive education in the school through in-depth interviews with informants and observations. Perspectives from various stakeholders have provided a comprehensive understanding of integrating Positive Behavior Support into inclusive education and the desired character traits within educational institutions, making this method applicable to all educational settings.

1. Data Collection

    Data was collected by searching for, recording, and gathering data from interview results and transcribing the collected data for further analysis.

2. Data Reduction

    The data collected in the field was substantial; therefore, meticulous and detailed recording was necessary. At this stage, the researcher conducted data reduction by coding the verbatim transcripts of the interviews using Atlas. Ti 8 software. Subsequently, these codes were reduced and grouped according to their respective themes.
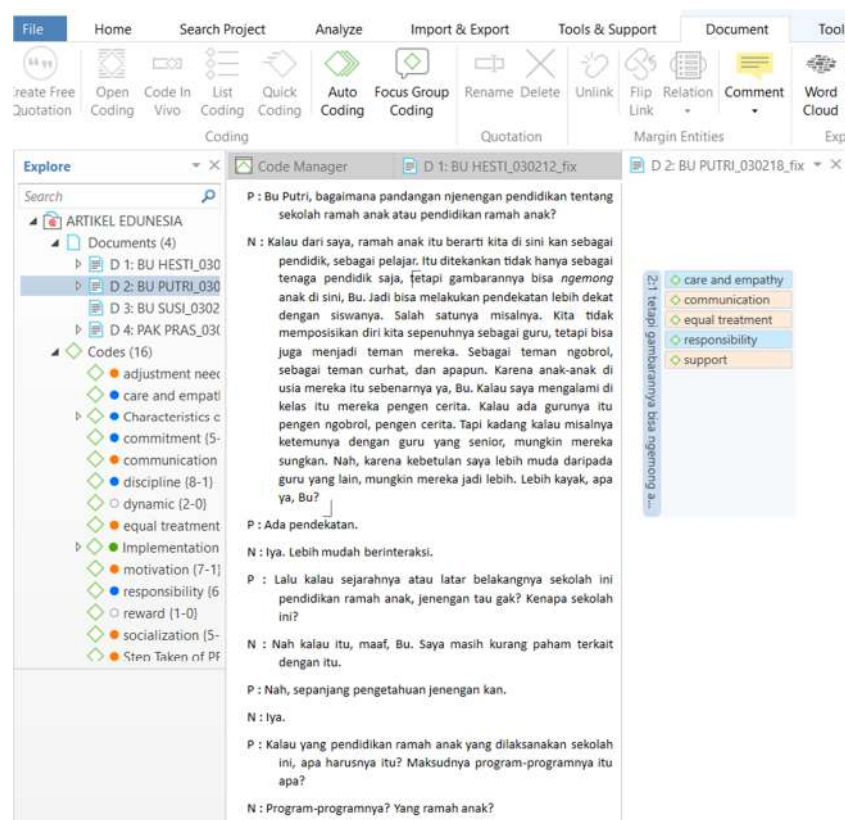

Figure 2. Dara Reduction Process by Coding Using Atlas.ti8

3. Data Presentation

Once the data reduction process is complete, the next step is to present the data. Data presentation is conducted to facilitate the researcher in describing the implementation of positive behavior support in educational institutions as one of the success factors in inclusive education.
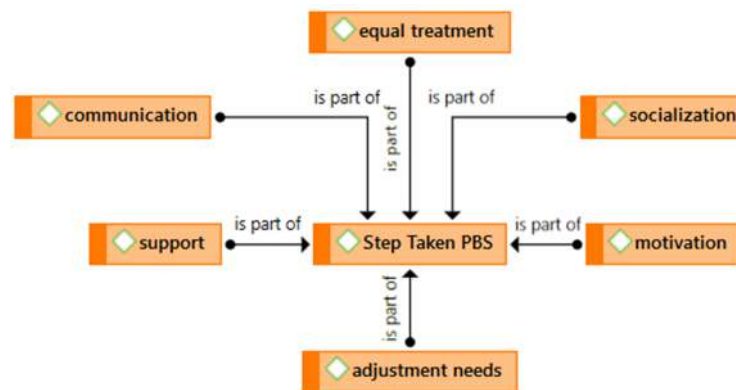

Figure 3. One of the Data Subsets After the Reduction

The following figure provides a comprehensive visualization of research results obtained from the data analysis:
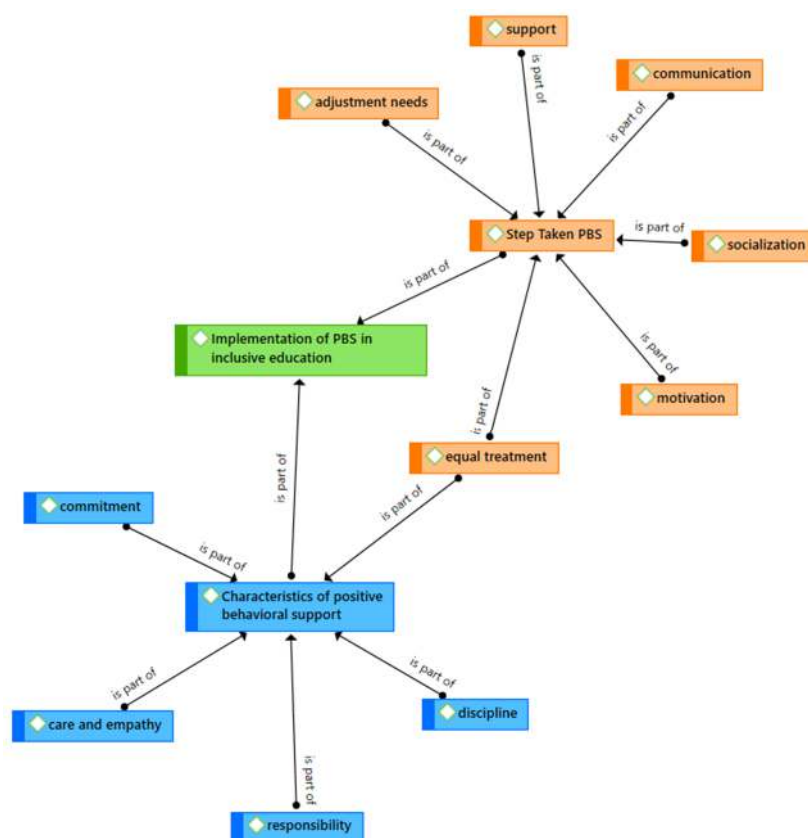

Figure 4. Implementation of PBS in Inclusive Education

Based on the presented data, implementing positive behavior support requires two primary components: the character or behaviors necessary to foster positive conduct in creating a conducive learning environment for students with special needs and those without, and the specific stages involved in implementing such supportive behaviors.

1. **Positive Behavior Support**

The research conducted based on the collected information shows that SMP N 2 Sewon is classified as an Inclusive Education School (SPPI) based on Decree Number 36/KPTS/2013 dated April 30, 2013. As an inclusive education school, SMP N 2 Sewon has a significant number of students with special needs, including those with physical disabilities, hearing impairments, visual impairments, autism, mild and moderate intellectual disabilities, and slow learners. Therefore, several efforts must be made to ensure the learning process is not disrupted.

PBS is one of the efforts implemented at SMP N 2 Sewon, which refers to positive behaviors or habits aimed at facilitating interaction among students, both those with special needs and regular students, disciplining students, and preventing bullying. The steps that have been taken at SMP N 2 Sewon to implement PBS in the learning unit environment include:

a. **Socialization of PBS**

The Student Orientation Period is usually the right time to socialize with PBS. Although widely known as an inclusive education provider, the first days of school are a perfect moment to learn more about the planned inclusive education in the educational unit by providing more detailed information about the conditions of students in the educational unit who will later be side by side with students with special needs, and vice versa, so that the learning process in the academic unit and interactions between school members can run as expected. Minimal socialization will hinder the implementation of the program (Wijaya & Supena, 2023).

During the socialization period, there are several themes aimed at introducing students to inclusive education that have been implemented in SMP N 2 Sewon, then providing open opportunities for students with special needs and regular students to interact gradually, starting with introductions during MPLS with a more personal approach given first to both regular students and inclusive students at different times. With all this done openly, there are no barriers between regular and inclusive students because they are easier to interact and socialize within the field, and inclusive students are highly valued by their fellow students. By seeing the conditions experienced by inclusive students, regular students will learn more to be grateful so that almost no inclusive students experience bullying.

b. **Communication and motivation**

Communication is an inseparable part of this program, in addition to more personal communication between educators and regular and special needs students and among

students. Communication is often done personally, thus creating a closer relationship through media or directly (Apriliano & Shobahiya, 2024). The interaction that is built with a mutually supportive relationship will provide high motivation for students to give their best abilities. Communication is done through both formal and personal forums. In addition to motivating all students, it encourages regular students to continue learning seriously after seeing many inclusive students who do not experience significant obstacles during their education.

c.   Equal treatment

Students with special needs are not grouped in one class but are distributed evenly across all classes. Grouping is adjusted according to the type of disability; for example, visually impaired students will not be placed in the same class as deaf students because visually impaired students rely on audio and memory to grasp material during the learning process. In contrast, deaf students rely on the clarity of lip movements made by the teacher. However, for slow learners or physically disabled students, there are no obstacles in grouping.

Grouping is done to facilitate the learning process in terms of the methods used in the teaching and learning process and how teachers and students interact. Visually impaired students rely only on their memory because it is audio-based, unlike deaf students who rely on lip movements. Class grouping is not only based on the type of student with special needs but also on the diagnostic assessment data shared with students to facilitate grouping students according to their respective talents.

Class division is not only to facilitate the learning process for students and teachers. This division can make it easier to formulate or practice the types of methods or learning media that must be used in the classroom according to the conditions and needs of the students. Although the techniques are different, the goals set or the targets expected are not very different; they only adjust to the conditions and needs of the students. Likewise, the help provided by peers will be easier to map. With this division, students will find interacting and supporting each other more straightforward to create a conducive learning climate in the educational unit.

d.   Fulfillment of needs and support

Students with special needs are always provided with a companion who will take turns helping if the student encounters problems later on. So that every student can interact with each other and not feel alone. The expected harmony is well maintained. As a result, students with special needs rarely become victims of bullying because each class has a responsibility to accompany students with special needs. Hence, a great sense of empathy arises.

There is no special reason for accompanying students with special needs because everyone gets the same opportunity to be a companion or a good friend for students with special needs, so a great sense of empathy is possessed by most school members, including students, because of their intensive interaction. One thing that drives this high sense of

empathy is the gratitude they have by seeing their friends with special needs remain enthusiastic about pursuing education even with limited conditions, so for those who are more fortunate to have 2026-more perfect physical conditions, students will certainly not be less motivated than students with special needs.

In reality, the guidance provided by regular students to students with special needs will create closer interactions and will eventually lead to a close friendship. The positive impact of this mentoring is the development of friendships between students without any differences in conditions so that students with special needs and regular students continue to mingle without any differences. The sense of empathy that regular students possess can grow naturally and become one of their advantages.

PBS is implemented to address issues in educational institutions, supporting children's development in behaving better and requiring a personal approach, which requires more intense interaction to optimize the desired results. In the process, PBS is closely related to inclusive education where, based on respondent data, inclusive education is education carried out for children with special needs, children who are different, require special handling, and unique, talented, or intelligent children. The implementation of PBS in inclusive education units is positively responded to and will have a positive impact if supported by all components in the school, family, and the student's residence.

Positive Behavior Support (PBS) is one of the intervention or prevention methods that can be applied on an individual scale to system implementation. This method is beneficial for education and development and positively impacts children with special needs (Kiling-Bunga & Kiling, 2015). PBS can be applied to improve discipline in the school environment, especially in integrating children with special needs with regular students to reduce bullying behavior. Socialization is carried out to inform students that regular students and students with special needs will be involved in the learning process during the new student orientation period. This aims to help students adapt to the conditions in the school environment and build relationships between students so that they can reduce problems that may arise among students, both regular students and students with special needs.

The role of PBS in the intervention method is to teach how to interact with peers through mutual respect, empathy, and mutual support. When students get recognition from their environment, and the behavior shown is commensurate, then a positive environment can be created in the school. The closeness of students with friends with special needs is seen from the attitude of empathy shown, for example, helping to push a friend's wheelchair when entering or leaving the classroom or when students with special needs want to worship in the mosque or go to the sports field which is located outside the school complex, and students with special needs do not mind going to the field and their friends do not feel burdened.

Socio-emotional learning is also meaningful so students can manage emotions, increase empathy, and develop social skills. The implementation of PBS in SMP N 2 Sewon begins with socialization, which is conducted routinely during orientation. It is an initial

introduction to new students to know the school environment and other students better. Based on the study results, regular and special needs students are given a further understanding of the interactions that will occur in the school environment, both in the learning process and outside of school hours. Socialization is provided so students can more easily adapt later in the educational unit environment, both inside and outside the classroom.

Regular students are given an understanding that in the learning process, they will be side by side with students with special needs, so they must be able to cooperate and respect each other because, in the learning process, they will continue to be side by side. Likewise, students with special needs are given an understanding that they will later interact actively with other students without hindrance so that positive interactions can be established both inside and outside the classroom in the school environment. The result is the growth of empathy cultivated in SMP N 2 Sewon. Mutual respect and mutual help happen naturally. Students with special needs also do not feel inferior when interacting or socializing with other students without having to discriminate, so self-confidence also grows automatically.

2. The character that grows through Positive Behavior Supports

The implementation of positive behavioral strategies, through various stages, has cultivated strong character traits among students. Treating all students equally has fostered a harmonious learning environment. Students have demonstrated increased discipline, responsibility, empathy, and commitment. Including students with special needs has nurtured a sense of compassion and kindness, as students have developed habits of helping others. Students readily assist their peers with special needs without being prompted, such as pushing wheelchairs or guiding visually impaired students. Interacting with students with diverse abilities has fostered gratitude and motivated students to strive for higher achievements.

3. The Role of Positive Behavior Support in Educational Units

Implementing Positive Behavior Support at SMP N 2 Sewon has had a positive impact, increasing parents' trust in the learning process at the school. As a result, many prospective parents seek information to enroll their children with special needs at SMP N 2 Sewon before the new academic year begins. Given the current education system's affirmative action that provides opportunities for students with special needs to become new students, SMP N 2 Sewon is highly trusted for its experience in handling inclusive students and providing a conducive learning environment for students and educators. Even before this policy existed, the school had already allocated quotas for inclusive students.

SMP N 2 Sewon had implemented inclusive education long before other educational institutions. This is evident from the lack of hesitation when inclusive education was implemented in all educational institutions, as it had already been done for a long time. The

wealth of experience gained through various changes and improvements has made this school one of the most trusted by the community to provide quality education for students with special needs. This is proven by the fact that students with special needs and regular students can achieve.

The impact of this long experience has led parents/guardians to entrust their children with special needs to study at SMP N 2 Sewon. The high level of trust among the community, especially parents/guardians who have children with special needs, to enroll their children at SMP N 2 Sewon indicates the educational institution's success in implementing inclusive education, which can provide a comprehensive educational process without discriminating against students' conditions. If students can continue to follow the learning process, adapt or interact with other students, and show good progress, the learning process has successfully achieved its goals.

4. Implementing PBS Elements

All components of the school support PBS. In addition to the Principal being the person in charge, there are teams with their respective job descriptions, including the Inclusion Team, which plays a role in planning, creating, and ensuring that the inclusive education program runs. This includes mapping inclusive students when dividing classes and mentoring programs for inclusive students in the school environment so that they feel safe and comfortable at school. The implementation of PBS in the field will be carried out by all school members collectively because the learning process always involves children with special needs, and students with special needs are spread across almost all classes.

The implementation of PBS will not run optimally if all parties do not take part in supporting this program. Everyone is responsible for the success of PBS because it will affect the smooth running of the learning process in the educational unit. This is because every policy has undergone a process from planning to evaluation. The implementation of PBS is not immediately completed after socialization is carried out. However, mentoring is still provided both directly and indirectly with the hope of getting positive results, which, of course, plays a role in improving the quality of education.

SMP N 2 Sewon, as an implementer of inclusive education and PBS, is aware that this is one form of effort to comprehensively build good interaction and relationships between regular students and students with special needs and with educators, educational staff, and others. This means that each component in the academic unit has its role in the success of the PBS program, marked by the high level of empathy created among students due to seeing the conditions in the field and the creation of harmony among each member of the school.

The cohesiveness of all components of the educational unit will facilitate achieving the desired goals, which are not far from improving the quality of education. The role of parents/guardians of students cannot be ignored because the support they provide, for example, through the school committee, facilitates the educational unit in carrying out its

role, including succeeding in the PBS program, which aims to provide positive support in the learning process that takes place in the educational unit.

In fact, in the field, support from parents is evident, both directly and indirectly, because they realize the positive values that can be taken from the PBS program. Cooperation and mutual assistance from each component can provide positive support and create a positive environment for teaching and learning activities.

5. Barriers to PBS

While PBS is running well, it does not mean any obstacles. One of the challenges encountered is related to the ongoing regulatory process in the educational unit. The challenges faced by the academic unit are that even though the program is running well and is currently running according to the existing corridor, immediate action is taken if there are any changes. Still, there is teacher rotation (Special Inclusive Teacher Assistants are transferred due to P3K, retired educators), so updating is needed. This requires initial training, especially in the field where many new teachers who are fresh graduates are appointed, and this is overcome by regular training conducted at least once a year so that inclusive education can run well and PBS can achieve maximum results.

Teacher rotation at SMP N 2 Sewon could positively impact an institution because it is a natural occurrence. New teachers will bring new ideas that can bring about changes or improvements for the better. From one source, it is known that there are several new educators whose adaptation process is perfect, so they can handle or help build good relationships between students with special needs and regular students.

This can be overcome by conducting routine coordination to remind everyone how SMP N 2 Sewon is an educational unit that has long implemented inclusive education, and PBS is an inseparable part. Regular training is also carried out to strengthen the implementation of good inclusive education and remain relevant. Although experienced, challenges and obstacles will still exist and need to be resolved so as not to hinder the learning process.

Discussion

Education is a tangible effort to develop superior human resources, from early childhood education to higher education. It provides ample opportunities for success. The education system in Indonesia has undergone numerous changes, both in terms of curriculum and other components closely related to the goal of educating the nation. In addition to primary, secondary, and higher education, Indonesia has special schools called 'Sekolah Luar Biasa' (SLB) for students with special needs.

SLBs are not new in Indonesia and have their mechanisms and different achievements compared to regular schools, depending on the type of disability the students have. The difference between schools for students with special needs and those without creates a significant divide due to minimal interaction caused by the separation of schools. Therefore, solutions are needed to reduce or eliminate this gap between students with and

without special needs. As outlined in Ministerial Regulation No. 70 of 2009, inclusive education is one of the most suitable solutions to foster more significant student interaction without discrimination.

Inclusive education not only addresses discrimination and the divide between students with and without special needs but also promotes diversity in education, encompassing not only students with special needs but also gifted students and other forms of diversity that each student possesses. Inclusive education is a platform for all students of all kinds of backgrounds. However, inclusive education is often closely associated with students with special needs. Although the implementation of inclusive education has been ongoing for quite some time, challenges in the field have made it difficult to realize fully.

Educational institutions with experience handling students with special needs have established natural mechanisms to be applied in the educational process. Moreover, teachers in these institutions have the necessary background to work with students with special needs. This contrasts general education institutions, where teachers may not have the same preparation. Therefore, adaptations and training are needed to ensure that all students receive their right to education. One approach to address this challenge is to have exceptional support teachers with SLB backgrounds to assist in teaching students with special needs in general education settings. However, not all schools have special support teachers, so existing teachers must play a more significant role.

PBS is a long-standing method for addressing students with special needs. This method involves interventions for students with behavioral challenges such as autism or emotional control disorders. Previous research has shown that PBS can reduce self-injurious behavior and improve emotional regulation, particularly in individual students with special needs over specific periods. PBS has proven effective in meeting the expectations of students with special needs.

Unlike previous research, this study examines the application of PBS in inclusive education settings. Since SMP N 2 Sewon has been implementing inclusive education more than other schools, this institution has developed unique characteristics that other schools can adopt. As all educational institutions have adopted inclusive education, there is no longer a distinction between students with and without special needs; all students have the same right to education.

PBS is typically implemented individually over a specific period for students with special needs to observe changes in their behavior. This is one mechanism to help students overcome disruptive behaviors and facilitate interactions with others. PBS can also contribute to developing an inclusive culture, which plays a significant role in implementing education in educational institutions.

SMP N 2 Sewon implements PBS through several stages, recognizing that students with special needs are an integral part of the institution and that significant efforts are required for them to integrate seamlessly with other students. Socialization, communication, and commitment are essential components of PBS implementation. Socialization begins early, especially during orientation for new students, where students are informed about

students with special needs and how they will interact and adapt to the learning process. Effective communication facilitates this process without significant obstacles. The commitment of all components of the educational institution also contributes to the successful implementation of PBS. The absence of discrimination or differential treatment for students with special needs provides strong motivation for better behavior, and intense interactions among students foster motivation as students with disabilities demonstrate exceptional dedication to their education.

Students receive the necessary services, ensuring no disparity despite their different conditions. The long-standing practice of fostering care, empathy, discipline, and responsibility has created a harmonious interaction between students with and without special needs. The presence of peer support for students with special needs encourages active interaction with other students. In contrast, peer support students develop empathy, care, and motivation by witnessing the extraordinary spirit of their peers with disabilities.

Ultimately, although PBS at SMP N 2 Sewon involves various aspects and is not limited to students with special needs but extends to all components of the educational institution, starting with the school leadership's policies and the collective commitment of students, teachers and staff, this mechanism has been highly successful and can be adopted by other educational institutions. While PBS was initially implemented more for students with special needs under specific conditions, given the widespread implementation of inclusive education, every academic institution may likely have students with special needs who require specific support. Therefore, PBS can be used to address potential challenges in implementing inclusive education in each educational institution.

D. Conclusion

This research shows the importance of implementing PBS in creating an inclusive learning environment for all general education students and students with special needs. In this study, PBS has proven effective in reducing negative behaviors, enhancing social interactions, and creating a positive learning climate in inclusive schools by fostering positive character traits among school members. All school components play a significant role in the successful implementation of PBS. PBS has great potential to improve the quality of inclusive education in Indonesia, but it needs to be supported by stronger policies and more adequate resources.

The results of this study can be a reference for other schools that want to implement PBS to improve the quality of inclusive education. This research also highlights the importance of school leadership, support from all school components, and ongoing teacher training in successfully implementing PBS. Further research can be conducted to delve deeper into the implementation of PBS in inclusive education, such as comparative studies to compare the effectiveness of PBS in various types of schools with different cultural contexts.

Quantitative research can also be conducted to objectively measure the impact of PBS on various variables, such as academic achievement, social behavior, and student and

teacher satisfaction. In addition, research on the factors that influence PBS also needs to be conducted. Furthermore, the government and related agencies need to provide more significant support, for example, in training, funding, and developing policies that support the implementation of PBS. Additionally, research can identify best practices in implementing PBS to develop more effective PBS implementation models.

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