

Evaluating the Implementation of an Inclusive Elementary Education Program: A Study in Banjarmasin in Indonesia

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Abstract

This evaluation study aims at determining the effectiveness of the implementation of inclusive elementary education in Indonesia. The study used the CIPPO (Context, Input, Process, Product and Outcome) model in its data collecting techniques using questionnaires, interviews, observations and documents. Data analysis was by quadrant type descriptive qualitative techniques developed by Glickman. Findings indicate that the implementation of inclusive education programs in Banjarmasin City is less effective. Issues noted included; set objectives not being in accordance with the current reality, the recruitment of students with special needs was not well done, schools are not equipped with adequate infrastructure and funding is still low. In addition, social attitudes as a component of the outcome are not in accordance with the evaluation criteria.

Keywords: Program evaluation, inclusive education, evaluation CIPPO model

Introduction

Indonesian education is currently enriching its programs with the introduction of inclusive education. The importance of inclusive education is availing friendly learning to all students, including children with special needs. Schools do not discriminate between students, all students are entitled to the same educational services. Observations on schools providing elementary school inclusive education in Banjarmasin city have not yet implemented friendly learning for all children, what is important for schools to perceive is how children with special needs can enter regular schools. In fact, many public schools still reject the presence of children with special needs.

Skjorten's opinion on planning an inclusive education program includes goals and a foundation like a policy or law that provides for the accommodation of the needs of all children. This opinion implies that government policies reflected in school policies in the aims and foundation of inclusive education must be structured in such a way that the needs of each person are accommodated by the law without discrimination. The law and its implementation guidelines as the basis for the implementation of inclusive education are important to ensure the satisfaction of the needs of all children and adults. The real conditions in primary school providers of inclusive education in Banjarmasin city are still not getting serious attention by the Government as stated in the law. For example there is no clear guideline flow for both the central, provincial and city governments.

The structuring of schools providing inclusive education that includes students, teachers, curriculum, facilities and infrastructure, funding, was prepared so as to support the successful implementation of the program. Johnsen (2001) argues that opinions related to school attitudes face a variety of students with diverse characteristics in inclusive schools that: The diversity of children's needs in inclusive classes also has an impact on adjusting learning facilities, learning media, structuring the classroom environment and social interaction between children in class that is.

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Based on observations of elementary school providers of inclusive education in the city of Banjarmasin, also still complaining about the way curriculum modification, teacher competency is still low, inadequate infrastructure, special learning media are still lacking, as well as the number of classrooms for teaching and learning purposes. Educational background and understanding of classroom teachers about children with special needs and inclusive education is still low.

The results of research conducted by Ahmad Sofyan, (2012) that the implementation of inclusive education in an elementary school in Banjarmasin city is not optimal, because regular school provisions for the presence of children with special needs are still low, the availability of infrastructure is inadequate. Research conducted by Imam Yuwono, (2013), teachers on primary schools providing inclusive education in Banjarmasin city, the ability to evaluate learning outcomes is still low, the method of identification and assessment of children with special needs is still low. The results of the above research indicated that primary schools in Banjarmasin city as providers of inclusive education have not been supported by adequate human resources, especially in terms of learning outcomes assessment..

The results of interviews at elementary schools providing inclusive education in Banjarmasin city, many still complained about the lack of special guidance teachers, inadequate funding and supporting facilities for schools that provide inclusive education are still minimal. While the needs of the community for schools providing inclusive education are increasingly urgent, resulting from the continued increase in children with special needs born. On the one hand, the existence of inclusive education programs in Banjarmasin city has never been comprehensively evaluated, so that the Government and schools that administer inclusive education seem to find their own solutions to various problems encountered.

This study aims to evaluate and find out the effectiveness of the context component, which includes the formal foundation, objectives and guidance, community needs and school feasibility. The input component, which includes recruitment of students, parents' socio-economic conditions, teacher administration requirements, curriculum, facilities and financing. Process component, which includes teacher competence, interest in teaching teachers and teaching and learning poses (KBM) in inclusive classes. Product components, which include: cognitive and social attitudes of students in schools providing inclusive education. The outcome component, is related to the continuation of studies of children with special needs in inclusive schools.

Method

The method used in this study is evaluation research which refers to an evaluation model developed by D.L. Stufflebeam is known as the CIPPO evaluation model (context, input, process, product and attention to outcomes). The design of the study evaluating the implementation of inclusive education in Banjarmasin City, is shown in the following chart:

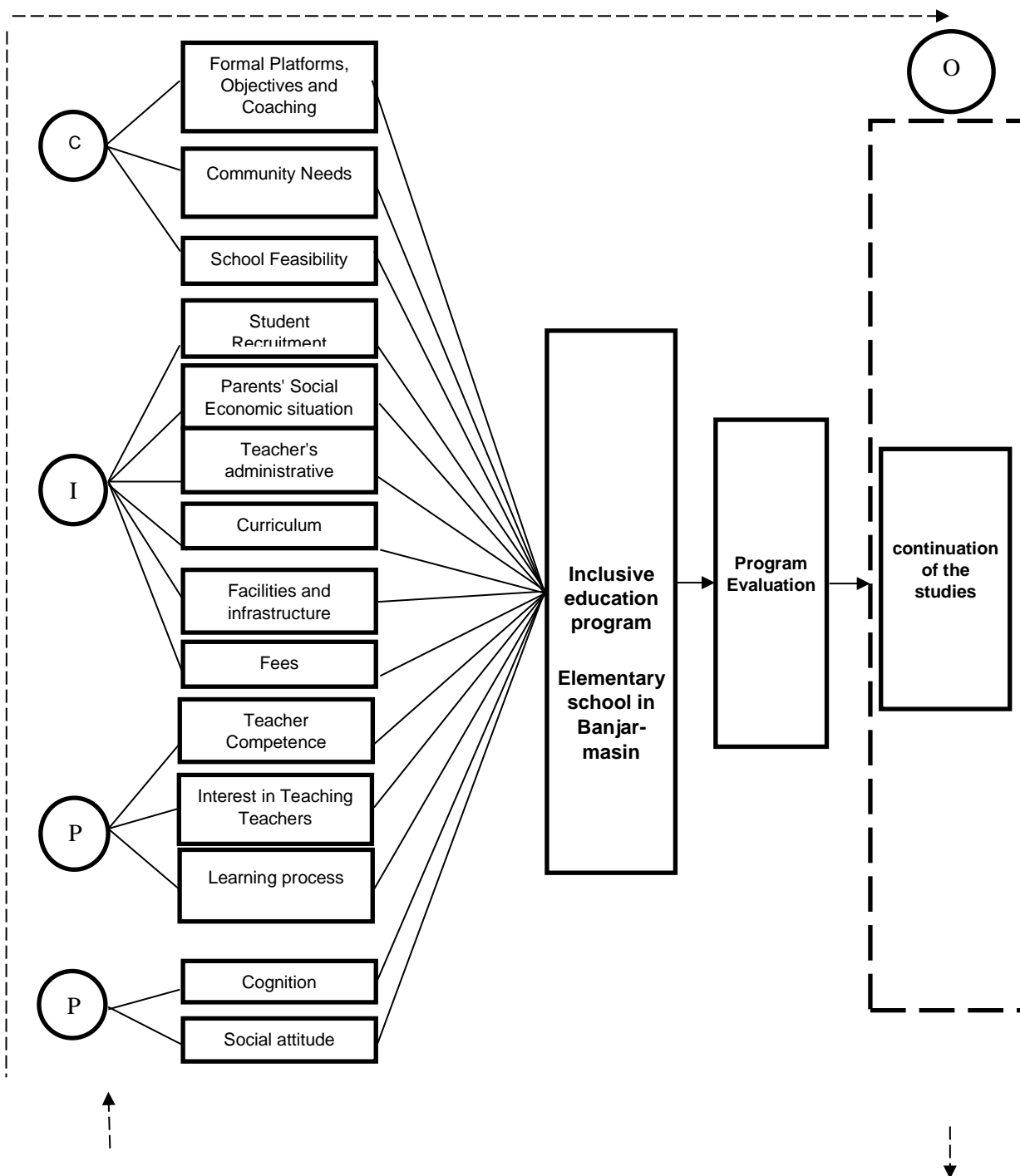


Figure 1: Research Design

The data obtained were analyzed qualitatively using the CIPPO model with triangulation of data relevant to the implementation of inclusive education programs by referring to the established criteria. Then the interpretation and conversion of achievement indicator mapping is done whether it is appropriate or not in accordance with the evaluation criteria. If it is in accordance with the evaluation criteria then a

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positive sign (+) is given, if it does not match the evaluation criteria specified then it is given a negative sign (-). The next step is to do quadrant mapping according to the evaluation criteria that have been set in accordance with the Glicman quadrant prototype image as follows:

Quadrant II					Quadrant I				
C	I	P	P	O	C	I	P	P	O
+	-	-	-	-	+	+	+	+	+
+	-	-	-	+					
+	-	-	+	+					
+	-	+	+	+					
-	+	+	+	+					
(Quite Effective)					(Very Effective)				
Quadrant III					Quadrant IV				
C	I	P	P	O	C	I	P	P	O
-	-	-	-	-	+	+	+	-	-
					+	+	-	+	-
					+	+	-	-	+
					+	-	+	-	+
					+	-	-	+	+
					+	-	-	+	-
					+	+	+	-	-
					-	-	-	-	+
					-	-	-	-	-
					-	-	-	-	-
(Not Effective)					(Less Effective)				

Figure 2. Glicman Quadrant Prototype

Results

The results of the study related to the evaluation of the context of the implementation of inclusive education in Banjarmasin, found information that the four schools in the objective indicators were less effective (not according to evaluation criteria) on effective formal foundation indicators, on indicators of ineffective guidance and indicators of school

needs and feasibility were less effective. The operational basis of inclusive education in Banjarmasin city is the Minister of National Education Number 70 of 2009, followed by the Directorate of Special Education and Special Services (PKLK) through the Guidelines for the Implementation of Inclusive Education Programs. Guidance mechanism at the central level by the Directorate of PKLK Dikdas, provincial level by the Head of the Provincial Education Office. The head of the Elementary School Development Department, at the municipal / district level is handled by the Elementary School / District Education Sub-Department, and at the school level is directly supervised by the principal who is assisted by a curriculum representative and inclusive coordinator. Structurally the institution has clearly defined the mechanism or flow of guidance for inclusive education development programs from the central, regional and school units. The evaluation results on the indicators of school needs and feasibility analysis found information that the international conference in Spain, which was held in 1994, produced Salamanca's statement, for example in the second point, namely (1) Every child has the basic right to education, and must be given the opportunity to achieve and maintain a reasonable level of knowledge, (2) Those who have special needs must gain access to regular schools that accommodate them in the context of child-centered education and who can meet those needs, (3) Inclusive education must provide education which will prevent children from developing poor self-esteem, as well as the consequences it can cause. The analysis of inclusive education needs carried out through a SWOT analysis of four primary schools providing inclusive education in Banjarmasin city is obtained as follows: Strength of schools providing inclusive education is characterized by having a school service team that is a strong inclusion program, schools that are of interest to the community as organizers inclusion both from the community below to above, the school becomes proud and hopes for parents of children with special needs and the community. The number of parents who have children with special needs who have a strong commitment to send their children to school in the Banjarmasin region is a very strong force that encourages inclusive schools to be awaited by many people.

The results of the evaluation on the input component (Input) found information that the process of recruiting students in schools providing inclusive education (SD Banua Anyar 8, SD gadang 2, SD Banua Anyar 4, and SD Kuin Selatan) was still ineffective because of several factors: (1) Parents' lack of awareness of the importance of identifying, so that checks on experts are not done. (2) lack of teacher knowledge about children with special needs. The socio-economic situation of the four schools is different and multilevel, from middle to lower. Of course the middle and lower socio-economic conditions will greatly affect the attention of children's education.

Indicators of teacher administration requirements in schools providing inclusive education in Banjarmasin City still do not meet the evaluation criteria. This has the connotation that someone who has a teacher's education diploma is considered capable of teaching. The evaluation of the inclusive education curriculum at Banua Anyar 8 Elementary School and South Quin Elementary School in accordance with the evaluation criteria means that the school makes a differentiated curriculum, is oriented towards students, and adjusts the child's condition. Whereas the curriculum in SD Banua Anyar 4 and SD Gadang 2 is less effective, indicating that teachers in developing curriculum have not been oriented to the conditions of students with special needs.

The availability of infrastructure in one elementary school shows effective value while in three elementary schools it is less effective (not according to evaluation criteria. In the financing aspect, the four SDs in Banjarmasin City are still less effective. Schools do not have standard funding per student, even though they have an RKAS that includes incoming funds. and the overall outflow of school funding is still not able to support school needs. The results of the evaluation of process components, found information that: Teacher competency in SD Banua Anyar 8 and SD Gadang 2 includes good categories which means that teachers have several competencies including curriculum differentiation, curriculum modification, individual learning, cooperative learning, motivating learning and

flexible assessment, while in SD Banua Anyar 4 and SD kuin Selatan 3 showed less effective.

The results of the evaluation of product components, found information that all elementary schools evaluated had increased the value of national examinations when becoming providers of inclusive education, meaning that inclusive in a school does not affect the value of national examinations. The social aspects of schools that have long held inclusive education show effective criteria, while those in schools that have recently conducted inclusive education show less effective criteria. The results of the evaluation of the outcome component found information that the four inclusive elementary schools evaluated had good outcomes, according to the evaluation criteria.

The effectiveness of the implementation of the inclusive education program at the primary school level in Banjarmasin city can be seen in the mapping of data obtained from the analysis of the components of the context, input, process, product and outcome as follows:

1. SD Banua is only in the context component of value (+, -, +, -) the input component is worth (+, +, +, +, +, +) the component of the value (+, +, -) of the product component (+, +) the component of the value is (+).
2. SD Gadang 2 in the context component is worth (+, -, +, -) the input component is worth (-, +, +, +, -, -) the component of the value (+, +, +) component of the product (+, -) the component of the value (+).
3. SD Banua Anyar 4 in the context component is worth (+, -, +, -) the input component is valued (-, +, +, +, -, -) the component of the value (-, +, -) product component (+, -) the component of the value is (+).
4. South Kuin SD 3 in the context component is worth (+, -, +, -) the input component is worth (-, +, +, -, -, -) the process component is worth (-, +, +) the product component is worth (+, -) the component of the value (+).

The results of the evaluation of the implementation of the fourth elementary school inclusive education in the city of Banjarmasin, referring to the Glikman quadrant prototype. Based on the results of the mapping as shown in Figure 2 above, it shows the CIPPO criteria (+ - + - -). The "+" sign means that it matches the evaluation criteria or is effective, and the "-" sign means it is not in accordance with the evaluation criteria or is not effective. If converted into the Glikman prototype quadrant, the effectiveness of the implementation of SD inclusive education programs in Banjarmasin City lies in quadrant IV (fourth) or less effective or less in accordance with evaluation criteria, meaning that the context component is effective (according to evaluation criteria). effective (not in accordance with the evaluation criteria), the effective process component (in accordance with the evaluation criteria), the product component is not effective (not in accordance with the evaluation criteria), and in the effective outcome component (according to the evaluation criteria). Thus, the implementation of elementary education inclusive programs in Banjarmasin city is classified as less effective or less in accordance with the evaluation criteria.

Discussion

The results of the evaluation of context components such as the objective indicators are still very dominant directed at protecting children with special needs, both super and under-aged, so that they obtain education in public schools. They get treatment without discrimination in terms of education. The aim of inclusive education as stated in Minister of Education Regulation No. 70 of 2009 seems to have been unsuitable in the current era.

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With the presence of children with special needs in regular schools, it turns out also will affect the attitudes and mentality of other students in general. They value diversity more, help each other help cooperation and help each other. Besides that it also affects the school system such as curriculum and assessment to adjust the conditions of each student. This is where child-friendly learning is needed, a system that respects individual differences. All school people grow a respectful attitude of friendship. This is consistent with the opinion of Skjorten that the goal of inclusive education is to reduce worries and build, foster loyalty in friendships and build an understanding and respect attitude.

This formal foundation document is owned by the four schools evaluated. Through various interviews from various school stakeholders, the four schools well understood the contents of the formal foundation. The formal foundation is understood by the school community and provides benefits in achieving the goals of inclusive education. This is in line with the opinion that the umbrella foundation for inclusive education is able to provide benefits for all children without discrimination, helping to create an inclusive society.

Based on the findings in the field, there are indications of loose guidance, especially on aspects of monitoring, supervision and evaluation of schools providing inclusive education programs. periodically and programmed at least once a year. The Directorate of Basic Education PKLK, Provincial Education Office and sub-district education / municipal / regency level only receive written reports made by the school regarding the implementation of the program. Guidance on four schools providing inclusive education is still low, there is no flow of guidance from the central level to the provincial level is still unclear. In the South Kalimantan provincial education office the development of inclusive schools was handed over to each sub-service, such as the Subdin Dikdas, to build inclusive schools at the basic education level, Subdin Bina intermediary fostering mid-level inclusive schools. In Banjarmasin city inclusive schools are fostered by exceptional school supervisors, there is no clear structure of who builds inclusive schools. The flow of guidance for the four inclusive elementary schools in Banjarmasin is low, requiring a total change in the development path.

Evaluation of the economic background indicators of the fourth elementary school parents showed less effectiveness (less in accordance with the evaluation criteria). The parents' socio-economic status in the four primary schools is classified as middle-low. This condition triggers a lack of adequate guidance and direction from their parents, because parents focus more on how to fulfill their daily needs. In line with Bahar's opinion in Jericho that: In general, children who come from upper middle class families receive more guidance and good guidance from their parents. School efforts to overcome this problem include teachers through various trainings, so that the learning process of children with special needs is in accordance with their conditions and needs.

Less effective teacher competencies will influence the planning and implementation of the curriculum. In line with Michael's opinion that inclusive education curricula must be arranged in a flexible manner according to children's needs and school conditions. This can be driven by the ability of teachers to carry out learning. The interest of teachers teaching in four primary schools as providers of Inclusive education is included in the good category (in accordance with evaluation criteria), this shows that teachers feel happy, can accept children with special needs, sincere selflessness and pride in carrying out learning in which there are children with special needs . The results of the evaluation of the learning process at SD Gadang 2 and SD Kuin Selatan show good and very good categories and this needs to be maintained. The learning process in the school involves students in learning. Student involvement can be interpreted as students playing an active role as participants in the teaching and learning process. In line with the opinion of Sudarwan Darwin that teachers strive to provide opportunities for students to be active, both actively seeking, processing and managing their learning gains. However, in SD Banua Anyar 8 and SD Banua Anyar 4 the criteria are less effective.

The results of the evaluation of the cognitive product components of the four SDs in Banjarmasin City are in categories according to the evaluation criteria set. The value of the fourth national elementary school exam continues to increase from year to year while being an organizer of inclusive education. The existence of students with special needs in regular schools did not affect the average national examination score. Children with special needs with cognitive barriers simply take the school exam, do not need to take the national exam. The social attitudes of the two elementary schools match the evaluation criteria, while the other two elementary schools do not meet the evaluation criteria. Elementary school that has long held inclusive education is getting better social attitudes, the existence of children with special needs trains other students to help each other and give dreams. The longer they interact with each other, the positive social attitudes will grow. Opinion of Abin Samsudin that a person's social behavior is seen in the pattern of responses between people expressed by reciprocal relationships between individuals after so long interacting. This opinion indicates that the longer the interaction takes place, the students will grow the values of positive social attitudes.

The results of the evaluation of the outcome component are the continuation of the study of children with special needs according to the evaluation criteria set. Most graduates of inclusive education schools can continue their studies. This means that in terms of the outcome of the implementation of inclusive education in the city of Banjarmasin, it needs to be encouraged, to get the attention of various parties involved.

Conclusion

First, the context component: the goals of inclusive education listed in Permendiknas number 70 of 2009 need to be revisited because it is not feasible with the needs of inclusive schools. The flow of guidance both at the central, provincial, and municipal levels does not work well because there is no clear path. The level of needs and feasibility of the school is effective according to the evaluation criteria.

Second, the input (input) component includes: Recruitment of students with special needs one elementary school is good in reality, one middle school and two elementary schools is low. The socio-economic background of the fourth parents of elementary school is in the medium or medium scale, so under these conditions the school must involve more various activities so that the middle socio-economic level can better support the inclusive program. The administrative requirements of the four elementary school teachers are not yet suitable, both qualifications, teaching experience, and in participating in various trainings. In the relevant aspects of the curriculum include differentiation, narrating the students, taking social attitudes, being flexible in adjusting the condition of the child, in two effective elementary schools and in the two elementary schools stating less effective. In the aspect of facilities and infrastructure there is one elementary school that has complete facilities and infrastructure in accordance with the criteria set, while the three primary schools do not have infrastructure in accordance with the criteria required. In the financing aspect, the four primary schools are still low, only relying on the costs of BOS, which the school feels is still insufficient. All schools objected to paying the honorarium of a special counselor.

Third, the process component includes: teacher competency, teaching interest and the teaching and learning process carried out in inclusive classes. Teacher competency aspects which include curriculum modification, modifying the curriculum, conducting individual learning, conducting cooperative learning, motivating student learning, conducting flexible assessments, at SD Banua Hanyar 8 and at SD Gadang 2 are effective, while in SD Banua Anyar 4 and in Kuin Selatan Elementary School 3 is less effective. Aspects of teaching interest, all elementary schools in Banjarmasin have a good (effective) interest characterized by happiness, selflessness, pride and acceptance towards students with special needs. Aspects of learning in inclusive classrooms that include learning

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conditioning, learning strategies, student involvement, mastery of teaching materials and the intensity of two elementary schools in sufficient actuality, one good elementary school and one elementary school are very good.

Fourth, cognitive products obtained by the four elementary schools in Banjarmasin city. The value of the National Examination on Actuality increased. This means that while holding inclusive education does not affect the value of national examinations at the school. On the aspect of social attitudes in SD Banua Hanyar 8 which is the longest primary school providing inclusive education has a very good social attitude, while the three primary schools that have not implemented inclusive education for a long time have social attitudes on sufficient actuality.

Fifth, the outcome component of the data obtained by the four elementary schools in Banjarmasin has a high outcome quality, namely 99% of children with special needs can continue their education to a higher level.

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