

EVALUATION OF INCLUSIVE EDUCATION PROGRAM IMPLEMENTATION

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ABSTRACT

This study aims to evaluate the inclusive education program at SDN 14 Jatinegara Kaum, East Jakarta. Descriptive qualitative research method with the CIPP model (context, input, process, product). Sources of informants consisted of school principals, Curriculum/Student Affairs Section, Special Assistance Teachers, Shadow Teachers, Class Teachers, Guardians of Inclusive Students. Research using interviews, observation, documentation. Then the data were analyzed by reduction, presentation and conclusion. Based on the research, the results were obtained: In the context aspect, Vision, mission and objectives are not yet in favor of inclusive students. In the input aspect, financing and infrastructure do not support the inclusion program. In the process aspects of the teaching and learning process and assessments are not maximized, inclusion students still experience difficulties in following learning and the assessment process are still the same as regular students. In the product aspect the results of the inclusive program research are not maximized, because they place more emphasis on non-academic (self-help, social development) but there are still deficiencies in reading development and menus.

Keywords: *Program evaluation, Inclusive Education, CIIP Model*

INTRODUCTION

The government regulation also states that Article 31 paragraph 1 of the 1945 Constitution and Law No. 20 of 2003 concerning the National Education System CHAPTER IV Article 5 paragraph 1 states that every citizen has the same right to obtain quality education.

Citizens who have physical, emotional, mental, intellectual and/or social disabilities are entitled to special education. This shows that children who have special intelligence and talent also have the right to get the same opportunities as other children (normal children) in education.

The government launched the Inclusive Education Program in 2009. The Inclusive Education Program is one of the alternatives offered by the government to serve Children with Special Needs (ABK). This education is not used to replace segregation education in the context of special education in Indonesia, which has been served by special schools (SLB).

This program was also created to make it easier for ABK to find a school, because people who

live in places where there are no special ABK or SLB schools have resulted in these ABK not getting education for several reasons, such as how far the ABK lives from a special school, ABK is refused to attend school. nearby, many parents with special needs hide their children, and the low motivation of parents to send their children with special needs to school.

Based on the results of my observations at Jatinegara 14 Negeri Elementary School, East Jakarta that Jatinegara 14 Elementary School accepts inclusive children such as: Learning difficulties, ADHD, ADD, Cerebral Palsy, Down Syndrome, and Tuna

Light Gratitude. The problems faced by schools are the context including the foundation of applicable government policies, historical background, vision and mission and goals of inclusive education programs, inputs including human resources, financing, infrastructure and curriculum, processes including teaching and learning activities and assessments, and products. includes academic and non-academic achievements and the impact on students participating in inclusive education programs.

METHOD

The evaluation model used in this study uses the model developed by Stufflebeam, namely CIIP (Context evaluation, Input evaluation, Process evaluation and Product evaluation). This model is used by researchers because it can help researchers to find information that can be used as material for consideration in making decisions.

The data collection method used is qualitative with interviews, observation, documentation, and questionnaires. The data validity checking technique used is power triangulation (source triangulation, technical triangulation, and time triangulation).

FINDINGS AND DISCUSSION

Context Aspect

The context aspect consists of historical background, vision, mission and objectives of inclusive education as well as the applicable regulatory reference policies. The analysis of these three aspects can be concluded that they have sufficient actuality because most of them have fulfilled the requirements. Because the four evaluation aspects are in accordance with the evaluation criteria or indicators, namely, having a clear policy foundation, in accordance with government regulations and applicable laws and in accordance with the objectives of SDN 14 Jatinegara Kaum. It has a historical background that The school is appointed from the service, the school has guidelines in implementing the program. The school has collaborated with other institutions, namely Hellen Keller since 2007. However, the vision and mission of SDN 14 Jatinegara Kaum school has not made a special inclusive program. The vision and mission are still in general.

Input Aspect

The input aspect which consists of Human Resources, Funding, Infrastructure, and Curriculum. In general it can be concluded that it can be implemented quite well. In terms of infrastructure facilities, the availability of infrastructure in general has fulfilled the needs of all students. However, the availability of special infrastructure for ABK is not sufficient. The curriculum has been modified according to the characteristics of students. Then in the educational aspect, schools only have one GPK but according to their competence and in the financing aspect, schools only rely on funds from the government. infrastructure, lack of GPK and GDPK financing and all staff trying to achieve program objectives with existing facilities, capabilities and funds.

Process Aspect

The process aspect consists of the process of teaching and learning activities (KBM) and the assessment process. It can be concluded from the results of the process evaluation research analysis that

it has good actuality. Because in the process of teaching and learning activities (KBM) inclusive students are equated with regular students both in terms of time and place, but seen from the results of the analysis that the inclusive students sitting at the back are less attention. Then in the aspect of making curriculum, lesson plans, assessments, and PPI, only GPK teachers are involved. The curriculum is modified in accordance with its capabilities. During the inclusive learning process students are accompanied by a shadow teacher and GPK only monitors from the outside. for the assessment of inclusive student learning in accordance with applicable national standards, which is the same as regular children, only the contents of the report cards are like different descriptions.

Product Aspect

Product aspects consisting of non-academic academic achievements and the impact of implementing inclusive education program policies for students. Based on document analysis and interview results, it was determined that the evaluation decision was at good performance. From the results of these products from the implementation of the inclusive education program at SDN 14 Jatinegara Kaum there are positive outcomes in the form of non-academic achievements of inclusive students in the arts and sports. However, during the 15 years the program has been implemented, only one person has non-academic achievements. His academic achievement is that inclusive students always go up in class. However, there are no scholarships either from schools or the government. We can see that there is a gap. that the impact of implementing inclusive education program policies, inclusive students are more independent, able to socialize, and more confident.

CONCLUSION

Based on the research results obtained Context: Vision, mission and objectives are not yet in favor of inclusive students, Input: Financing and infrastructure do not support inclusion programs, Process: Teaching and learning processes and assessments are not maximized, inclusion students are still experiencing difficulties in participating in learning and the assessment process is still the same as regular students, Product: The results of the inclusion program research are not optimal, because they place more emphasis on non-academic (self-help, social development) but there are still deficiencies in reading and writing development

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