

EVALUATION OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION AT CIKAMPEK SELATAN PUBLIC ELEMENTARY SCHOOL

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ABSTRACT

This research aims to evaluate the implementation of inclusive education at SD Negeri Cikampek Selatan 1, Cikampek District, Karawang Regency. A qualitative descriptive approach using the CIPP (Context, Input, Process, Product) evaluation model was employed. Data was collected through interviews, observations, and documentation from teachers, the school principal, and the school committee. The context evaluation shows that the school has the required permission and guidelines for inclusive education, serving children with mild to moderate special needs. The input evaluation reveals inadequate special facilities, modified curriculum, uneven special training, and no special assistant teachers. The process evaluation indicates that teachers' competencies in handling special needs students are good, with individual handling, funding from BOS funds, and no further monitoring from relevant authorities. The product evaluation shows that the academic and non-academic achievements of special needs children are average, with 8 students being served. Based on the findings, the evaluation recommends: 1) Context: Ensure a legal basis, supported by an Inclusive School Implementation Decree; 2) Input: Conduct assessments during student admissions to categorize prospective special needs students; 3) Process: Modify the curriculum to meet the needs of special needs students; 4) Product: Provide additional life skills for special needs students to meet their needs.

Keywords: *Inclusive Education, Evaluation, CIPP Model, Elementary School, Implementation*

INTRODUCTION

Education plays a vital role in developing high-quality human resources (Idris et al., 2012; Indrawati et al., 2021). However, ensuring quality education remains a persistent challenge that is frequently debated. The primary issue in educational development is ensuring both high-quality and equitable education (McLaughlin et al., 2016; Sayed & Motala, 2012; Valiandes, 2015). Inclusive education is seen as a potential solution to address these concerns, aiming to provide equal educational

opportunities for all children, including those with special needs. Research has shown that inclusive education fosters greater recognition and appreciation of diversity (Block et al., 2015; Evmenova, 2018). In an inclusive setting, student differences are no longer viewed as obstacles but as valuable potentials.

In many developed countries, inclusive education has been widely adopted, offering children with special needs improved chances to attend local schools (Armstrong et al., 2011; Forlin, 2013; Kozleski et al., 2015; Rofiah et al., 2020). The integration of special needs students into general schools requires careful consideration. Studies indicate that students with special needs in inclusive schools often achieve better learning outcomes compared to those in special schools (Bačáková & Cimpairment, 2013; Gül & Vuran, 2015). Therefore, inclusive education has positive benefits for students with special needs. However, its implementation, particularly in preschool education, still faces numerous obstacles (Rochmansjah, 2020; Siron & Mulyono, 2018). One significant issue is the lack of parental involvement at the preschool level, which hinders the optimal implementation of inclusive education.

Indonesia has been advancing inclusive education since 2000, with the government launching a pilot project in 2002, which has led to approximately 1,500 children attending mainstream schools to date. The goal of inclusive education is to ensure access to education for all children, without exception. As a nation committed to respecting and fulfilling the rights of people with disabilities, Indonesia is expected to implement inclusive education. This is supported by Law No. 20 of 2003 on the National Education System (Chapter 5, Paragraph 1), Government Regulation No. 17 of 2010 on the management and implementation of education (Chapter 130, Paragraph 2), and the Regulation of the Minister of Education No. 70 of 2009. Inclusive education in Indonesia aligns with the UNESCO and INDONESIA PLAN, emphasizing that educational policies in the 21st century should be diverse and designed to prevent social disparities. Essentially, inclusive education is a strategy to ensure education for all, including children with special needs.

According to 2019 data, Indonesia has 1.6 million students with disabilities, but only 18% of them are enrolled in inclusive education (Saleh, 2019). Several factors contribute to this, including limited school infrastructure, a shortage of teachers trained in special education, negative societal attitudes toward children with disabilities, and a lack of understanding about inclusivity among parents (Yaqien et al., 2018; Susilawati et al., 2023).

Elementary School of Cikampek Selatan 1 is located at Jalan Jenderal Ahmad Yani No. 58, Sentul, Cikampek Selatan Village, Cikampek District, Karawang Regency. This school has approximately 656 students, ranging from grade 1 to grade 6, supported by 22 teachers. SD Negeri Cikampek Selatan 1 is an inclusive education provider, with several students with special needs, each having distinct characteristics. The school also has regular teachers appointed as special assistant teachers (GPK).

Based on interviews with teachers and the school principal, several challenges were identified in the implementation of inclusive education at this school, including: a) Lack of special instructors and supervisors; b) Teachers in the inclusive school do not fully meet the qualifications to provide special education services to students with limitations or other needs; c) Teachers have not yet developed the skills to design learning that meets the needs of students with special needs; d) The school does not have an Individualized Educational Program (IEP) for each student with special needs; e) There is no additional curriculum tailored to the needs of students with special needs; f) Learning materials and supporting technology are inadequate; g) Facilities that cater to students with special needs are still lacking, such as the school building, access routes, and learning spaces that are difficult to reach; h) Most teachers continue to use similar teaching methods as those for regular students, without considering the limitations and needs of students with disabilities.

This school has not yet equipped itself with the appropriate facilities and infrastructure based on an assessment of students with special needs, although each student with special needs has been scheduled to receive assistance from a special assistant teacher. However, in serving students with

special needs, individualized learning services are not the only focus. Other facilities and infrastructure aspects also require attention, particularly in planning, implementing, and evaluating classroom learning.

The study found that some teachers struggle to plan lessons that suit the needs of students with special needs. The training provided was felt to be insufficient and not well understood in terms of planning, implementation, and evaluation. Although there were efforts to modify the curriculum, adjust lesson plans (RPP), and syllabi, these had not been optimally implemented by the teachers.

Another issue is classroom management, where one teacher handles 32 students, including one or more students with special needs, making it difficult for the teacher to effectively deliver the lesson. The evaluation given is also not fully tailored to the needs of students with special needs, as the exam questions are still based on the same format used for regular students, without adequate adjustments. Additionally, accessibility remains an issue, especially for students with mobility limitations, as there are no ramps or accessible toilets to support their mobility within the school environment.

Based on these findings, this study aims to evaluate the planning, implementation, and evaluation of learning outcomes at SD Negeri Cikampek Selatan 1. The research intends to identify whether there are gaps in the implementation of the inclusive education program at this school in serving students with diverse needs.

METHOD

This research employs a qualitative descriptive technique to evaluate the program through an evaluation approach. The qualitative approach is a strategy that heavily relies on an information paradigm based on an advocacy/participatory perspective, a constructivist view, or both. This method utilizes research techniques such as case studies, narrative research, phenomenological, ethnographic studies, grounded theory research, and so on. Program evaluation also falls under this category. The techniques in this study use the formative and summative evaluation model developed by Stufflebeam, known as the CIPP evaluation model. Evaluation research is essential for planning, improving, and testing the implementation of an activity. The context, input, and process components all fall under the evaluation format, while the final assessment takes into account the product elements. This approach offers a comprehensive examination of fundamental elements. Furthermore, the research uses program evaluation techniques with the CIPP (Context, Input, Process, Product) model by Stufflebeam to organize the assessment. This method is one of many research methodologies previously discussed.

In relation to the use of the inclusive education program evaluation research at SD Negeri Cikampek Selatan 1, Karawang, using the CIPP model (Context, Input, Process & Product), the output of this assessment is intended for decision-making regarding the program and can provide clear recommendations for education stakeholders and other related parties. This will help improve the implementation of inclusive education and make it more effective and sustainable, ensuring the continued success of the inclusive education program at SD Negeri Cikampek Selatan 1.

FINDINGS AND DISCUSSION

Based on Context Evaluation

Context evaluation of the implementation of the inclusive program at SD Negeri Cikampek Selatan 1 includes the background, objectives of inclusive education, collaboration with other agencies, and student acceptance.

The results of the study indicate that SD Negeri Cikampek Selatan 1 implements an inclusive program based on the appointment of the Karawang Regency Education, Youth and Sports Office. In addition, the school also serves children in the surrounding area who are categorized as ABK, but their

parents have not realized the importance of sending them to SLB. This school was appointed as the implementer of the inclusive education program in Cikampek District.

This finding is in accordance with Permendiknas No. 70 of 2009 article 4 paragraph 1 which states that "the district/city government appoints at least one elementary school and one junior high school in each district to organize inclusive education that is required to accept students with special needs."

Schools benefit from the trust and appreciation of the community, especially parents of ABK. The purpose of implementing the inclusive program at SD Negeri Cikampek Selatan 1 is to equalize access to friendly and fair education without discrimination, and to enable children with special needs in the surrounding environment to attend school like normal children of the same age. This is in accordance with Permendiknas No. 70 of 2009 article 3 paragraph 1, which states that students with physical, emotional, mental, social disabilities, or who have the potential for intelligence and/or special talents have the right to participate in inclusive education at certain educational units according to their needs and abilities.

The permit to implement the inclusive program already exists because the school was appointed by the office, but the school has not yet received a decree stating that it is a school that organizes the inclusive program. To support the program, the school collaborates with SLBN Karawang to provide guidance in serving children with special needs. This finding is in accordance with the Directorate of PKLK Elementary Education Development in 2012 and Permendiknas No. 70 of 2009 article 11 paragraphs 1-5.

In accepting new students, the school does not conduct a selection process. The ABK who are accepted are generally still able to follow lessons or teacher's instructions, are independent, confident, and can follow the learning process with normal children. Currently, there are 8 ABK consisting of 1 low vision child and 7 slow learner children.

Based on Input Evaluation

Input evaluation of the implementation of the inclusive education program at SD Negeri Cikampek Selatan 1 includes facilities and infrastructure, curriculum, and human resources.

This school still relies on existing facilities and infrastructure, which are used by both regular and special needs students. The availability of facilities and infrastructure is still limited and inadequate, such as special rooms or classes to serve special needs students.

The curriculum used is the national curriculum that is adjusted to the needs of special needs students. The school makes modifications starting from learning materials, learning media, assessments, to additional study hours, remedial, or special guidance outside school hours. This is in accordance with Permendiknas No. 70 of 2009 article 7 which states that the curriculum used is a curriculum at the education unit level that accommodates the needs and abilities of special needs students according to their talents, interests, and potential.

However, almost all teachers at the school have never received workshops, training, socialization, or special training to improve their competence in dealing with special needs students. This finding is inconsistent with the Regulation of the Minister of National Education Number 70 of 2009 Article 10 paragraph 3 which states that "district/city governments are required to improve competence in the field of special education for educators and education personnel in educational units that organize inclusive education." Meanwhile, SD Negeri Cikampek Selatan 1 does not yet have a special assistant teacher (GPK) with a background in special education or extraordinary education. Handling of ABK is carried out by class teachers, which is not optimal due to their limited abilities.

Based on Process Evaluation

The process evaluation of the implementation of the inclusive education program at SD Negeri Cikampek Selatan 1 includes learning, services for children with special needs, financing, and monitoring.

The learning process shows that teachers do not yet have sufficient competence. Teachers prepare lesson plans, provide materials and teaching materials to children with special needs using the same curriculum and materials/teaching materials as regular students. Teachers make adjustments (modifications) by lightening the material and providing additional services to children with special needs. Evaluation is carried out to determine the level of ability or achievement achieved by children with special needs after undergoing the learning process.

Furthermore, in terms of financing, the school has not received special funds to serve and assist children with special needs. So far, schools have used BOS funds to meet the needs of implementing inclusive programs. This is not in accordance with PP Number 48 of 2008 Chapter V Article 51 paragraph 2 which states that the government, local governments, and the community should contribute to the financing of inclusive education to make it more effective.

There has also been no direct monitoring from the office, even though the school really needs monitoring and assistance for the implementation of inclusive programs. This finding is not in accordance with Permendiknas No. 70 of 2009 article 12 which states that "the government, provincial government, and district/city government carry out coaching and supervision of inclusive education in accordance with their authority." 4. Based on Product Evaluation

Product evaluation of the implementation of the inclusive education program at SD Negeri Cikampek Selatan 1 seeks to assess the impact of student achievement and obstacles to the implementation of the inclusive program.

Considering the acceptance of ABK which has been running since 2018, the impact of the implementation of the program can be seen from the development and achievements of ABK. Most ABK have academic development below average or standard. In this case, ABK have not been able to achieve the standard value according to their KKTP so that some have not moved up a class.

Meanwhile, the non-academic development of ABK is quite good. There are ABK students who are good at drawing, although they have never won a competition. Overall, ABK's achievements, both academic and non-academic, have developed quite well.

Community support in the form of enthusiasm for sending ABK children to school at SD Negeri Cikampek Selatan 1 greatly helps the implementation of the inclusive program to be better. However, there are various obstacles in the implementation of this program, such as the absence of expert special assistant teachers, inadequate facilities and infrastructure, funding that only relies on BOS funds, and limited teachers in handling ABK.

The school has made several efforts to overcome these obstacles, such as appointing a general teacher as a GPK teacher and establishing cooperation with other agencies or institutions to handle ABK. With this inclusive program, it is hoped that schools can participate in the success of 9-year compulsory education for all school-age children.

The results of this study are expected to provide benefits for program development at SD Negeri Cikampek Selatan 1 and other schools throughout Indonesia, as well as assist schools, teachers, and the Education Office in improving the quality of inclusive education programs.

CONCLUSION

Based on the results of the research that has been conducted, the following are conclusions related to the evaluation of the context, input, process, and product of the implementation of the inclusive program at SD Negeri Cikampek Selatan 1:

1. Context

SD Negeri Cikampek Selatan 1 implements an inclusive program with the appointment of the Karawang Regency Education, Youth, and Sports Office. This school plays a role in equalizing access to education for children with special needs (ABK) in its environment. However, the school does not yet have an official decree as the organizer of the inclusive program and still faces obstacles in cooperation with related agencies.

2. Input

The facilities and infrastructure available are still limited and inadequate to support the inclusive program. The curriculum has been adjusted to the needs of ABK, but teachers have not received special training and the school does not have special assistant teachers who are competent in handling ABK.

3. Process

The learning process has been adjusted to the needs of ABK, but in terms of financing, the school has not received special funds and only relies on BOS funds. Monitoring from related agencies is also not optimal, so the school feels the need for further assistance and supervision.

4. Product

The academic achievement of ABK is still below standard, but non-academic development is quite good. Community support for inclusiveness in schools is very positive, although there are still obstacles in implementation that need to be overcome.

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