

INCLUSIVE EDUCATION PROGRAM DEVELOPMENT: PROGRAM EVALUATION

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Abstract. The objective of the research was to derive empirical and analytical data. Additionally, to identify program implementation, substantif problems which affect context, input, process, and product (CIPP) in implementing inclusive education in elementary school. Evaluative Research Method with the CIPP Model approach developed by Stufflebeam (1967) was used. It was intended to evaluate the achievement of Program Implementation (Context, Input, Process, Product) to determine the success or failure of the program that has been implemented. The study was conducted at Education Office and Inclusive Education Provider Education Unit. Qualitative and quantitative data were collected using interviews, questionnaires, observations, documentation studies and focus group discussions, so that the data analyzed using the above methods succeeded in evaluating the components of the context, input, process, and product. Based on the results of the evaluation, the implementation of inclusive education in public elementary schools still needs the improvement in various aspects, especially in the components of Input, Process and Product, the results of this evaluation can be used as a reference for improvement in these components.

Keywords: program evaluation; inclusive education; CIPP

I. INTRODUCTION

The issue of disabilities is not a national issue anymore but has become an international issue. Therefore, the United Nations (UN), through the General Assembly raises the issue of disability as a special topic of concern, regarding education for disabilities who has equal rights in various sides of life including in obtaining education. The implementation of special education is applied to the world of education in the teaching and learning process both in formal and non-formal institutions which is referred to as inclusive education. The Minister of National Education Regulation number 70 of 2009 states that inclusive education is an education system that provides opportunities for all students who have disabilities and have the potential intelligence and/or special talents to participate in education or learning in an educational environment together with students in general.

The implementation of the Inclusive Education Program will be successful if supported by the Government, as well as elements of policy holders in planning, implementation, monitoring and evaluation, identification and assessment, prevention, intervention, compensatory and advocacy services for students, curriculum modification, individual education programs, learning, assessment, media, and learning resources, as well as accessible facilities and infrastructure that should be accepted by the Providers of Inclusive Education [1]. Based on the evaluation of inclusive education implementation at the Inclusive Education Provider Education Unit, it is still facing various obstacles, especially at the Input Stage, including: activity plans, procedures and mechanisms, organizational structure,

monitoring and control, human resources, infrastructure, support and budget, and the Stages of the Process, including: Accomodating Students with special needs, Identifying, Assessment, Adaptation of curriculum, Adaptive Learning, Conducting Assessment, Appointing Special Advisors, Getting Professional Assistance, Collaborating and Building a network.

Based on the results of the evaluation at the Context Stage, there were no obstacles, because the Education Office as a Stakeholder had carried out the mandate of the Minister of National Education Regulation number 70 of 2009, as part of the responsibility that had to implement it. While at the Product Stage, namely outputs and outcomes, that based on the results of the evaluation there were no significant problems at the end of the Teaching and Learning Process, because the Inclusive Education Provider Education Unit had carried out a final assessment and passed all dissabilities students to continue to the First Level of Secondary School.

The number of students with special needs who have received education at regular schools is 254 students, from approximately 500 students with special needs, and as much as 212 of the number of public elementary schools, while those who have organized inclusive education and accepting students with special needs are 4 Education Organizing Education Units and as much as 23 pilot schools. So, there is a buildup in the admission of new students with special needs in 4 Inclusive Education Organizing Education Units. Based on the background above, it is needed to conduct study to evaluate the various obstacles related to the goals, objectives and policies, readiness, and implementation as well as the results of the implementation of inclusive education at the Inclusive Education Unit which has the

status of Public Elementary Schools and already exists to provide inclusive education. since the release of the Minister of National Education Regulation Number 70 of 2009.

II. RESEARCH METHODS

Evaluative Research Method with the CIPP Model approach developed by Stufflebeam [2] is used to evaluate the achievement of program implementation (Context, Input, Process, Product) to determine the success or failure of the program that has been implemented. The study is conducted at the Bogor City Education Office and the Education Unit for Inclusive Education. Qualitative and quantitative data are collected using interview, questionnaires, observations, documentation studies and Focus Group Discussions. The respondents of this study are the Head of the Education Office, the Secretary, the Head of the Elementary School Division, the Head of the Elementary School Curriculum Section and the Head of the Facilities and Infrastructure Section of the Education Office. The evaluation model in this study is the Context, Input, Process, Product (CIPP) model developed by Daniel L. Stufflebeam [2].

III. RESULTS AND DISCUSSION

Based on questionnaires, interview, documentation, and observation, the results were described in the table 1.

Table 1. The Result of Context Analysis (Public of Elementary School Inclusive Education)

Component	Aspect	Results/item	%	Score	Criteria
Context	Need	10	100	5	AB
	Goal	10	100	5	AB
	Target	10	100	5	AB
	Policy	10	100	5	AB
Total		40	100	5	AB

Based on the questionnaire analysis on the Context Component, the results were 100%. According to CIPP model regarding the evaluation criteria for the Inclusive Education Program, the Context Component obtained a score of 5. If it is confirmed by Likert Scale, the value is in the range of 5 with Very Good category. It means that the evaluation criteria are entirely fully supported by The Minister of National Education Regulation 70/2009 concerning the Implementation of Inclusive Education for students with physical and non-physical disabilities, especially intelligent children to be carried out through the educational process with inclusive education settings at the Public of Elementary Schools [3]. The results of these evaluations are supported and strengthened using this method. The result was supported too by the result of the interview who states that the basis of inclusive education program development is an effort to expand access to education and educate the nation's life as a manifestation of the National Goals of the Indonesian Nation to achieve a just

and civilized humanity, as well as social justice for all Indonesian people.

In connection with the focus of the question to achieve the implementation of inclusive education at public elementary schools, the result was; implementing the Inclusive Education Program is to provide access, including students with special needs, receive educational services and realize the National Goal of educating their lives nation in accordance with the mandate of the Preamble of the 1945 Constitution, preparing a budget for capacity building and training for elementary school teachers and supervisors, and publishing an inclusive education program and organizing art and skill activities for students with special needs, so that the community is truly facilitated. Program evaluation is a combination and variation of theory and practice that is widely used in public, non-profit and in the private sector organizations to produce information for plan, design, and implementation. (David & Hawthorn, [4]; Chen [5]; Newcomer [6]). Additionally, program evaluation is an investigation or data collection activity that produces information about the value of a program with the objects of evaluation being; a) policies, b) programs, c) products and individuals. (Rallis [7]; Owen [8]; Menix [9], Song & Letch [10] ; Stufflebeam & Shinkfield [2]; McDavid [4].

According to Sugiyono, [11] that the focus of this study is related to the goals to be achieved in the implementation of inclusive education, the answer is that: "People who have children with special needs, students with special needs have good morals, have a community, socialize with regular students so they can live together, mutual cooperation and mutual love between fellow students, because they are equal and equal, build the same perception, determine regulations so that all schools are required to accept Students with Special Needs, carry out education and training for teachers, prepare budgets, formulate agreements, formulating a curriculum adapted to PDBK, implementing child-friendly schools and inclusive-friendly schools ". The focus of the interview on the effective and efficient policies set in achieving the goals and objectives in the implementation of inclusive education at the Bogor City Elementary Schools showed that: "The Education Office fully supports the implementation of inclusive education, schools must comply with the Mayor's Regulation, Participants Students with Special Needs who register must get recommendations from experts such as psychiatrists or psychologists, fulfillment of toilet services, wheelchair accessible roads, and schools must be friendly to Students with Special Needs so that inclusive education in Bogor City can run as it should, thus the Mayor Regulation regarding Inclusive education is very effective and efficient, because there are no discriminatory complaints, the community is not anxious, not anxious, there are no reports that students with special needs are rejected by the school".

From the results of the evaluation on the aspect of the policies was found that "the establishment of the Inclusive Education Working Group has not gone as expected, has not maximally carried out its main duties and functions, they are busy with the main tasks and functions in their place serving,

forgetting the additional tasks that are no less important than the tasks they currently carry, namely educating the nation's life and serving special children who are sometimes marginalized from their environment (Tarmansyah [12])

Program evaluation is an effort to determine the level of implementation of a policy carefully by knowing the effectiveness of each component. (Suharsimi Arikunto and Cepi Safrudin Abdul Jabar [13]).

Evaluation Results of Input Components

Based on the results of the evaluation using the questionnaire method, interviews, documentation, and observation studies (Sugiyono [11]; Creswel [14]; Johnson [15]; Sari Wahyuni [16]) the following results were obtained:

Table 2. Analysis Result of Input Component Public Elementary School of Inclusive Education

Component	Aspects	Result/item	%	Score	Criteria
INPUT	Activity Planning	65.99	66	3	CB
	Procedure & Mecanism	62.88	63	3	CB
	Organization Structure	78.20	78	3	CB
	Monitoring and control	69.41	69	3	CB
	Human Resources	58.26	58	3	CB
	Facilities & Infrastructure	48.16	48	2	KB
	Budget	54.10	54	3	CB
	Internal support	80.85	81	4	B
	External support	72.02	72	3	CB
	Total	589	65.44	3	CB

Based on questionnaire analysis (Arikunto & Safrudin [13]; Sangadji & Sopiah [17]; and Sugiyono, [11]) that the Input Component gets much as 65.44%, based on the CIPP model by Stufflebeam and Shinkfield [2]. regarding Evaluation criteria for the Inclusive Education Program, that the Input Component gets a score of 3. When confirmed by a Likert scale that the value is in the range of "Good Enough", it means that the evaluation criteria are partially fulfilled, fifty percent to more than the number of criteria items (50%) are implemented.

The main thing to pay attention based on the interview result is in the input component is regarding the budget, (McDavid [4]) obtained 48% results. If confirmed with a Likert scale, then this aspect gets a score of 2, meaning that the evaluation criteria are partially fulfilled, twenty-five percent up to more than the number of criteria items. This is in accordance with the results of interviews with the Head of Curriculum and the Head of the Infrastructure Section that "the Education Office has not assigned or provided Special Guidance Teachers or educational personnel and there has been no special budget allocated by the Education Office in the implementation of inclusive education", so that with the lack of support for facilities and infrastructure in the implementation of inclusive education, the educational process faces obstacles. Therefore, the implementation of inclusive education requires adequate budget support (McDavid [4]). With a sufficient budget, it is hoped that the education process in the setting of inclusive education can run well.

Based on the results of the evaluation (Arikunto, Safrudin, & Jabar [13]) with the documentation study

method that the education unit that provides inclusive education on average has a Guidebook for the Implementation of Inclusive Education Programs, Report data from Educators and Education Personnel, has a report on the implementation of participant psychological test services new students to measure intelligence, special talents or aspects of student personality as well as the number and types of students with special needs, so that with this document schools can detect their limitations early, and schools will find it easier to carry out the teaching and learning process, already have an implementation report document. assessment of inclusive education programs. Inclusive Education Education Unit on average does not have a report document for special learning tools, or special learning media based on the types of disabilities Students with Special Needs and does not have a report on the implementation of collaboration with outside parties to identify and assess students with special needs. From the results of the Focus Group Discussion, it was also found that parents of students with special needs were reluctant/unwilling to admit that their sons and daughters were children with special needs, this was due to the parents' prestige. After seeing the results of the learning process several times and the results are not feasible, the new parents believe and admit that their child has special needs. The prestige of students with special needs to admit that their sons and daughters are children with related special needs because of the minimal or poor economic conditions of their parents, so they are reluctant to check with a psychologist regarding the expensive costs.

Evaluation Results of Process Components

Based on the evaluation results of questionnaires, interviews, documentation, and observation studies (Sugiyono [11]; Creswel [14]; Johnson [15]; Sari Wahyuni [16]). the following results were obtained:

Table 3. Process Component Analysis Result Inclusive Education of Public Elemntary school

Component	Aspec	Result/item	%	Score	Criteria	
Process	Acomodating PDBK	90.00	90	4	B	
	Identification	70.00	70	3	CB	
	Assesment	50.00	50	3	CB	
	Curriculum					
	Adaptation	58.41	58	3	CB	
	Adaptif Learning	58.26	58	3	CB	
	Assessment	80.85	81	4	B	
	Increasing GPK	40.00	40	2	KB	
	Professional helpl	48.16	48	2	KB	
	Metwork Building					
	Cooperation	46.02	46	2	KB	
	Total	541	60.18	3	CB	

Based on the results of the questionnaire analysis (Martono [18]) on the Process Components as in the table above are: Whereas the Process Component obtains an average result of 60.18%, if confirmed by a Likert Scale that the value is at a score of 3 or "Good Enough", it means that the evaluation criteria are partially fulfilled, fifty percent to more than the number of criteria items (50%) done.

Based on the results of the questionnaire analysis (Sabarguna [19]) in the table above, there are several aspects that need special attention, including: appointment /

preparation of Special Advisors (40%), obtaining professional assistance (48%), cooperation to build networks (46%). If confirmed with a Likert scale, this aspect gets a "score of 2", meaning that the evaluation criteria are partially fulfilled, twenty-five percent (25%) to more than the number of criteria items. (Danil L. Stufflebeam [2]). These aspects require the commitment of the Government and local governments to implement them, so that the Inclusive Education Provider Education Unit has a Special Advisor, and receives professional assistance, among others: planning, implementing, monitoring, and evaluating; professional assistance in the acceptance, identification and assessment, prevention, intervention, compensatory and advocacy services for students as well as collaborating with various stakeholders related to the implementation of inclusive education. Based on the documentation study, the education unit that provides inclusive education on average has a report on the implementation of psychological test services for new students to measure intelligence, special talents, or aspects of student personality as well as the number and types of students with special needs, so that with this document schools can detect limitations early on. owned, and schools will find it easier to carry out the teaching and learning process.

The psychological test result document is an attempt by the parents of students with special needs to do the initial test before they register at the school they are going to. This psychological test result document is one of the requirements for registering students with special needs in the inclusive education provider unit. The school's psychological test results document is used as a guide in placing students in groups, or types / spectrum of limitations. Based on the results of the Focus Group Discussion (Sugiyono [11]), the process component found that students with special needs who register are required to bring a certificate and psychological test results held by a psychologist related to their limitations and the results of examinations from a psychologist. Meanwhile, to conduct an examination to a psychologist is constrained by the funds owned by the parents of students with special needs, because not all parents of students with special needs are present, while for one examination, a large amount of funds is needed, ranging from Rp. 200,000 -250,000, - (FGD results: 2021).

To overcome economic limitations, the local government must recommend to the education unit that provides inclusive education to conduct treatment / examination at a Regional Hospital, as was done by one of the State Elementary Schools which are located close to the Hospital. The Education Office must work together and make an MoU with the Health Office to open "Services/Clinics for Child Development and Therapist Services" at health centers in all districts to reduce costs incurred by parents of Students with special needs (FGD Results: 2021).

Based on the results of the Documentation Study, it was also found that: Inclusive education working group which consists of various elements of other Departments and Agencies. As an institution, there should be cooperation

between these official elements, thus the implementation of inclusive education should be more advanced and more developed so that problems related to teaching and education personnel, special infrastructure, cooperation between internal and external institutions can be well established, but the fact is that The Inclusive Education Working Group did not go as expected.

Evaluation Results of Product Components

Based on the results of the evaluation using the questionnaire method, interview, documentation study and observation, the following results were obtained:

Table 4. Analysis Result of Product Component Inclusive Education of Public Elemntyary school

Component	Aspect	Result/item	%	Score	Criteria
Product	Output	67.25	67.25	3	CB
	Outcome	74.46	74.46	3	CB
Total		141.71	70.85	3	CB

The table above described the result of analysis that the Product Component got the average result of 70.85%, if confirmed by a Likert Scale that the value is in the range 3 or "Good Enough", meaning that the Criteria evaluation is partially fulfilled, fifty percent to more than the number of criteria items (50%) are implemented. Meanwhile, using the Documentation Study method can be explained as follows:

1. Output

Whereas education units that provide inclusive education (Marthan [20]) have on average a report on the number of students with special needs who have graduated as well as a report on the number of students with special needs who continue their studies at junior high schools. Based on the results of the evaluation with the documentation method, the Inclusive Education Education Unit on average does not have the report documents of Students with Special Needs who leave or leave school, and the models and forms of certificate/signs of graduation for students with special needs who have passed.

2. Outcome

Based on the results of the documentation study, students with special needs in the education unit that administers the inclusive education program (Marthan [20]) graduated all students with special needs who sat in grade 6, after they participated in the teaching and learning process in grade 6 and previous classes has passed, as well as taking exams organized by the school and those held by the State in joint exams.

IV. CONCLUSION

Based on the results of the evaluation using the interview method, questionnaire analysis, documentation study and focus group discussion, it can be concluded

Evaluate Context Components, The Education Office provides the widest possible opportunity for all students with special needs to receive inclusive education together with regular students in the setting of inclusive education and the basic rights of the community are facilitated, namely the right to obtain education through the implementation of inclusive education. *Evaluation of Input Components*, The Implementation of the Inclusive Education Program requires the readiness of the Education Office to carry out guidance, supervision and assessment as well as prepare Human Resources, prepare infrastructure, budget support for success and the development of an inclusive education program at the Bogor City Elementary Schools. *Evaluation Results of Process Components*, The Education Office and Inclusive Education Provider Education Units should accommodate PDBK, carry out identification, assessment, curriculum adaptation, adaptive learning, conduct assessments, appoint Special Advisors, get professional help, and collaborate to build networks and print Certificate, report cards specifically for Students with Special Needs. *Evaluation Results of Product Components*, Based on the evaluation carried out on the product components, it can be concluded that: *Output*, Students with special needs Graduating or completing their education until they have obtained a complete diploma and parents are motivated to continue the education of their sons and daughters to advanced inclusive schools, both public and private schools. *Outcome*, Students with Special Needs follow the teaching and learning process to completion (Graduated) in grade 6, are monitored for the development of their academic and non-academic abilities and Parents of Students with Special Needs (PDBK) are comfortable with services, the teaching and learning process, and their sons and daughters can socialize and be treated well in the delivery of inclusive education.

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