

EFFECTIVENESS OF THE INCLUSIVE EDUCATION PROGRAM AT SCHOOL IN BANDAR LAMPUNG: AN EVALUATIVE STUDY

Okie Dermawan^{1*}, Pujie Rahayu Safitry^{2*}, Trisna Kusuma Yusuf^{3*}, Zohaib Hassan
Sain^{4*}, N. Kardinah^{5*}

¹²³UIN Raden Intan Lampung, Indonesia

⁴Superior University Lahore, Pakistan

⁵UIN Sunan Gunung Djati, Bandung, Indonesia

Email Correspondence: okidermawan@radenintan.ac.id

©2024 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons
Attribution-ShareAlike 4.0 International License-(CC-BY-SA) (<https://creativecommons.org/licenses/by-sa/4.0/>)
DOI : <http://dx.doi.org/10.30983/icmie/>

ABSTRACT

Evaluating a program is crucial for decision-makers and those directly involved in its implementation. Program evaluation results provide valuable feedback and inform decision-making. This study investigates whether SDS DCC Global School Bandar Lampung's inclusive education program aligns with inclusive education standards. The school has been offering inclusive education since 2012. The CIPP (context, input, process, product) model was used for program evaluation, employing a descriptive qualitative approach with data collected through observation, interviews, and documentation. Data analysis involved reduction, presentation, and verification. Key sources included the principal, homeroom teachers, special assistant teachers (GPK), and the inclusion team, with source triangulation ensuring data reliability. The evaluation revealed that the inclusive education program meets the standards set by the Directorate of PKLK Development for Basic Education (2012) and Permendiknas No. 70 of 2009. However, training is not uniformly or regularly provided, GPKs are not adequately qualified, and facilities for children with disabilities are lacking. The curriculum has been adapted to student needs, and the initial assessment process has positively impacted children. Both regular and GPK teachers are competent in handling children with disabilities. Government funding supports the program's implementation. The program's results show average academic and non-academic achievements for children with special needs, positive impacts on the school community, but mixed reactions in the broader society.

Keywords: Program Evaluation, CIPP, Inclusive Education

INTRODUCTION

Education is a fundamental human need that lasts a lifetime, making people more dignified. Through education, people can become the best version of themselves and be meaningful to others. Therefore, every country has the obligation to provide quality education services to all its citizens without exception, including those with different abilities such as disabled children. Education is for all children, whether from high economic backgrounds to low ones. The same applies to children with limitations like Children with Special Needs (ABK), who fundamentally require a proper education like other normal children. In their educational journey, unlike normal children, children with special needs will face obstacles, hence social support plays a significant role in their growth and development. As the saying goes about seeking knowledge, Rasulullah SAW said in one hadith:

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ وَوَاضِعُ الْعِلْمِ عِنْدَ غَيْرِ أَهْلِهِ كَمَقْلَدِ الْخَنَازِيرِ الْجَوْهَرَ وَاللُّؤْلُؤَ وَالذَّهَبَ

"Seeking knowledge is obligatory for every Muslim, and whoever imparts knowledge to those not deserving is like one who puts a necklace of jewels, pearls, and gold around the neck of a pig." (HR. Ibnu Majah)

In Law No. 20 of 2003 concerning the National Education System Article 32, it is stated that "Special education (extraordinary education) is education for students who have difficulties in participating in the learning process due to physical, emotional, mental, and social abnormalities and/or have potential intelligence and special talents." Inclusive education is an educational service that includes children with special needs (ABK) to learn together with their peers at the nearest school to their residence. Talking about inclusive education means talking about all children or students. Among these children, there are those with special needs. Children with Special Needs (ABK) are those who, due to certain special conditions (both permanent and temporary special needs), require special educational services to optimally develop their potential. The concept of children with special needs (children with special needs) has a broader meaning and scope compared to the concept of extraordinary children (exceptional children).

According to O'Hanlon in Paramitha, the concept of inclusion offers more than just tolerating differences but emphasizes the bonds between those involved in the community where individuals are known and valued as part of the community members. The government issued an inclusive education policy outlined in Permendiknas Number 70 of 2009 concerning Inclusive Education, which states that "the educational system provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in education or learning in the same environment as general students."

A goal cannot be achieved instantly without lengthy processes. Each process is always related to the next step. In order to adapt to the development of science, technological advances, and the ever-changing needs of society, an evaluation is needed to ensure the program can achieve its predetermined goals. The evaluation of this inclusive education program is necessary to determine the achievements or effectiveness of the program to provide input for the development and improvement of the next program according to these developments and demands for change. Suharsimi Arikunto and Abdul Jabar in their book stated that evaluation can provide accurate and objective information as a consideration to assess and make alternative decisions including stopping the program, revising the program, continuing the program, or disseminating the program. Among the various program evaluation models, the author chose the CIPP model (Context, Input, Process, Product) where the researcher reviews the issues from the aspects of context, input, process, and results. The evaluation in this research is retrospective where the author evaluates an implemented policy to determine the resulting effects.

SDS Dcc Global School Bandar Lampung, located at Jalan Pagar Alam-Mata Indah No. 41, Segala Mider Village, Tanjung Karang Barat District, Bandar Lampung City, has an inclusion program where the school provides opportunities for children with special

needs to receive educational services according to their needs. Based on the background problem described above, the problem formulation of this article is to evaluate the inclusive education program at SDS Dcc Global School Bandar Lampung. To determine whether the program running complies with existing government regulations and its impact, especially on children with special needs.

RESEARCH METHOD

Approach and Design. The research employs a descriptive qualitative approach to evaluate the inclusive education program at SDS DCC Global School Bandar Lampung. This approach is chosen to provide a comprehensive understanding of the program's implementation and its outcomes through detailed, qualitative data.

Evaluation Model. The study uses the CIPP (Context, Input, Process, Product) evaluation model to structure the program evaluation. The CIPP model is a systematic framework for evaluating programs, focusing on four key aspects: Context Evaluation: Assessing the environment, needs, and objectives of the program. Input Evaluation: Evaluating the resources, strategies, and plans used in the program. Process Evaluation: Analyzing the implementation and procedures of the program. Product Evaluation: Measuring the outcomes and effectiveness of the program.

Data Collection Techniques The data collection involves multiple techniques to ensure a rich and comprehensive dataset: Observation: Directly observing the implementation of the inclusive education program within the school environment. Interviews: Conducting structured and semi-structured interviews with key stakeholders, including the principal, homeroom teachers, special assistant teachers (GPK), and members of the inclusion team. Documentation: Reviewing relevant documents such as policy guidelines, training materials, curriculum modifications, and student performance records.

Data Sources. Key informants and data sources in the study include: Principal: Provides insights into the overall implementation and administrative aspects of the program. Homeroom Teachers: Offer perspectives on classroom practices and student interactions. Special Assistant Teachers (GPK): Share specialized knowledge on handling children with disabilities and the effectiveness of support mechanisms. Inclusion Team: Includes various staff members involved in planning and executing the inclusive education program.

Data Analysis Techniques The data analysis process follows several steps to ensure accuracy and depth: Data Reduction: Simplifying and condensing the collected data by selecting relevant information and discarding non-essential details. Data Presentation: Organizing the reduced data into a coherent structure, using tables, charts, or descriptive narratives to highlight key findings. Data Verification and Conclusion Drawing: Validating the data through cross-checking with multiple sources (source triangulation) and drawing conclusions based on the analyzed data.

Triangulation. Source triangulation is employed to enhance the validity and reliability of the findings. By comparing information from different sources (e.g., principal, teachers, inclusion team), the study ensures a comprehensive and balanced understanding of the program's implementation and outcomes.

The detailed methodological approach, utilizing the CIPP model and multiple data collection and analysis techniques, provides a comprehensive evaluation of the inclusive education program at SDS DCC Global School Bandar Lampung. This evaluation offers valuable insights for improving the program and ensuring better outcomes for all students involved.

RESULTS AND DISCUSSIONS

The research description conducted at SDS Dcc Global School Bandar Lampung was obtained from observation results, interviews, and documentation. Context Evaluation of the Inclusive Education Program at SDS Dcc Global School Bandar Lampung

1. Context evaluation describes the environmental conditions associated with the needs of a program. This evaluation explains the program planning that must consider several aspects before the program is implemented. The assessment from the context perspective in this research is used to understand the background of the inclusive education program, the school's objectives for organizing the inclusive education program, and community demands related to the inclusive education program. The implementation of inclusive education at SDS Dcc Global School Bandar Lampung, from the context aspect, falls into the fairly good criteria. Sub-indicators that have met the standards include many parents enrolling their special needs children in the school, indicating high community demand for inclusive education at SDS Dcc Global School Bandar Lampung. The school's objective and the background for organizing the inclusive education program is to support the government's program of equal education for all children without any discrimination. Input Evaluation of the Inclusive Education Program at SDS Dcc Global School Bandar Lampung
2. Input evaluation provides data to determine how resources can be utilized to achieve the program's objectives. The existing inputs will be processed and used as the basis for achieving the program's objectives. The assessment from the input aspect in this research is used to determine teacher competency, facilities and infrastructure, and the curriculum used in the inclusive program. The implementation of inclusive education for children with special needs, viewed from the input aspect, falls into the fairly good criteria where annual sharing with experts is conducted,

CONCLUSIONS

Based on the research conducted on the evaluation of the inclusive education program at SDS Dcc Global School Bandar Lampung, several conclusions can be drawn:

1. Context Evaluation: The implementation of the inclusive education program at SDS Dcc Global School Bandar Lampung aligns with the standards set by the Directorate of PKLK Development for Basic Education and Permendiknas No. 70 of 2009. There is a high community demand for inclusive education, evidenced by many parents enrolling their

special needs children in the school. The school's objective is to support the government's program of equal education for all children, without discrimination.

2. Input Evaluation: The school faces challenges in terms of teacher training and the availability of special assistant teachers (GPK) who meet the required competencies. While there is annual training, it is not evenly distributed or conducted routinely. The facilities and infrastructure for children with disabilities are inadequate, but the curriculum has been modified to suit the characteristics of the students.
3. Process Evaluation: The planning of learning for children with disabilities is based on initial assessments and identifications, which positively impact the children. The competence of both regular teachers and GPKs is deemed adequate to handle children with disabilities. Funding for the inclusive education program is provided by the government, which supports the program's implementation.
4. Product Evaluation: The academic and non-academic achievements of children with special needs are average. The inclusive program has a positive and friendly impact on the school community, though societal acceptance still has many pros and cons.

Overall, the inclusive education program at SDS Dcc Global School Bandar Lampung is progressing well, with several areas identified for improvement, especially in teacher training, infrastructure, and societal acceptance.

AND SUGGESTIONS

The application of PAI teacher leadership in increasing student learning motivation at SMPN 1 VII Sungai Sariak in learning, namely during the introduction the teacher always begins with greetings, praying, asking about difficulties in learning, asking about the condition of the students' news, during core activities the teacher uses media such as power points, movies, etc., and before the learning is finished students are reminded of the material that has been delivered and finally students work on a collection of questions from the teacher.

The process of applying PAI teacher leadership outside of learning is always giving examples to good students such as discipline, good akhlak and diligent worship. The obstacles experienced by PAI teachers in increasing student learning motivation are divided into two categories, namely general obstacles such as lack of discipline of students in participating in learning, diverse characters, new methods that do not necessarily provide satisfactory results and special obstacles faced are the lack of PAI learning hours, PAI lessons that are less attractive to students, and differences in students' educational backgrounds.

REFERENCES

- Arikunto, S., & Jabar, A. C. S. (2009). *Evaluasi Program Pendidikan: Pedoman Teoritis Praktis bagi Mahasiswa dan Praktisi Pendidikan*. Jakarta: Bumi Aksara.
- Depdiknas. (2009). *Peraturan Menteri Pendidikan Nasional Nomor 70 Tahun 2009 tentang Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa*. Jakarta: Depdiknas.
- Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System.

O'Hanlon, C. (2003). *Educational Inclusion as Action Research: An Interpretive Discourse*. Buckingham: Open University Press.

Paramitha, N. (2015). *Implementasi Pendidikan Inklusif di Sekolah Dasar*. Bandung: Alfabeta.

Rasulullah SAW. *Hadith narrated by Ibnu Majah*.

Suharsimi, A., & Jabar, A. C. S. (2015). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.