



Implementation of Evaluation of the Inclusion Elementary School Program in Sleman Regency Yogyakarta

Ibnu Syamsi^(✉)

Faculty of Education, Yogyakarta State University, Yogyakarta, Indonesia
ibnu_syamsi@uny.ac.id

Abstract. This research aims to evaluate the program, and factually describe the institutions, curriculum, workforce, student affairs, infrastructure, and financing, in the implementation of inclusive primary schools. Data collection techniques use questionnaires, interviews, observations, testing, and documentation. The subjects of the study were teachers, principals and inclusion primary school committees. The research population applied the total population, all inclusion primary schools became research sites, both public and private inclusion primary schools. The data analysis technique used is descriptive qualitative. The results of the study, namely that schools generally have full licenses for managers of special programs, inclusion programs, other coordination, involving experts, reports written in inclusion programs in general are going well; the curriculum prepared to serve children with special needs in inclusive education is described as a curriculum for training children with special needs, and according to the needs of children; labour conditions in inclusion primary schools are excellent; the condition of inclusion primary school students is excellent; data shows the infrastructure is in excellent condition; the funding of inclusion schools is also very good. Maximum faculties get hold of unique subsidies from the authorities, namely the critical, provincial, and district/municipal governments for the improvement of inclusive training. Then again, the college receives special donations from the personal area and dad and mom to help the implementation of inclusive education.

Keywords: implementation · evaluation · inclusion program · primary school

1 Introduction

George R. Terry (2006) mentioning that supervision is to determine what has been said, that is to say, to evaluate work performance and what is necessary, to apply corrective measures so that the results of the work support inclusive education development programs, this if done continuously will increase the burden on parents or the community.

Based on the results of this study, this study needs to examine the condition of children with special needs from the level of education and the level of abnormalities. To observe children with special needs, it is necessary to cooperate or build performance between agencies or expert teams. Margaret Mc Laughlin, (2003) was able to investigate

the level of intensity of special education practices to help improve students with special needs to achieve primary school education outcomes to pursue higher education. In terms of service intensity and community participation, as revealed in the research of Michael W, (2001) can be achieved through survey methods. Parents of students with special needs have pointed out that, because the intensity of educational services is less than adequate, they consider that if their children leave school, that is, (a) they feel that there is no development and progress in the school, (b) they do not like school, (c) they are bored, (d) they are underappreciated by society, and (e) they have behavioral problems.

Various problems faced by children with special needs, especially those who study in elementary schools, as revealed in the results of research by Ibn Syamsi, (2009) provide an illustration that in entering school age, a very prominent case for children with ability for rural areas is the problem of education. To be able to meet the needs of schools, they experienced difficulties in the economy, transportation and communication. The findings of the study encourage the need for effective educational alternatives to help solve the problem of children with special needs living in remote rural areas. They generally have difficulties in terms of transportation, this encourages an inclusive education model in primary schools close to where children with special needs live is one of the alternatives that need to be tested.

Efforts to reveal the number of children with special needs living in rural areas and their educational conditions effectively, the results of research by Ibn Syamsi (2007) in Gunungkidul Regency, approximately 80% of children with special needs of school age, turned out to be out of school. In one sub-district, there were about 290 children with special needs who generally lived in their own homes, or with parents, were blind in education, unable to read and write.

The findings prove the need for inclusion education services in nearby primary schools for children with special needs spreading in rural areas through inclusion education. The development of inclusive education in elementary schools is one of the alternatives that needs to be tested. Etscheidt's research, (2006) illustrates that inclusive education services for young people with disabilities need special education through individual special action training, including the effective services of young children who have their disorders, for example in learning in inclusion primary schools.

Various forms of education for children with special needs still have obstacles or weaknesses. The reality is that not all conventional special schools that accommodate children with special needs can afford to provide dormitories, as a result of which children with special needs who are far from school, living in remote rural areas cannot be accommodated to attend school. The weakness of education in hospitals, limited to children with severe special needs, for example, mental disorders that are classified as idiots who have low intelligence, they cannot manage themselves. Due to the socioeconomic limitations of families of children with special needs, the education accommodated in this hospital is very difficult to reach for children with special needs living in rural areas. Observing the above problems, the purpose of the research is to determine the implementation of the evaluation of the inclusion elementary school program, seen from the planning, implementation, and evaluation including institutions, curriculum, learning, power, student affairs, infrastructure, financing; observing the design or design of the evaluation of inclusive education management including institutions, curriculum, learning, power,

student affairs, facilities and infrastructure, financing; checking out the achievement of inclusive education management which include, self-evaluation, institutions, curriculum, learning, employment, pupil affairs, infrastructure, and financing.

2 Research Methods

The variables revealed on this observe encompass establishments, curriculum, gaining knowledge of and evaluation, energy, scholar affairs, centers and infrastructure, financing. The studies vicinity is in the Sleman district of the Yogyakarta special location, the challenge of studies by way of class teachers and special steerage teachers in inclusive elementary colleges, inclusive simple faculty principals, school committees, schooling workplace officers and standard college supervisors. The data series units used are (1) review and observation guidelines, (2) a set of implementation modules, (3) a set of test kits and questionnaires. The data analysis technique used is an evaluation research, therefore the information accrued concurrently are analyzed with quantitative and qualitative descriptive techniques. The amassed quantitative records were analyzed descriptively, at the same time as the qualitative data had been analyzed by way of interactive models.

3 Results of Research and Discussion

This study discusses a number of educational indicators that can be used to measure education units in the implementation of the implementation of inclusive education, these indicators are institutional, curriculum, learning and evaluation, power, student affairs, infrastructure, and financing. The results are as follows, schools generally have special managers for the completeness of permits with a score of 249 (84%), special program managers 255 (75%), inclusion programs 259 (79%), coordination of other parties 256 (76%), involvement of experts 254 (74%), written reports 242 (62%) in inclusion programs are generally already running well.

Curriculum, Learning, and Evaluation

The curriculum compiled in the education unit has been adjusted to accommodate the service needs of children with special needs in the inclusion education setting, illustrated as follows curriculum training for children with special needs 281 (82%), syllabus conformity with the needs of children with special needs 260 (76%), learning media 258 (75%), enrichment program 264 (76%), compensatory program 257 (73%), learning outcomes report 262 (78%). The school conducts socialization and or curriculum modification training for teachers in the school concerned.

Aspects of curriculum, learning and evaluation, the curriculum compiled in the education unit has been adjusted to accommodate the service needs of children with special needs in the inclusion education setting. The school conducts socialization and/or curriculum modification training for teachers in the school concerned. The syllabus has been adapted to accommodate the needs of children with special needs in an inclusive education setting. For example, the learning program plan made by teachers has

been adjusted to accommodate the needs of children with special needs in an inclusive education setting.

Personnel

The condition of the inclusion primary school workforce in Sleman district is special guidance teachers 264 (84%), the presence of experts 253 (75%), the competence of teachers of children with special needs 252 (75%), inclusive teacher training 258 (76%), the experience of inclusive teachers 253 (75%), the task load of inclusion teachers 261 (76%).

Student Affairs

Student conditions in Sleman district inclusion primary schools, namely admission of students with special needs 272 (83%), identification and assessment 254 (75%), expert involvement 261 (77%), personal data of students 253.

Most schools receive special subsidies from the government (central, provincial, district and municipal) for the development of inclusive education. On the other hand, the school receives special donations from the community and the private sector to support the implementation of inclusive education, and receives special financing support from parents of children with special needs.

To help finances, the school committee allocates special funds for the implementation of inclusive education programs. The school specifically raises funds from the community, donors, philanthropists, social institutions (local, national, international) to support inclusive education development programs.

(75%), works of students with special needs 262 (76%), student guidance for children with special needs 256 (75%).

Facilities and Infrastructure

The data showed, special space inclusion 262 (82%), accessibility of students with special needs 253 (75%), inclusion infrastructure 242 (64%), transportation facilities for children with special needs 252 (75%), internet network 258 (78%), multimedia room 254 (76%).

Financing

Incumbent primary school funding in Sleman district, shows the implementation of the school budget plan 262 (82%), circulation of school funds 255 (77%), sources or subsidies of funds 252 (75%), special funds of parents 262 (82%), financial operations 256 (77%), financial statements 253 (76%).

4 Conclusion

Schools do not yet have written inclusive education program planning in the form of long-term, medium-term, and short-term programs. The school conducts socialization and or curriculum modification training for teachers in the school concerned. Maximum inclusion number one faculties do now not have a unique guidance teacher (no longer a touring teacher from a special faculty) who serves and is appointed mainly as a unique

guidance instructor for inclusion faculties. In the admission of new students, inclusion faculties in the Sleman district vicinity offer unique quotas (special seats) for youngsters with special needs. The results showed that most homes and the physical surroundings of inclusion schools have no longer been organized and adapted to the situations of kids with unique wishes in order that the accessibility and mobility of children with special needs have difficulties. In school budget plans, maximum faculties have blanketed a financing factor for the implementation of inclusive training programs.

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