

# *The Analysis of Service Quality at Inclusion School in Semarang*

## *---A Case Study in Smp Negeri 5 Semarang*

Grace Olivia Simangunsong; Nina Widowati,  
Public Administration Doctoral Program, Faculty of Social and Political Science  
Diponegoro University  
Semarang, Indonesia  
(Office email: prodidap@gmail.com)

**Abstract**—Inclusion school is one of the basic needs for education to people in Semarang. SMP Negeri 5 Semarang is one of the inclusion school in Semarang. The services from inclusion school, SMP Negeri 5 Semarang it is not as what we expected. The main goal of the research is to analyze and describe the quality of services in inclusion school SMP Negeri 5 Semarang with the five dimensions of service quality, which is tangibles, reability, responsiveness assurance and empathy. The final result concluded that the quality of education services in the inclusion school SMP Negeri 5 Semarang is not good because there are dimensions that have not run optimally, the tangible dimension, the dimensions of reliability and assurance dimensions.

**Keywords**—Services quality; dimensions of service quality; inclusion education

### I. INTRODUCTION

Education is a basic need of every human being to guarantee survival to be more dignified. Because the state has an obligation to provide quality education services to every citizen, without exception, including those who have differences in ability (disability) as stated in the 1945 Constitution article 31 (1).

Children who have different abilities (disabilities) are provided special facilities that are tailored to the degree and type of difabelnya called SLB. Unconsciously SLB education system has been built walls exclusivism for children with special needs. Wall exclusivism during this unconscious has hindered the process to know each other between children with disabilities with children of non-disabled. As a result of social interaction in the community with disabilities into community groups alienated from the social dynamics in the community. Society becomes familiar with the life of a group of disabled and handicapped while the group itself feels its existence is not an integral part of community life in the vicinity. Along with the growing demands of the disabled groups in voicing their rights, then later came the concept of inclusive education.

The emergence of inclusive education actually preceded by dissatisfaction with the system of segregation and special education prior accompany the journey of children with disabilities and bertunaan in obtaining educational services in

accordance with the level of their abilities and needs. The success of a concept of education largely depends on the commitment in giving out positive contribution to the improvement of children with special needs. Problems related to inclusive education is a very sensitive issue for children who are considered disabilities, however, because the issue will have an impact on the trust they enter formal education and formal get together with children in general. As examined in this study regarding the quality of public services by Zeithaml et al in book *Kualitas Pelayanan Publik* (2011:73-74), which is about the tangible dimension, the dimension of reliability, the dimensions of responsiveness, assurance dimensions, and the dimensions of empathy. According to the research that has been done from the fifth dimension above, there are still shortcomings in the quality of services in SMP Negeri 5 Semarang, namely on the dimensions of the tangible, the dimensions of reliability, and assurance dimension.

#### A. Tangible Dimension

This dimension is an essential element in a service, because the service provided can not reach the maximum point where the unavailability of physical facilities that are used to support the maximum service. Without the availability of physical facilities, coordination is difficult to do, the public service in the field will encounter various kinds of constraints which resulted in the establishment of good service. Likewise with SMP Negeri 5 Semarang that was certainly require physical equipment to provide good service and the maximum to the learners, especially those of ABK., but in fact there are flaws in this dimension that is not the availability of special educators, medical workers, and psychologists who raises some difficulties for the crew in the learning process.

#### B. Dimensions of Reliability

The success of a service unit can be seen from the ability of its officers first. Various efforts to improve the quality of human resources must be made by SMP Negeri 5 Semarang. Resources are vital to optimize the entire potential of children with special needs. The public servants who work in the service of inclusive education should be carefully selected in order to provide maximum service, but it is at the problems in

SMP Negeri 5 Semarang that educators there is not yet have reliability or expertise to educate students with special needs.

### C. Warranty Dimensions

In accordance with the results of research that has been done, it is explained that the SMP Negeri 5 Semarang already provide safety to all students, especially students of inclusion. The absence of fear in receiving education in this school is a statement indicating that they feel safe to learn at the school, but different if we are talking about a guarantee in terms of cost. Cost certainty for learners inclusion is not known for certain collateral costs such as what they can, and it is at the shortcomings here. Lack of clarity in writing and in underwriting fees lead to confusion in dealing with the school if there are funds needed.

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