

The Evaluation of Inclusive Education Implementation for Special Need Children in Central Java Province

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Abstract—The implementation of inclusive education in Indonesia reinforced by the release of Permendiknas verse 70 in 2009 on inclusive education students who have potential intelligence abnormalities and outstanding talent. In 2010, the Central Java Provincial Education Office started pilot 160 inclusive schools by subsidizing operational funds through social assistance. This study aims to evaluate the condition management component of the inclusive education implementation in Central Java province. This study is uses CIPP model (Context, Input, Process and Product). The instruments used are: questionnaires, observation guides, interview, and documentation. The sources of data research are document, perception and observation. The techniques included inquiry, observation, assessment documents and interviews. The data analysis carried out by following logic of qualitative approach. The results show that the student management, curriculum management, education personnel management, facilities and infrastructure management, finance management, environmental management and special services on inclusive education in Central Java province is insufficient.

Keywords—ABK; Inclusive Education

I. INTRODUCTION

Education is a planned and conscious effort to bring learners into an atmosphere of learning and a learning process in order to developing their potentials to a religious, spiritual power of self-control, personality, intelligence, morals, as well as their skills, the community, the nation and the State (Law Number 20 of 2003 on the National Education System). Children in special needs (henceforth: ABK) is the term to replace the word “Wonderful Children” (ALB) which indicates the specific disorders. They have different characteristics and experience impairment vision (visually impaired), children with hearing and speech (deaf speech), children with the developmental capabilities of hendaya (mental retardation), children with physical or motor condition hendaya (tunadaksa), children with maladjustment behavior of hendaya, hendaya child with autism (autism children), children with hyperactive hendaya (attention deficit disorder with hyperactive), children with hendaya learning (learning disability or a specific learning disability) and children with developmental disorders hendaya dual (multihanddicapped and developmentally disabled

children). Harnowo’s article in Detik Kesehatan estimated that there were 4.2 million children in special needs in Indonesia.

At the same time, Purwandari (2009) states that ABK are treated differently in terms of education due to barriers in some dimensions of life so that they should be separated from normal children in educational services and that the learning process is not interrupted. The schools for ABK produce the model of ABK’s school, namely segregation model which places ABK in Sekolah Luar Biasa (SLB) to separate them from their peers. This particular school has a curriculum, a means of learning and special teachers for which the opportunity to optimize its potential and the designed curriculum is in contrast to the other curriculum. This condition is still behind the expectations of the Geneva Conventions in the form of commitment to the implementation of the Education for All (EFA) which means that like normal kids, ABK must be treated in the same education service. Based on the phenomenon above, the concept of inclusive education appeared. Through inclusive education, character diversity and learner’s skills should be accommodated with wise ways, namely by giving space to all. Even in inclusive education, the difference is seen as a learning resource, not as a problem (Sutrisno, 2012: 32). The other thing that underpins the implementation of inclusive education is the existence of a Convention on the Right of Person with Disabilities and the Optional Protocol, which was approved in March 2007. Article 24 in that Convention states that every country is obliged to conduct an inclusive education system at every education and encourage the ABK’s attainment of full participation around society.

Indonesia takes a part in the implementation of the Convention by producing Permendiknas verse 70 of 2009 on “inclusive education of students who have and have potential intelligence abnormalities and outstanding talent”. This rule became a formal umbrella for the implementation of inclusive education in Indonesia. The full load signs regard inclusive education ranging from planning to implementation therein. Moreover, the rule also requires local governments to designate at least one school to organize inclusive education. In 2010, the Central Java province Education Office opened 160 inclusive schools by providing operational funds subsidy through social funds. The socialization and guidance techniques for inclusive

education have been realized in many times, but they are still under hopes (Trimmo, 2012:225). Ishartiwi (2010:2) noted more specifically that there are some problems on the implementation of inclusive education, namely there are many difficulties in aligning the regular schooling service standard and variations of ABK's learning needs, the inclusive school has not received ABK students, the school has not been able to provide the precise programs, the ABK's condition of mental retardation, there is insufficient evaluation system for the student's assessment (both formative and summative), the lacks of facilities and accessed learning resources to accommodate the needs of mobility and ABK's learning, and the lacks of special teachers in inclusive school.

The school holders do not have an agreement about inclusive education and service for ABK. The assumption of ABK's existence will affect the results of annual completeness so that ABK must be replaced to SLB when they will conduct the exam. The inclusive services still do not converge in the system and the climate at school so that there will be two labels: regular students and ABK students. Not all policy makers understand an inclusive system even in the management, the implementation of inclusive education is unwell-prepared comprehensively and inadequate provision of learning materials. Thus, the study of the evaluation of inclusive education implementation in Central Java Province is considerably important.

II. THEORETICAL FRAMEWORK AND METHOD

This research was evaluative and designed by using the CIPP model (Context, Input, Process and Product). The subjects of the research included teachers, parents, school principals, school committee, and the official of education and culture. The instruments used to obtain data in this the study varied in the variables. The instruments used are questionnaire, observation guides, guides, interview and documentation. The sources of the research data were document, the perceptions of the people and the results of the observation. The data was collected directly from the field. The techniques used included observations, assessment documents, and interviews. The data was analyzed by following the logic of qualitative approaches.

III. RESULT AND DISCUSSION

Education is a fundamental need of every human being which will take place throughout life and make humans more civilized. It is equivalent to UNESCO's statement that declared to all Nations in the world that education can build the situation of the entire nation, because education is the key to improvement towards civilization. Therefore, the states should have the obligation to provide education quality to every people without exception, even for who have different ability (disabled).

The implementation of inclusive education in several countries including Indonesia are still encountered by many constraints, such as in Kenya, as stated by Eunice (2015) that the implementation of inclusive education is getting obstacles, among others there are public schools that are not willing to accept ABK students, lacks of energy, lacks of teacher knowledge, inadequate facilities and infrastructures. Ali (2006)

mentioned that the inclusive education in Malaysia is also facing constraints especially in regard to the low perceptions of the teachers on inclusive education. Dupoux (2006) stated that one of the constraints of the inclusive education in Haiti is the lacks of teacher knowledge on inclusive education even the lack of accompanying. Based on the survey results of *Badan Koordinasi Pendidikan Luar Biasa* Central Java in collaboration with Central Java Education Office, it can be stated that from the population of 33,472 ABKs, there are about 6,904 (20.62%) ABKs who already attended, while the rest about 26,568 (79.37%) ABKs Middle School have not attended (Subagya, 2009). Furthermore, it can be stated that the unwillingness of ABKs to school was influenced by four reasons, namely the homestay was far from the school, the parent's motivation for ABK was very low, some of ABKs felt so embarrassed that they preferred to hide themselves. Meanwhile, Central Java Education Office mentioned that there were five regencies that do not have SLB, namely Demak, Klaten, Magelang, Wonosobo and Banyumas. Thus, the inclusive education without SLB would be required to support the operations of ABK's education. They could attend in regular schools. However, not all regular schools accepted them. There were 519 schools in Central Java province that take a part as the inclusive school. There were 472 state schools and 47 private schools.

From the evaluation above, if it is aligned with the monitoring instruments and self-evaluation of inclusive schools education providers developed by *Direktorat Pembinaan Sekolah Luar Biasa, Direktorat Manajemen Dikdasmen* in collaboration with the Managing Contractor Program Management Australia-Indonesia Basic Education Program (MCPM-AIBEP), it can be stated that the assessment accreditation of condition for inclusive schools in Central Java is generally C (number of score=24 – 43) and even not-accredited (number of score = < 24). Meanwhile, SLB accreditation in Central Java is generally on category B (the sum of score = 44 – 63). This condition is not far different from Subagyo's research (2012) regarding school readiness in organizing inclusive education. The findings of the study can be revealed that the readiness of inclusive education schools providers in Central Java is still in the grade of E. It can be said that the school does not have the readiness in implementing inclusive education. The main component prioritizing the requirement is financial in estimation of 15.94% and 19.91% of infrastructure registration. The second component is due to the head of the Provincial district who issued local regulations concerning the holding of inclusive education.

IV. CONCLUSION

Implementing inclusive education requires preparation and readiness in various fields. Based on the research above, it can be then recommended into a few things: to enhance inclusive education evaluation result in Central Java, the head of the provincial area or district needs to develop rules to areas of inclusive education. The external regulation of the region should be assumed as the legal umbrella more valid to complete the components in organizing inclusive education. The implementation of inclusive education in regular schools needs to collaborate with teachers and therapists of SLB.

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