

Evaluation of Policy Inclusive in Junior High School in SMPN 2 Sewon and SMP Taman Dewasa Kumendan

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Abstract— This research aims to evaluate the implementation policy of inclusive schools in two junior high schools, State Junior High School 2 of Sewon Bantul and Junior High School of Taman Dewasa Kumendan to handle children with special needs in public schools. This research used qualitative descriptive research by evaluating used discrepancy model. Discrepancy evaluation model by looking at how implementation in the field is there a gap with the desired goal. The subjects of this study were 5 regular teachers and 2 special counselor teachers at Sewon 2 Junior High School and 2 special teachers 1 special companion. The focus of this evaluation object was to look at policies and implementation of inclusion. The object of this research was the policy of inclusive program. Data collection technique used were in the form of observation, interview and documentation. Data analysis with data reduction, data display and conclusion. The research implementation was conducted by observing the inclusive education activity at school, then in the next phase did interview with teacher to see how the policy implementation of inclusive school toward children learning with special needs by using discrepancy evaluation model. The findings of this research show that the policy of *PERMENDIKNAS* No 70 Year of 2009, inclusive education as an education managing system that gives opportunities for all learners who have abnormalities and potential to indicate that the program has been implemented, and with the policy of inclusive education programs in schools. By learning which is given by teachers can improve learning for children with special needs in schools with teachers given training and workshops regularly to explore the potential of children with special needs to be more independent both in environment of school and community.

Keywords— *evaluation, inclusive education, school*

I. INTRODUCTION

Inclusive education as a way of children to get the opportunity to attend school for participating and get equal meaningful learning result in their life and require special education services in learning. Inclusive is a system that can only be applied when all school member understand and adopt it. In its development, inclusive also includes students who are blessed, those who live marginalized have disabilities, and their learning abilities are below the group average. It is appropriate with the 4th RPJM mission of Yogyakarta to improve the education quality, so that it has been determined the objectives, targets, strategy of policy

direction in improving the quality of education, the target is the quality of education raises.

Inclusive education in lately several years has become very interesting issue in the national education system. It is due to inclusive education gives attention to the arrangement of students who have disabilities or special needs to be able to get education in public or regular schools (regression). Inclusive as an ideological system where each school members that is the community, principals and parents realize a common responsibility in educating all students, thus they develop optimally according to their profession. The main obstacle for children with disabilities to improve, including accessing education as high as possible and it is not in their records, but in social acceptance of the community.

Moreover, the inhibitions of the children that are having deviation in generally also caused by a negative social view of them. Therefore, education that is organized should give guarantee that every child will get services to develop their potential individually. In 1945 Constitution article 31 paragraph 1 of Law Number 20 Year of 2003 about the National Education System stated that every citizen has the same opportunity to gain education [1]. Inclusive schools as schools that accommodate all things without seeing how the condition of physical, intellectual, social, emotional, linguistic include children with special needs. Inclusive school as a means which is indicated to respond the needs of all learners in the participation of learning, the teacher as the main actor defines how learning in the classroom becomes the focus in this research, looks at how the policy of inclusive programs for children with special needs in State Junior High School 2 of Sewon. Teachers are encouraged to adapt and develop appropriate strategies for children with special needs in classroom learning and see how policies and implementation in the field are seen to evaluate children's program policies with special needs. In this time, inclusive education becomes a policy solution for children with special needs to get the same and equitable education with other normal children, with the implementation of inclusive education in regular schools becomes equalizing of education of children with special needs who can get the same education with the same curriculum with tutor in the classroom. In the policy of implementation, inclusive

education seen from the programs implemented and what methods in learning for children with special needs.

The question is whether the teacher has implemented the criteria in the education of children with special needs well? and what policies and programs are in the policy.

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the materials and proposed methodology. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. LITERATURE REVIEW

Staub and Peck in [2] Tarmansyah [3] have argued that inclusive education is the fully placement of children with minor disabilities, medium disabilities and heavy disabilities in the class. It can be deduced that inclusive education is an educational service for learners with special needs without obstructing the physical, intellectual, social, and emotional conditions to gain the same educational services [4]. Policy is a set of concepts and principles that become the basis and plan in the implementation of work, leadership, and how to act by government, organization and as a statement of ideals, goals, principles in the achievement of goals. Policy can also be understood as decision making as a series of selection processes from various alternatives available to solve problems. Management of education must understand this process well because the process plays an important role in motivating and leadership, communication. Policy is a basis for thinking, acting, means, instructions, rules, programs and procedures established to support the efforts of policy implementation and decision making.

Research conducted Abdul Kadir in [5] entitled Implementation of Inclusive Education in Indonesia discusses how inclusive school programs and what programs exist in schools. The strengths of this literature are complete review of how the systematic implementation of inclusive education in schools is lacking in this literature review. there is still little discussion in each school about the implementation of inclusion and the programs carried out there are similarities of research with researchers, namely the same as discussing about how to organize inclusive education in schools. The policy of implementing education in primary schools explained the policies of inclusive education in schools in its implementation and any program in the implementation of inclusive education. The advantages of this literature are detailed in discussing the implementation of inclusive education with program policies, while the shortcomings that are still present in this study are not additionally explained what programs are in the inclusion program. There are similarities in the research conducted which are equally discussing how the policies in the implementation of inclusion in schools.

III. MATERIAL & METHODOLOGY

A. Research Type

This research used descriptive qualitative research with method of observation, interview and documentation, data analysis with data reduction, data display and conclusion. Data analysis techniques with data reduction, data display

and conclusion drawing. This research looked at how the implementation of inclusive program policies in State Junior High School 2 of Sewon Bantul in its implementation by observing and interviewing teachers and coordinator of inclusive program at school to get valid research result observation to children with special needs in class in learning, implementation and supporting factor and obstacles in the policy of inclusive education programs at State Junior High School 2 of Sewon. Design that was managed in this research by observing, planning and looking at the results of how the evaluation of inclusive program policies that existed in schools with appropriate learning models used in schools.

B. Evaluation Model

The evaluation used in the research was the discrepancy evaluation model developed by Provus with the model by emphasizing on the view of the difference in the implementation of the program used discrepancy model to discover, describe and interpret data obviously and detail about the implementation of policy inclusive education at school [6]. The evaluation model by evaluating the learning process in the classroom with the inclusion policy is seen in its implementation by using observation guidelines or observation sheets in observing learning activities or learning behavior of children with special needs in class The use of discrepancy evaluation model was considered appropriate to the program policy objectives viewed from the standards and objectives that was determined whether it was in accordance with reality in the field. The discrepancy model includes the process of (a) Agreeing on standards, (b) Determining whether there is a gap between the appearance of the program and the established program implementation standards, (c) Using gap information to determine the attitude of whether to improve, improve or stop the program or only a few aspects [7].

C. Place and Time of Research

This research was conducted in two schools which included as inclusive schools in Yogyakarta, researcher took research at State Junior High School 2 of Sewon Bantul and Junior High School of Taman Dewasa Kumendan. The research subjects were 4 school teachers and inclusive coordinators at the Yogyakarta Education Office. Research time was February-March 2018.

D. Data Source

Sources of data from this research from two schools conducted research to observe and describe how the evaluation of inclusive education program policies in both schools.

E. Data Collection Technique and Instrument

Data collection technique in this research used semi-structured interviews to gain more in-depth information. Structured interviews were conducted with in-depth interviews to gain comprehensive data and were conducted on the prescribed resource persons, as well as with documentary observation to see how the learning process and learning implementation for children with special needs in public schools. Instruments were used to collect data so

that evaluation to be performed are made easier and the results are accurate and systematic. Instruments used in this research. By semi-structured interview guidelines with interview guidelines that were filled with structured questionnaires. Interview in this research referred to questions relating to the policy, implementation and support and barriers of this inclusive education, and documentation in the form of documents gained from supporting data in evaluating the policy of inclusive education implementation in Junior High School of Yogyakarta.

Data collection technique with interviews and distribution of multiple questionnaires to support research on implementation, reduced data by summarizing, selected the main points in focusing data, presentation of data was a collection of information that had been gained and arranged with the results of data reduction and the last conclusion, the data interpreted then the data was analyzed to obtain conclusion.

IV. RESULT AND DISCUSSION

This section presents the results obtained and following by discussion.

A. Result

The results found in this research are in the implementation of inclusive education policies in two schools of State Junior High School 2 of Sewon Bantul and Junior High School of Taman Dewasa Kumandan, there are research findings including (1) general description of inclusive education in the form of programs carried out in schools (2) Policy program of inclusive education (3) the participation of teachers and students in the implementation of inclusive education. Based on the results of interviews and observations made in two schools gained the results that:

(1) Description of inclusive education and school program at State Junior High School of Sewon Bantul and Junior High School of Taman Dewasa Kumandan. The program carried out in State Junior High School 2 of Sewon Bantul in the daily learning process is the same as the curriculum of normal child, but before the child can enter the classroom must follow classical learning, the meaning of classical learning is learning method as the normal child with a simple assessment provided by the teacher by seeing how children with special needs can follow the learning or not. After that, if the child can follow classical learning, children with special needs can take part in learning like other common children but with different assessment indicators by lowering the competency standards for ABK children from normal children with the desire of same competency. In the programs that exist in this school are additional private course programs for children with special needs after school, facilitating children with special needs who want to ask more to teachers about the subjects that have not been understood, then by equipping with life sciences such as embroidery, learning to make batik and skills taught to better explore the potential of children within the community to become more independent. In addition, learning out of the classroom by visiting museums, craft sites that aim to open the insights of children with special

needs to learn and recognize the environment outside of school. Children with special needs in State Junior High School 2 of Sewon there are 21 children consisting of blind, mentally retarded and autism. The program carried out at Junior High School of Taman Dewasa Kumandan is generally the same as State Junior High School 2 of Sewon Bantul that is in learning, children do not distinguish between The program carried out at Junior High School of Taman Dewasa Kumandan is generally the same as State Junior High School 2 of Sewon Bantul that is in learning, children do not distinguish between children with special needs and other normal children that is studying in the same class, but with different indicator value according to child development. In Junior High School of Taman Dewasa Kumandan there are 10 students with special needs consisting of deaf, blind and autistic. In this school there are also escort teachers for special needs children, but the escort teacher only as a child's mate at certain times and children are more allowed to be independent so that children are not fixated with the ABK's tutor teacher in the classroom. Programs in Junior High School of Kumandan as well as formal education for children with special needs are taught skills such as sewing, embroidery, chess sports skills so that children are equipped with expertise in their respective talents that are expected after school can become more independent with the skills and talents they have for the child's trust is more brave to grow and socialize in a good outside environment. In addition, in Junior High School of Taman Dewasa Kumandan for several meetings if children with special needs experience difficulties in learning in class, additional learning is provided after finishing school which aims for children with special needs to be able to take lessons well. Socialization and training are also often conducted in schools from speakers from the Education Office of Yogyakarta and people who are experts and qualified in the field of inclusive to give training and seminars to the mother and teacher as well as parents in inclusive education in schools.

- Policy program of inclusive education in the City of Yogyakarta in Perwal No. 47 Year of 2009. Disability Service Unit. Law No. 8 Year of 2016 about disability is one of the keys to success in supporting the implementation of inclusive education. Inclusive education programs in accordance with the policies of the Education Office are partially implemented but in the implementation are still restricted from facilities, visual aids of learning for children with special needs, because with the visual aids can help children with special needs in classroom learning [8].
- Training and workshops provided by Education Office toward teachers have been conducted as a way of the education office to help and give training for general teachers to comprehend and understand children with special needs with methods taught as a policy from the government in organizing inclusive education in schools. The plan program of inclusive education development in Yogyakarta includes the strengthening of policies and regulations on inclusive education in the form of foundation documents on inclusive education, the

arrangement of technical guidelines for the implementation of inclusive education guidelines for implementation including management, curriculum and supervision. Dissemination of inclusive education to government organizations, the community and all element of community on the implementation of inclusive education, training and socialization of parents and provisioning for teachers about inclusive education in order to run well.

- The participation of teachers and students in the implementation of inclusive education in State Junior High School 2 of Sewon is very good by seeing from the learning process in the classroom for children with special needs, amounting to 21 children. There is learning outside the classroom such as extra tutoring for children with special needs as a way to help students in learning, seen from the participation of students are also very active in this activity, seen from the success rate of children with special needs in obtaining achievements in non-academic fields such as table tennis ever get the champion, the participation of teachers and students in the implementation of inclusive education can be seen and accomplished.
- In Junior High School of Taman Dewasa Kumendan, the participation of teachers is very visible because in this school not only escort teachers who teach children with special needs, but all teachers involved in handling children with special needs in schools and teachers also equip students with skills not only academic learning, but also seen from the talent of interest of the child, learning according to the needs of the child. From the result of this research it can be concluded that the policy implementation of inclusive education program in State Junior High School 2 of Sewon and Junior High School of Taman Dewasa Kumendan in the implementation and the program that has been implemented as done, with the policy innovation in the organizing of inclusive education by teaching children with special needs skills that can be their stock within the community by exploring the potential that is present in the child by learning in schools adjusted to the indicators of ability for children with special needs, so they have the same education opportunities with other common children, the policy of inclusive education program as a solution for children with disabilities specifically get the same education with the training of workshops for teachers to be more careful and readily in learning for children with special needs as well as socialization for parents, thus it can be better for the future in improving inclusive education that increases education for children with special needs.

The existing field conditions in both schools are related to the implementation of special education based on a competency-based curriculum tailored to the needs and characteristics of each type of students with special needs. In addition, the selection and determination of learning methods, learning strategies, learning facilities or media that are related to learning in schools by the teacher, must lead to the achievement of these competency-based curricular

targets. But in fact, in the field related to the curriculum there is no specific curriculum, but the curriculum is adapted to children with special needs derived from the standard values and competencies so that children with special needs can follow the learning in the classroom.

Inclusion education as a way for children with special needs to be able to go to school in public schools, therefore this study uses the Discrepancy evaluation model by looking at the discrepancy steps, namely by the definition stage of the program for implementing inclusive education, installation, the process of implementing inclusive education whether it is appropriate with the policies that apply and what products are produced from this program, following in Table 1:

TABLE I: AN OVERVIEW OF THE INCLUSIVE EDUCATION POLICY COMPONENT OF THE PERWAL YOGYAKARTA EDUCATION OFFICE [9].

No	Component	Indicator	Source of Information
1.	Policy Program of inclusive education	-The rules that relate to policy given to ABK's escort teachers -The forms of training and workshops given -Arrangement of technical guidelines of inclusive education managing	Education Office of Yogyakarta City, Division Head of Inclusive Junior High School
2.	Learning Process of Inclusive Education	-Learning and material delivered to ABK at school -Assessment System and Monitoring	Principal, Escort Teacher of ABK
3.	Socialization of inclusive education and inclusive education qualification	-Background of inclusive education -Socialization of inclusive education in parent and teacher	Division Head of Inclusive Education of Junior High School, Principal
4.	Supervision of Inclusive Education Program	-Supervision of inclusive education programs in Junior High School of Yogyakarta -Supervision of the ABK's escort teachers under Education Office of Yogyakarta City	Teacher
5.	Implementation Obstacle of Policy Program of Inclusive Education	-Implementation procedure of policy program of inclusive education -The constraints faced in the implementation of the program	-Division Head of Education Office of Yogyakarta Inclusive Junior High School
6.	Effectiveness Program of Inclusive Education	-Effectiveness of procedures and implementation of inclusive education programs -Effectiveness Achievement of the objectives of the implementation of the inclusive education Program	-Teacher and Principal

B. Discussion

Based on the result of the study, the implementation of inclusive education policy in junior high schools which become the sample in the research has been going well, although it is still constrained by facilities and space management. Because of the policy that came down from Education Office of Yogyakarta City as a rule that will be carried out in schools that hold inclusive education where policies can also be understood as decision making as a series of selection processes from various alternatives that exist to solve problems. Educational management should understand this process well because the process plays an important role in motivating and leadership, communication. Policy is a basis for thinking, acting, means, instructions, rules, programs and procedures established to support the efforts of policy implementation and decision making. In the implementation of inclusive education in both schools has been running with what is based but in fact there are still many in the implementation of facilities, teachers that have not been fulfilled. Therefore, it requires a policy evaluation in the inclusive education program in schools. The evaluation model used in this research with the discrepancy evaluation model is to determine how the implementation of inclusive education in these two schools. According to Rusmiana in [9] states that evaluation is a process of collecting data to determine the extent, in what matter, and which parts of educational objectives have been achieved. The program as everything that someone tried to do with the hope of bringing results or influence. Thus, the program is a series of activities planned with the aim of bringing a certain result or influence [10].

Characteristic memory pattern found in children and adults who are blind and those with a diagnostic ABK of autism. It is not certain whether the weak central coherence account helps to explain the memory advantages likely. Therefore, evaluation is needed, in this research by using a discrepancy evaluation model that is an evaluation model that sees the difference between reality and implementation that occurs in the field, it is gained result that in the implementation of research in both schools in inclusive education there is still difference between existing policies with reality in the field is in the development of curriculum models and learning for inclusive education which is in reality on the school grounds still with the same curriculum as other normal children even though in the provision of values and indicators it adapts with the needs of students with special needs but in the desired policy there must be material development and specific learning strategies for children with ABK in inclusive schools also in the development media of specific learning for children with ABK in inclusive schools still feels lacking. Strengthening of facilities support and funding of inclusive school policies but the facts in the field for the allocating of facilities and equipment for inclusive schools to support educational services for children with special needs are not yet facilitated in a good way from angle of learning visual aids in classroom, special escort teachers and supportive facilities for the improvement of children with special needs in inclusive schools, it has not been fulfilled, therefore, it is necessary to evaluate inclusive education in schools to see

how inclusive education is available for children with special needs in junior high schools.

V. CONCLUSIONS

The result of this research indicates that: (1) By the existence of inclusive education programs that are routinely carried out can improve insight and education of children with special needs in learning and non-academic by exploring the potential of children owned, thus children with special needs do not make these obstacles in getting the same education as other normal children; (2) The policy of implementing inclusive education programs is a solution in the education of children with special needs that is besides teachers who are often given training and periodic workshops from Education Office, they also equip students to explore the potential of self-natural ability to be developed; (3) Participation of teachers and students in the implementation of inclusive education seen from the programs and policies carried out to make a step in improving inclusive education in the future and seen from the supporting factors, that is from teacher workshop training in education of children with special needs to improve quality in terms of learning and skills already felt quite supportive, and obstacles that are still visible in terms of facilities for children with special needs such as learning of visual aids and accessibility for children with special needs who are still minimal and ABK's escort teachers who are still lacking in each class so that inclusive education is better for the future aimed at children with special needs in getting the same and equitable education; (4) Evaluation of the policy in this research uses discrepancy evaluation model that is to determine how the difference between the policy made with the facts gained in the field.

And implementation inclusive education is increasingly developed and developed for children with special needs.

RECOMMENDATION

Research about inclusive education policy becomes a very important thing to be seen and evaluated as an improvement in handling the problems of children with disabilities in inclusive schools to be more advanced in the implementation of inclusive education in schools.

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