

## EVALUATION OF INCLUSIVE EDUCATION IN THE ELEMENTARY SCHOOL OF MUHAMMADIYAH KARANGTURI YOGYAKARTA

Rahya<sup>✉1</sup>, Sri Hartini<sup>2</sup>, Dwi Sulisworo<sup>3</sup>, & Suyatno

Department of Educational Management, Universitas Ahmad Dahlan, Indonesia.

### ABSTRACT

Children with special needs (ABK) are entitled to the same opportunity in accessing education. The form of education prepared by the government for ABK is inclusive education that pays attention to ABK getting education in public schools. The purpose of this study is to describe the context, inputs, processes and products of inclusive education programs at Muhammadiyah Karangturi Elementary School in Yogyakarta. This study uses an evaluative-qualitative method with an evaluation model of context, input, process and product (CIPP). Data collection uses interviews, observation and documentation. Data analysis was performed by data reduction, data presentation and conclusion / verification. The results showed that the implementation of the context, inputs, processes and products in the implementation of inclusive education was in accordance with the guidelines set by the government namely (a) the implementation of the context consisted of program objectives, program implementation policies, support of trustees and the community; (b) implementation of the input consists of as well as the type of curriculum used, students, educators; (c) the implementation process consists of class management, learning process and assessment process. There are also those that are not in accordance with the guidelines set by the government, namely the implementation of the context consisting of organizational structures of inclusive organizers; (b) the implementation of inputs consists of individual learning plans (RPI), media and learning resources; (c) the implementation process consists of improving the quality of the teaching staff and the schedule for the implementation of guidance by GPK. The findings of this study recommend that the government conduct regular and periodic monitoring and evaluation monitoring of schools to find out and provide solutions to the obstacles they face.

**Keywords:** Evaluation, CIPP, Inclusive Education

### 1. INTRODUCTION

Inclusive education based on Permendiknas No. 70 of 2009 Article 1 is an education administration system that provides opportunities for all students who have disabilities and have the potential intelligence and / or special talents to attend education or learning in an educational environment together with students in general. According to O'Neil (Divine, 2013: 27) and Martan (2007: 39) inclusive education is an education service system that requires students with special needs to study in the nearest schools in ordinary classes with friends their age. This is

confirmed by the statements of Liasidou (Röhm et al, 2018: 37-58), Salamca (Kurth et al, 2018: 471-485) and Tchintcharauli and Javakhishvili (2017: 466) that inclusive education is education that includes students with disabilities for study with peers of their age in a classroom. According to Avramidis & Norwich (Röhm et al, 2018: 37-58) and Breckler (Röhm et al, 2018: 37-58) in learning in the classroom the roles and attitudes of teachers in inclusive education are very important, these roles can be conceptualized with the teacher have affective, cognitive, conative attitudes that are united in carrying out an attitude of judgment and action from someone in a particular situation. Thus, it is expected that inclusive education can eliminate discrimination (Divine, 2013: 27 and Marthan, 2007: 141) and achieve education for all, and according to Davis (Smith, 2012: 23) able to deliver students with special needs ready to face the reality of life in society with all the consequences.

However, not all elementary schools, both public and private, can accept students with special needs and not all teachers are able to conceptualize cognitive, affective and conative attitudes in providing learning in the classroom. So far according to Taboer (Divine, 2013: 35) that most of the education provided has not been able to accommodate their needs and only provide educational services for students in general. This is like what happened at SD Muhammadiyah Karangturi Yogyakarta. The school is one of the providers of inclusive education but many teachers lack knowledge of how to deal with students with special needs, there are limited numbers of special tutors (GPK) and limited supporting facilities and infrastructure. Teachers should be a determining factor for success in inclusive education (Sardiman, 1988: 90).

This study aims to first explain the implementation of the context of inclusive education programs in Karangturi Muhammadiyah Elementary School which includes (1) the objectives of inclusive education programs, (2) policies and organizational structure, and (3) the support of guardians of students and surrounding communities. Secondly, identifying the implementation of inclusive education program input in Muhammadiyah Karangturi Elementary School which includes (1) type of curriculum and modification, (2) students, (3) individual learning plans (RPI), (4) educators, and (5) media and Learning Resources. Third, analyzing the implementation of the inclusive education program process at SD Muhammadiyah Karangturi which includes (1) efforts to improve the quality of educators and education personnel, (2) class management / class settings, (3) learning process, (4) assessment process, (5) schedule implementation, and (5) obstacles in implementing inclusive education programs. Fourth, validating the implementation of inclusive education program products in Karangturi Muhammadiyah Elementary School which includes (1) progress of learning outcomes of students with special needs, (2) positive and negative impacts of the implementation of inclusive education programs.

## 2. RESEARCH METHODS

### Types of research

This type of research is a qualitative-evaluative study because this research compares the reality in the field with existing standards / guidelines. This study uses a program evaluation

model with the CIPP model developed by Stufflebeam because this evaluation model is more complete to evaluate a program in its entirety, so that it can obtain an overview and information that is used as material for consideration and decisions in implementing a program. And the important purpose of evaluation is not to prove, but to improve (Widoyoko, 2017: 181).

**Participant**

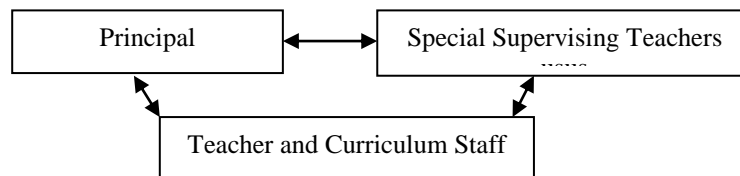
The research subjects in this study were the principal, special tutor (GPK), class teacher, subject teacher and curriculum staff. The subject demographics can be seen in table 1.

**Table 1. Demographics of Research Subjects**

No	Key Informant	Amount
1	Principal	1 person
2	Special Supervising Teachers (GPK)	1 person
3	Grade	5 teachers
4	Field study teachers	1 person
5	Curriculum Staff	1 person

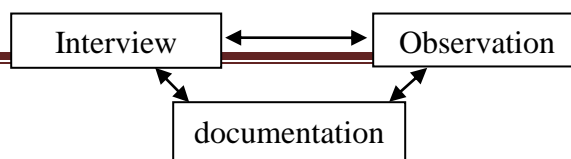
**Data collection technique**

Data collection techniques carried out were through interviews / interviews, observations / observations and documentation. Data collection techniques can and data sources can be seen in table 2. Data obtained through interviews, observations and documentation are then processed using triangulation data processing techniques. Triangulation used by researchers is by triangulation of sources and triangulation of techniques. Source triangulation is carried out to test the credibility and testing of the data obtained by checking sub-districts (classroom teachers with PDBK), superiors (principals) and colleagues (GPK). Figure 1. is a triangulation of data sources to conduct an analysis so as to produce a conclusion which is then asked for an agreement (member check) of the three data sources.



**Figure 1.** Triangulation of data sources

Technical triangulation is carried out to test the credibility of the data by checking the data to the same source with different techniques. Figure 2. Is a triangulation of techniques, data obtained by researchers through interviews and then checked by observation or documentation.



**Figure 2.** Triangulation of data collection techniques

**Data analysis**

Data analysis is performed by using the Miles and Huberman model, namely by doing it interactively and continuing continuously until it is complete, so that the data is saturated. In this data analysis there are several activities carried out, namely data reduction, data display and conclusion / verification.

**3. FINDINGS**

Presentation of data in this study is based on the categories of the four common themes that exist in the evaluation model used by researchers, namely; context, input, process and product.

**Context of Inclusive Education Program**

Implementation of the context of inclusive education programs in SD Muhammadiyah Karangturi includes the objectives of inclusive education programs, policies and organizational structures, as well as the support of student guardians and surrounding communities. The objectives of the inclusive education program are based on interviews with the principal (In) saying that:

The aim is that students can accept each other's shortcomings and the confidence of students with special needs increases because they do not go to special schools.

In line with In, AT said that the goal of inclusive education is to provide opportunities for students with special needs to learn together to increase their potential. Based on these data it can be seen that the purpose of implementing inclusive education in Muhammadiyah Karangturi Elementary School is to provide opportunities for students with special needs to get proper education and be able to learn together with students in general / normal in order to develop and increase their potential / ability, increase confidence, so they can respect each other and eliminate discrimination.

Regarding the policy and organizational structure of the Decree on the implementation of inclusive education, In stated that the implementation of inclusive education was based on the decision of the Head of the District Education Office in Bantul No. 36 / KPTS / 2013 concerning the appointment of inclusive education provider schools (SPPI) in the Bantul Regency Basic Education Service in 2013. The spirit of inclusive education in the vision and mission of the school program, the results of interviews with Indrawasih said that "yes, it has included the spirit of inclusive education in the vision and mission and School programs by always involving all students in various activities, to eliminate discrimination between students with special needs and normal ones, such as several times PDBK received a certificate and a medal from the taekwondo branch.

Based on these data it is concluded that the spirit of inclusive education has been applied to school programs in SD Muhammadiyah Karangturi even though in writing it has not been included in the vision and mission of the school. Regarding the structure of the schools providing inclusive education, the results of the interview with I said that "there is no specific structure as a school providing inclusive education, but in the organizational structure the school includes special service areas, responsible for special guidance teachers". This was confirmed by AT and JK that: "they do not have, are in the process". From the data above it is known that SD Muhammadiyah Karangturi does not yet have an organizational structure for inclusive education providers. Regarding the support of students' guardians and the surrounding community, the results of an interview with I said that "Yes, everyone supports, the guardians of students and the community understand and understand that SD Muhammadiyah Karangturi accepts students with special needs other than those who have emotional disturbances. Student guardians do not mind the existence of students with special needs at Muh Karangturi Elementary School and they are willing to become members of the school committee ". This is reinforced by J K by saying that: "if in fact if support, back to the condition of the parents themselves, sometimes there are parents who do not want their students to be called ABK and covering up. For guardians of students who support, very supportive, and for the learning process often communication with the homeroom teacher for assignments and homework, what we suggest and we communicate, very follow up ".

Based on the above data it is known that the guardians of students and the surrounding community strongly support the inclusive education program in SD Muhammadiyah Karangturi and are willing to become school committee members.

### **Input of Inclusive Education Program**

The implementation of inclusive education program inputs at SD Muhammadiyah Karangturi includes the type of curriculum and its modification, students, individual learning plans (RPI), teaching staff, media and learning resources.

### **Curriculum Types and Modifications**

Based on interviews and document observations obtained, it is known that the curriculum used in the implementation of inclusive education is the 2013 curriculum. Curriculum Development with Curriculum Adaptation and Modification. The results of interviews with I said that "not yet, the curriculum used in documents has not been adapted and modified, the same as the regular curriculum. But in the implementation of teaching and learning activities in the classroom the teacher has adapted and modified according to the ability of students ". Strengthened by JK regarding curriculum adaptation and modification by saying that: "there is no adaptation and modification of the curriculum, only in the process of developing learning / teaching and learning in the classroom, both in approach, learning models and assessment strategies are distinguished between regular students and ABK, document is not there are adaptations and modifications to the curriculum ". Through interviews, In and Jk stated that:

"The type of curriculum used in the implementation of inclusive education is the 2013 curriculum which is equated with the regular curriculum because the average ABK

students only have difficulty in learning or the slow learner category can still use the 2013 curriculum. Only the learning model approach is modified. But the documentation does not have a special curriculum for inclusive education”.

Based on the data above and document observations, it was concluded that the curriculum used was not adapted or modified. Modified components in the curriculum. The results of the interview with I said that: "there has not been a modified component of the curriculum used". Strengthened by JK by saying that: "in the document there is no curriculum modification, only modifications are made to the learning process in the classroom in the form of approaches, learning models and assessment strategies differentiated from other students".

Based on the data and document observations that no modifications were made to the curriculum components used. People involved in making curriculum modifications. The results of interviews with I said that: "those involved in making curriculum in general were the curriculum team, the principal, teachers, supervisors and school committees. But for the modified curriculum there is none ". The results of the interview with I were strengthened by J K, A T and EE. They say that: "there is no adaptation and modification of the curriculum, so no one is involved". Based on the data above, it is known that no one was involved due to the absence of adaptation and modification to the curriculum.

### **Identification of students with special needs**

SD Muhammadiyah Karangturi as the organizer of inclusive education accepts all students with any background in the acceptance of new students / PPDB. The results of interviews with I and JK said that:

"All prospective new students who register, we accept all. All prospective students are only accepted at the time of PPDB, only the age selection is carried out as a mapping selection ".

Based on the above data it is known that Muhammaadiyah Karangturi Elementary School accepts all students with various backgrounds at the time of admission of new students (PPDB). Initial identification was conducted on students who experienced abnormalities / deviations. Involved in the assessment are the principal, teachers, GPK and the psychology team. Based on the data above and document observations it is known that the results of the identification are followed by an assessment of the students identified as having an abnormality by involving the psychology team from the tertiary institution.

### **Individual Learning Plan**

As a form of service to suit the individual needs of students, schools make individual learning plans. JK and AT explained that: Individual learning plans have additional explanations after learning is completed for PDBK, but not yet documented ”. However, based on data and document observations it is known that the teacher does not yet have a well-documented individual learning plan.

## **Educated Staff Involved**

Educators involved in implementing this inclusive education program are principals, teachers and GPK with educational qualifications according to their respective fields. Result of an interview with I said that:

"Educators involved in inclusive education are principals, teachers (class and field of study teachers) and special tutors." every educator has an educational qualification. For all grade teachers there are S1 levels from PGSD and also other majors, for the field of study in accordance with their respective fields, and for special tutor teachers Andry according to their majors namely PLB ".

Based on the data and observations it is known that the teaching staff involved in implementing inclusive education are class teachers, subject teachers and special tutors (GPK) according to their respective educational qualifications.

## **Media and Learning Resources**

SD Muhammadiyah Karangturi as the provider of inclusive education provides special learning media for PDBK participants. The results of interviews with I and JK said that:

"Schools provide special learning media such as LCDs, and what is needed by the tutor, but it is still limited and every year there is a budget from the RKAS to make adjustments to general tools ".

Based on observations it is known that the learning media specifically for PDBK are still limited in number. Schools make adjustments to tools, media and learning resources for GDPK so that learning takes place effectively and efficiently.

## **Process of Inclusive Education Program**

Implementation of the process of inclusive education programs in SD Muhammadiyah Karangturi which includes efforts to improve the quality of educators and education personnel, class management / class settings, learning processes, assessment processes, implementation schedules, and obstacles in implementing inclusive education programs.

## **Efforts to Improve the Quality of Educators and Education Personnel**

Based on the results of the interview, it is known that schools have never held training independently to improve the competence of teaching staff related to services and how to handle GDPK. The results of interviews with A T and I P, they said that: "included education and training programs that were held by the provincial education office in Yogyakarta and Bantul education offices" Based on the data obtained that to improve the quality of teaching staff at Karangturi Muhammadiyah Elementary School by including education and training organized by the education office.

## **Class Management**

Based on the data and observations, it is known that the teachers have arranged their classrooms such as changing the position of the seats, placing objects in the class, setting up groups so that students feel safe and comfortable in the learning process. JK said that:

"For class structuring, it is important because sometimes we have to place the GDPK in order to maintain concentration, we place it in the middle, and in the rotation in front, we prepare a mat because in certain lessons there is a stretch to reduce saturation, in addition to making the group heterogeneous and we avoid the words PDBK, who know only the teacher has certain notes, as long as the students are comfortable, the task is the same, the test is the same, to avoid the student inferior, giving rewards such as reading books, stationery. In class management we initially consult with GPK, how to handle it, then those who modify the class teacher ”.

## **Learning Process**

Regarding the design of a friendly and fun learning process. Through interviews, JK stated that:

"It is an obligation to design, learners to be comfortable whether there is PDBK or not. The important thing is all feel comfortable, happy to follow the learning process. More practice, learning outside the classroom, more collaboration, cooperative learning models, can communicate with friends. Then we use unique tests such as dawn attacks giving dawn assignments, when the morning is collected, early Monday morning there is a student question paper sitting there, and we put the answer key first under the chair, there is learning with IT, there is breakfast questions ”.

Based on the data and observations it is known that the teacher has tried to design learning that is friendly and fun by doing role playing, giving achievement stars, quizzes and so on. Teachers carry out good learning, clear and easy to understand PDBK. The teacher gives the opportunity to PDBK to actively participate in learning. The results of interviews with JK and NH said that: "Yes, for them to be comfortable, so that there is no difference from the others, we still provide space for them to improve, express, sometimes presentations, sometimes we also told them to be cultured. In addition to his presentation and culture, he was entrusted with being the head of the group given the power to regulate regular friends, as well as being physically asked to spearhead work, while picking up obligations ”.

Based on the data and observations it is known that teachers at SD Muhammadiyah Karangturi provide an opportunity for PDBK to actively participate in learning by providing space for improvisation, presentations, discussions, cults and being group leaders.

## **Assessment Process**

The teacher designs special assessments for inclusive students. The results of the interview with A T said that: "assessment strategy, assessment is taken by looking at the ability and adjusted to each student according to their character". Based on the data above, the assessment conducted is adjusted to the conditions, abilities and needs of students. KKM



determined. The results of the interview with A T said that: "KKM 75 is the same as a normal student. Based on these data it is known that the KKM of regular students with students with special needs is the same, which is 75.

### **Products of Inclusive Education Program**

Evaluation of the product implementation of inclusive education programs in SD Muhammadiyah Karangturi which includes progress on learning outcomes of inclusive students, positive and negative impacts of the implementation of inclusive education programs. Based on the results of research that the progress of learning outcomes of students with special needs academically / cognitively changes although not significantly, when compared with regular / normal students, such as initially unable to read and spell, after being given assistance can be able to read and spell. From not being able to understand the questions during the test, to being able to. In terms of affective / attitude after getting assistance they began to grow self-confidence and independence, more polite, easier to be invited to communicate, not emotional, more obedient to school rules such as completeness of attributes and want to shake hands with teachers and friends.

## **4. DISCUSSION**

This study reveals the context, inputs, processes and products of inclusive education programs in Yogyakarta Muhammadiyah Elementary School Karangturi. Based on the results of the data analysis, the following important findings were found: First, the implementation of the context of inclusive education programs in SD Muhammadiyah Karangturi includes 3 components, namely the objectives of inclusive education programs, policies and organizational structures, and programs supported by student guardians and the surrounding community. The purpose of the Inclusive Education Program at SD Muhammadiyah Karangturi is to provide opportunities for students with special needs to get proper education and be able to learn together with students in general / normal in order to develop and increase their potential / ability, increase self-confidence, so they can respect each other and eliminate discrimination. This objective is an implementation of the Republic of Indonesia's Minister of National Education Regulation No. 70 of 2009 Article 2 paragraph (1) and (2) which was also quoted by Muhammad Takdir Divine (2013: 39-40) explains that the goal of inclusive education is (1) providing opportunities as broad as possible to all students who have physical, emotional, mental, and social disabilities or have the potential for intelligence and / or special talents to obtain quality education in accordance with their needs and abilities; (2. realizing the implementation of education that respects diversity, and is not discriminatory for all students. Clarity of this goal is an important part in the implementation of inclusive education.

### **Policy and Organizational Structure**

School organizational structure according to the Indonesian Ministry of Education and Culture (2014: 22), that schools implementing inclusive education develop school organizational structures that accommodate the existence of the TPK (Special Education team). Based on the results of research that SD Muhammadiyah Karangturi is one of the schools designated by the

Bantul district government through a Decree of the Head of the Bantul Regency Primary Education Number 36 / KPTS / 2013 Regarding the Appointment of the School of Inclusive Education Organizers (SPPI) in the Bantul Regency Primary Education Office in 2013. The policy is the basis for implementing inclusive education for the Muhammadiyah Karangturi Elementary School. The policy and spirit of implementing inclusive education in SD Muhammadiyah Karangturi is realized by including an inclusive spirit in school programs, vision and mission and the school's organizational structure implicitly.

In essence, education is a shared responsibility between schools, the community (including parents) and the government, including the implementation of inclusive education. The role and participation of the community in inclusive education can be realized in the form of planning; the provision of relevant experts / professionals; decision-making; implementation of learning and evaluation; funding; supervision; and distribution of graduates (Budiyanto, 2013: 27), and Suyanto & Mudjito (2014: 14). The results of the study indicate that the support of the guardians of students and the surrounding community strongly supports the implementation of inclusive education in SD Muhammadiyah Karangturi.

Secondly, the Inclusive Education Program Input at SD Muhammadiyah Karangturi. The input of inclusive education programs in Karangturi Muhammadiyah Elementary School which includes the type of curriculum and its modification, students, individual learning plans (RPI), teaching staff, media and learning resources.

### **Curriculum Modifications**

The results of research conducted on the curriculum component through interviews and documentation show that the type of curriculum used is the 2013 curriculum, the same as the regular curriculum. Adaptations and modifications to the curriculum were not carried out. The curriculum is an important part that sets the direction and objectives of education. According to S. Nasution (1995) in the Divine (2013: 168) that the curriculum is an important component in formal educational institutions that are used as a reference to determine the content of teaching, directing the process of educational mechanisms, measuring success, and the quality of educational outcomes. Based on Permendiknas No. 70 of 2009 Article 7 explains that educational units implementing inclusive education use an education unit level curriculum that accommodates the needs and abilities of students according to their talents, interests and interests. According to the Indonesian Ministry of Education and Culture (2014: 28-29) that in its implementation, the regular curriculum can be adjusted by considering the potential, obstacles and special needs of the PDBK. The regular curriculum adjustment process for PDBK includes the adjustment of objectives, content / material, process and evaluation of learning. According to Budiyanto (2013: 80-83), there are four possible models of curriculum development for students with special needs who attend education in inclusive schools, namely (1) duplication models, (2) modification models, (3) substitution models, and (4) omission model. It was concluded that the type of curriculum used was the 2013 curriculum with the curriculum development model being a duplication model because the objectives, content / processes, processes and evaluations provided to students with special needs were the same as those given to regular students.

## **Learners**

The results of the research conducted showed that the acceptance of students in SD Muhammadiyah Karangturi underwent three stages, namely the first stage, beginning with PPDB (acceptance of new students). The second stage, early identification of students with special needs. The third stage, the results of the initial identification continued with the next stage of assessment for students who were identified as having special needs in collaboration with a team of psychologists from universities / outside institutions. The target of inclusive education in general is all students in regular schools, not only those called special needs students but also those who are included as normal students (Suyanto & Mudjito, 2014: 40). Specifically, inclusive education targets are students who have physical, emotional, mental, social, or potential intelligence and / or special talents (Budiyanto, 2013: 18; Kemdikbud RI, 2014: 15-17, Suyanto & Mudjito, 2014: 40 and Minister of Education Regulation No. 70 of 2009 article 3 Paragraphs (1) and (2)). The results of the study of students who have been identified and assessment at SD Muhammadiyah Karangturi, the number of students with special needs as many as 14 students consisting of 9 male students and 5 female students.

## **Individual Learning Plan**

The results of research conducted that in preparing the learning process for students with special needs, teachers do not have an individual learning plan (RPI) for students with special needs. According to Budiyanto (2013: 103-104), there are two models of RPP format for inclusive learning for students with special needs, which can be considered by teachers, namely (1) integrated RPP models, (2) individual RPP models / RPI . Integrated RPP is a model of developing RPP for students with special needs that are integrated (integrated) with RPP for other students. Individual RPP. Individual lesson plans are specially made learning plan models, meaning they are separate from lesson plans for regular students. It was concluded that the RPP model used at Muhammadiyah Karangturi Elementary School in the implementation of inclusive education was an integrated model.

## **Teacher**

One of the roles of educators is as a transfer of knowledge and transfer of values. The teacher's role is to share knowledge and values with students. The main task of the teacher is to educate, teach, guide, direct, train, assess and evaluate students. Based on research that educators involved in the implementation of inclusive education consist of class teachers and teachers in the field of study as well as a GPK who is seconded by the Department of Education, DIY for the implementation of inclusive education in these schools. Each teaching staff has educational qualifications according to their respective fields. Educators have their own roles / tasks, which support one another. The Ministry of Education and Culture (2014: 13-14) explains that inclusive schools have at least one GPK. GPK has a PLB S1 education qualification from an accredited tertiary institution, or a non-PLB S1 that has attended professional teacher education (PPG) or additional education in the field of PLB / special education in accordance with applicable regulations. The position of the teacher as a professional at the level of primary, secondary, PAUD education in the formal education track as evidenced by the teacher's certificate. The

position of teachers according to Budiyanto (2013: 23) can be specified as follows: (1). Class teachers residing in primary schools are determined based on qualifications according to the requirements set by the school. (2). Field study teachers are teachers who teach certain subjects according to the qualifications required by the school. (3). Special tutor is based as special assistant. The role / task of teaching staff, according to Budiyanto (2013: 21-23) each teacher has a different role.

## **Media and Learning Resources**

The results of research that the media and learning resources there are still limited in number. Existing learning media and resources are used by all students both regular students and students with special needs. The Indonesian Ministry of Education and Culture (2014: 39) explains that virtually all tools, media and learning resources available in regular schools can be used in inclusive class learning. According to Budiyanto (2013: 105-106), the existence of students with special needs requires schools to prepare special infrastructure according to the characteristics of students and learning strategies by teachers that vary. Providing infrastructure, media and learning resources does not need to require high costs and are difficult to procure. Armed with creativity, teachers can create and provide learning resources, simple and inexpensive learning media. Such as utilizing the surrounding environment as a source of learning and utilizing used materials / items that are modified and recycled into an invaluable source of learning and learning media.

## **Process of Inclusive Education Program**

### **Educator Quality Improvement**

The process of implementing an inclusive education program at SD Muhammadiyah Karangturi which includes efforts to improve the quality of educators and education personnel, class management / class settings, learning process, assessment process, implementation schedule and obstacles in implementing inclusive education programs. Based on the results of the study indicate that efforts to improve the quality / competence of educators and education personnel, internally the school has never held training to improve the quality of educators and education personnel related to inclusive education. Improving the quality of educators and education staff carried out by involving educators in the education and training held by the government, namely the Provincial Education Office of Yogyakarta, which is held once a year based on the quota given.

### **Class Management**

Classroom management is the teacher's effort to organize the environment, class situation and various equipment in it so as to make PDBK feel easy, comfortable and safe and conducive to the creation of effective and enjoyable learning activities. According to the Ministry of Education and Culture of the Republic of Indonesia / Kemdikbud RI (2014: 33-35) explained that inclusive classrooms must be arranged with due regard to the characteristics of PDBK, including: (1). The entrance and classroom must be spacious enough with a flat floor surface, (2). Placement of chairs, tables and other equipment in the classroom must allow wheelchairs to walk

in and out easily. (3). Lighting in the classroom must be sufficient, accompanied by coloring the contrasting space, so as to facilitate students who are less see (low vision). (4). Making guiding blocks and Braille symbols to make it easier for blind students. (5). Provision of visual displays to facilitate the delivery of information for deaf students. (6). Avoid noisy classes, which will disturb the concentration and hearing of blind students. Apart from having to pay attention to the characteristics of PDBK, in class management must also pay attention to security aspects, table chairs are made of strong, lightweight and movable material, the formation of students' seats can be made alternately (varying) according to needs, PDBK must be placed in a seat that is close to the teacher, PDBK is recommended to sit on a seat or close to students who are not experiencing obstacles. Based on the results of research that teachers there have been doing classroom management well. They do seat rotation, determine the seat of the PDBK, arrange table chairs including the arrangement of other class equipment in order to create comfortable and conducive learning.

## **Learning Process**

The learning process is a way, procedure or activity carried out by students and teachers and other elements so that students can master competencies effectively and efficiently. The results of research conducted through observation in the classroom, show that teachers have tried their best to carry out the learning process so that the learning process that is delivered is friendly and fun, easily understood by students by using visual aids and in the learning process, as well as giving equal opportunities to participants students to be active in learning such as in presentations, role playing, cultural activities, being group leaders, discussions and so on. The research component of this learning process consists of the teacher designing a learning process that is friendly and fun, the teacher carries out good learning, is clear and easy to understand PDBK and the teacher provides opportunities for PDBK to actively participate in learning. From the indicators on these components, existing teachers always try their best in implementing the learning process.

## **Assessment Process**

The results of the study conducted that the assessment process given to students with the need to provide test questions given there are differences in the level of difficulty of the questions and scoring adjusted to the conditions and characteristics of students. Questions given to students with special needs are relatively easier compared to regular students, for questions made internally such as daily assessment (PH), whereas for midterm (PTS), final semester assessment (PAS) comes from the education office or BKS Muhammadiyah so that between students with special needs and regular students, the questions are the same. And for the minimum completeness criteria (KKM) given between students with special needs and regular students is the same, namely 75. Based on the results of the study, the curriculum used by SD Muhammadiyah Karangturi is the 2013 curriculum, so students with special needs must take the national exam.

## **Products of Inclusive Education Program**

Evaluation of the product implementation of inclusive education programs in SD Muhammadiyah Karangturi which includes progress on learning outcomes of inclusive students, positive and negative impacts of the implementation of inclusive education programs. Based on the results of research that the progress of learning outcomes of students with special needs academically / cognitive changes, although not significantly, when compared with regular / normal students, such as initially unable to read and spell, after giving assistance to be able to read and spell. From not being able to understand the questions during the test, to being able to. In terms of affective / attitude after getting assistance they began to grow self-confidence and independence, more polite, easier to be invited to communicate, not emotional, more obedient to school rules such as completeness of attributes and want to shake hands with teachers and friends. From the results of the study, that the positive impacts of implementing inclusive education for Muhammadiyah Karangturi Elementary School are: (1) The interest and trust of the surrounding community is increasing to be able to send their children / children to Muhammadiyah Karangturi Elementary School; (2) Fast fulfillment of the process of accepting new students (PPDB); (3) Parents or people who have their children / children with special needs are more pleased to be sent to school at SD Muhammadiyah Karangturi than at special schools such as SLB, (4) Train and hone a sense empathy, tolerance, and mutual understanding and understanding between students, as well as teachers towards PDBK.

While the negative impacts of the implementation of inclusive education for Muhammadiyah Karangturi Elementary Schools are: (1) The mean score of school exams is lower than that of no ABK students, and it influences school performance. Data from the Bantul district education office for 2018-2019 school year, the results of the USBN try-out phase 1 at Muhammadiyah Karangturi Elementary School were ranked 16th of the subdistrict level and ranked 218th in the Bantul district level with an average score of 49,075 and the results of the USBN for the Banguntapan district level were ranked 17th with average 198,54; (2) The academic value of students, especially in class VI, did not experience significant changes, even though the business had done mentoring and home visits; (3) Schools find it difficult to find secondary schools for PDBK that have finished graduating grade VI.

## 5. CONCLUSION

Based on the results of research and discussion, it was concluded that: First, the implementation of the context of inclusive education programs in SD Muhammadiyah Karangturi which includes (1) the objectives of the inclusive education program are in accordance with those set by the government; (2) the policy and organizational structure of implementing an inclusive education program refers to the policy of the Head of the District Education Office. Bantul strengthened by Decree of the Head of the Bantul Regency Basic Education Office number 36 / KPTS / 2013 concerning the Appointment of the School for Providing Inclusive Education (SPPI); and (3) the support of students' guardians and the surrounding community strongly supports inclusive education programs.

Second, the implementation of inclusive education program input in Muhammadiyah Karangturi Elementary School which includes (1) the type of curriculum and its modification used is the 2013 curriculum without any modification, or duplication model; (2) student acceptance related to PDBK is carried out in several stages, starting with the identification

process and continued with the assessment process. (3) teachers do not have and make individual learning plans (RPI) before learning, the RPP used for PDBK becomes one with the normal student RPP; (4) educators involved in organizing inclusive education are class teachers, field study teachers and GPK, each educator has educational qualifications in accordance with the requirements and carry out tasks in accordance with their respective roles; (5) the media and learning resources used are still limited in number.

Third, the implementation of the process of inclusive education programs in Muhammadiyah Karangturi Elementary School which includes (1) efforts to improve the quality of educators and education personnel while participating in training programs held by the government, namely the Provincial Education Office of Yogyakarta; (2) the classroom management / class setting has been done by the teacher; (3) the learning process has been carried out optimally; (4) the assessment process is given by differences in the level of difficulty of the questions and scoring adjusted to the conditions and characteristics of students; (5) the accompaniment schedule by GPK is held once a week, which is every Friday; and (6) obstacles in implementing inclusive education programs namely difficulties in preparing and developing the curriculum model used, limited knowledge of educators and education personnel related to handling GPK, GPK arrival only once a week, limited knowledge of student guardians in guiding PDBK, and the existence of policies in UN related to exam questions which are equated with regular.

Fourth, the implementation of inclusive education program products at SD Muhammadiyah Karangturi which includes (1) the progress of learning outcomes of students with special needs academically / cognitive changes although not significantly, as well as affective / attitudes; (2) the positive impact of implementing an inclusive education program that is the increasing interest and trust of the surrounding community, the PPDB process is quickly fulfilled, training and honing a sense of empathy, tolerance, and mutual understanding and understanding between school members. While the negative impact of the implementation of inclusive education is that the mean score of school exams is lower compared to the absence of PDBK, and schools find it difficult to find secondary schools for PDBK that have finished graduating in class VI.

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