

Evaluation of the Inclusive Education Implementation in Public Elementary School of DKI Jakarta Province

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Abstract: *Evaluation of the Inclusive Education Implementation in Public Elementary School of Jakarta is the evaluative study for seeing the implemented Guidance of the Inclusive Education in the inclusive education implementation school. The inclusive education implementation school is the school appointed by central or regional governments for giving the education service based on varieties of potentials owned by the learners. The implementation of the inclusive education in Indonesia has been lasting for almost a decade and this is as the solution for international requirements, simultaneously the form of awareness of Indonesia as the Unity in Diversity Nation. The implementation of inclusive education in Indonesia refers to the guidance including: (1) Identification of the children with special needs; (2) curriculum development; (3) learning activities; (4) evaluation; (5) school management; (6) provision and development of teachers; (7) structures and infrastructures; and (8) participation of Society. The used evaluation model is discrepancy model that is for finding the disparity or incompatibility between the available guidance with the reality of inclusive education implementation in the field.*

Keywords: Inclusive Education, Discrepancy Evaluation Model

1. Introduction

The international world requirements for the importance of inclusive education implementation are in line with the needs of Indonesia's nation. This is as the logical consequence for Indonesia's nation possessing Pancasila philosophy and Unity in Diversity. It means, the inclusive education is the appropriate solution for Indonesia's nation recognizing that there are individual differences which requires the education system that can be accessed by each individual with all possessed characteristics.

Implementation of inclusive education in Indonesia has been arranged in the Act of National Education and Culture Minister Number 70 of 2009. It is stated that the inclusive education is the system of education implementation which gives opportunities to all handicapped learners who have potential intelligence and/or special talents for attending education or learning in the educational environment together with regular learners. The core of inclusive education is to give their rights for the same education for each individual. In other side, the inclusive education service badly helps each individual for developing optimum potential and can be adapted with their surrounding environment. In the system of national education, the inclusive education is also one of places for achieving the completion of 9-year compulsory education as well as the efficient service of education.

Since the government established the education system for inclusiveness and pointed some schools as the implementation of inclusive education, many expectations concentrated on the inclusive education implementation, such as giving the broad and fair opportunities to all learners for their ability to attend education without any discrimination of gender, social and economic status, ethnics, tribes, religions, and special needs on all levels of education, without knowing the terms of refusing for each candidate of

learners, and give the service of education in line with the special needs children. But the fact shows there are many problems in the field. The main problem is that it is not easy to change the paradigm of segregative system of thoughts become the inclusive system for the actors of education implementation in the field in relatively short time. Prior to the implementation of inclusive education, the education of the children with special needs are served through segregative system. There are three types of education institution for the children with special needs, namely Extraordinary School, Extraordinary Elementary School, and Integrated Education. The Extraordinary School as the specific education school accepts the children with special needs with the same handicapped so there are Extraordinary School for blind, deaf, mentally disorder, quadriplegic, harmony disorder and multi disorder.

Other problems that have been identified after the implementation to the inclusive system nationally is the difficulty of suitability between the standard of regular school services with variety of the children with special needs and learning needs are the existing location of special schools. Most of them are in the capital of regency. As the result is part of the children with special needs are forced not to send to the regular school because it is far from their house, while if they are sent to the regular school nearby, the schools cannot accept because they cannot afford to the service of the children with special needs. The school appointed to the implementation of inclusive education has not accepted the children with special needs completely with the variety, the school cannot provide the appropriate program relevant to the needs of the children with special needs as the learners, there is no appropriate evaluation system for the the children with special needss, there is no appropriate facilitation of learning structure and infrastructure for the the children with special needss, there is still consideration that the exist of the children with special needss will disturb the process of learning, the learning

materials are not yet optimum provided, and the management of inclusive education implementation is not prepared properly.

Seeing many problems for the inclusive education implementation in the field, it shows that it is still needed more comprehensive management in the implementation of inclusive education. For that, it is needed an evaluation for seeing how far the conformity between the guidance of the inclusive education implementation with the implementation in the field. Through this research tries to collect some information whether there is a disparity between the special guidance for the inclusive education implementation and the condition of inclusive education implementation in the field or not. The findings in the research are useful for the continuation of inclusive education implementation in the future. Therefore, it is hoped that this research gives positive contribution for the success of the government policy in the completion of 9-year education compulsory for basic education. Simultaneously, attend to help the distribution of learning opportunity for the children with special needs.

2. Research Methodology

Method used in thus research is discrepancy evaluation model. It is a model of evaluation intended for finding the disparity between the guidance built for implementation in the field. In the contexts of this research, evaluation refers to the guidance of inclusive education implementation including: (1) Guidance of identification of the children with special needs; (2) Guidance of curriculum development; (3) Guidance of learning activities; (4) Guidance of evaluation; (5) Guidance of school management; (6) Guidance of provision and development of teachers; (7) Guidance of structures and infrastructures; and (8) Guidance of society participation.

The research was carried out in the Public Elementary School, the implementation of special education in the regency of East Jakarta from October to November 2012. There are 42 Public Elementary Schools for the implementation of inclusive education based on the Decision Letter of DKI Jakarta Regency Government. Technique for taking the samples was done at random sampling which got 9 Public Elementary Schools of Inclusive Education Implementation. Here are the 9 Public Elementary Schools: (1) Gedong 04 Morning Public Elementary School; (2) Kramat Jati 16 Morning Public Elementary School; (3) Gedong 03 Morning Public Elementary School; (4) Klender 03 Morning Public Elementary School; (5) Kebon Pala 01 Public Elementary School; (6) Cijantung 01 Morning Public Elementary School; (7) Ciracas 13 Morning Public Elementary School; (8) Jatinegara Kaum 03 Morning Public Elementary School; dan (9) Kramat Jati 24 Morning Public Elementary School.

Data Collecting Techniques are used for the observation, fill in questionnaire, and data analysis. Data used derive from primary and secondary data. The primary data is data found directly in the field, while the secondary data is available data as the result of decision, policy, or guide of implementation. The data analysis is the descriptive analysis that is to describe the findings of disparity as well as

suitability between the guides of inclusive education implementation in the field.

3. Research Result and Discussion

Generally, it can be said that the inclusive public elementary school in regency of East Jakarta has arranged the inclusive education in line with the general guides determined by government. The result of findings is based on the special guides that can be described as follow.

For the implementation of identification of the children with special needs, some school holder of inclusive education have followed the procedures of identification based on the guide for school which have the teachers with special education do not influence the difficulty to do in the process of the children with special needs identification. But some schools that do not possess teachers with special education generally feel the difficulty in identifying the children with special needs. To overcome the difficulty, the schools try to follow the simple standard of procedures available in the guide of identification, beside that they are helped by IQ test and observation for the learning study prestige of learners. In general, the school holder of inclusive education stated that they needs the special and intense counselors in order to find out the children with special needs because it is important for determining to give the learning program suitable with the needs of the children with special needs. The school holder of inclusive education suggests for the clear and detail technical guide to do the process of identification.

For the implementation of curriculum development, almost all the schools of inclusive education implementation do the diversification of curriculum that is remembering the variety of characteristics of the learners so the method for presentation and achievement competency must be adapted. Curriculum is series of planning and arrangement about objectives, content, and learning materials as well as the methods used as the guide for the arrangement of learning activities for achieving the purpose of education and achievement adapted by school suitable with condition and needs. There are three kinds of curriculum used by inclusive schools, namely: (1) General Curriculum, for general learners and light the children with special needs who can follow the general curriculum; (2) Modification Curriculum is a mixture curriculum between the general curriculum with individualized curriculum. This curriculum is used for the children with special needs who cannot follow the general curriculum properly; and (3) Individualized curriculum that is the special curriculum for the children with special needs who generally cannot follow the general curriculum. The implication of using the three kinds of curriculum in the inclusive school impacts the learning strategy and system of evaluation must be suited.

For the implementation of learning activities in the school holder of inclusive education generally seek the learning strategy in line with the needs and characters of learners. The main obstacle often occurs in the field is incompatibility between the lesson plans designed with the implementation of learning activities and evaluation for the children with special needs in the class. The class teacher generally does not have the adequate skill in planning the class management

(including arrange the physical and social environment), determine and organize the materials, plan the approach strategy of learning and teaching activities, demonstrate the mastery of learning materials and its relevance to the life, and so on. The guide concerned with the learning activities for the school holder of inclusive education just gives general directives, not give the practical guide in the field. It can be understood because, of course, the heterogenic characteristics of the children with special needs in the field, so it is needed intense cooperation between the class teachers, teachers with special education, school headmasters, and all the parties concerned in the inclusive education service. It means the inclusive education, of course, claims a good cooperation among various parties for serving the children with special needs optimally.

For the evaluation implementation of the children with special needs existing in the school holder of inclusive education is found in line with the valid procedure of education in school with modification suitable with the need. Problems of evaluation much depend on chosen curriculum development and learning activity because the evaluation means answer about "how good the performance of learners". In the context of inclusive education whether the good performance of learners or bad based on kind of curriculum used because each kind of curriculum illustrates level of specific competence of students, therefore the used system suit the determined specific competence. The holders of inclusive education have realized that the learners who do not have any troubles in the side of intelligence can use curriculum and general and regular system of evaluation with modification of strategy or learning method used.

For the management implementation, school will be more effective and efficient if it is supported by professional human resources for operating school as the holder of special education. The term of school management is often equated with school administration. Related to that, there are different three views. Firstly, meaning of administration is wider than management (management is the core of administration). Secondly, the scope of inclusive education management includes learners' participation, curriculum, learning and teaching, teachers, structures and infrastructures, finance and environment (relation between school and society), and school activities. General principles of school management are practical and flexible. They can be carried out in line with the real condition and situation in school. The school management functions as the quality control of education implementation at school as well as source of information for increasing the quality of learning process school management is carried out with the system of work mechanism with supporting the realization of curriculum implementation. Most holders of inclusive education have understood the inclusive education school well. That is because there are varieties of counseling program given by educational office as well as university, like the State University of Jakarta.

For implementation of provision and development of teachers stated in the guiding book are teachers in unitary of education. Teacher is the professional one with the main task of educating, teaching, counseling, directing, training, and evaluating the learners. In the school holder of inclusive

education comprises class teacher, subject teacher, and special education teacher. Class teacher is educator of certain class in line with the qualification required, responsible for learning and administration management in the class. Subject teacher is a teacher who teaches certain subjects suitable with the qualification required in the elementary school usually for Religion and Physical and Health Subjects. Special education teacher is one who has education background of special education or extraordinary education or ever gets training of special education which is employed in the inclusive education school. The tasks of class teacher are as follows: (1) create the conducive climate of learning so that the children feel enjoyable to study in the class or school; (2) arrange and carry out the assessment for all students, for knowing their ability and needs; (3) arrange the learning program which is individualized together the special educated teacher; (4) carry out the teaching and learning activity and make the assessment for all subjects, except Religions and Physical and Health as their responsibility; (5) give the remedial program, enrichment or acceleration for the learners who need it, and (6) undertake the class administration in line with his/her task. While the tasks of special education teachers at the school holder of inclusive education are as follows: (1) arrange the instruments of assessment for education together with the class and subject teachers; (2) build the system of coordination among teacher, school party, and students' parents; (3) undertake the children with special needs counseling in learning activities together with the class and subject teachers; (4) give the assistance of special service for the children with special needs who get difficulty in joining the learning activities in regular class together with the class and subject teachers; (5) give the counseling continuously and make the special notes for each child of special need as long as attending the learning activity that can be understood if there is replacement of teacher; (6) give the assistance (sharing experiences) with class teacher, subject teacher in order to be able to give the education service of the children with special needs. From the result of finding, generally the arrangement of the inclusive education get the special education teachers through some alternatives, namely teachers from Extraordinary School nearby with the location of inclusive school, special education teachers assigned by educational office and volunteer of society institution.

For the implementation of structures and infrastructures management, the holder of inclusive education separated into the needs of instruments sources of learning materials and learning media suitable with the needs of the children with special needs. The supply for structures and infrastructures are given based on priority in line with the needs of the children with special needs and easy to be operated or it does not need the special operational workers, relatively cheap and can be made ourselves by school party. Structures and infrastructures owned by school of special education implementation such as classroom with its facilities, sport hall and room for instruments of learning for the children with special needs. In the guide book has been explained structures of the children with special needs in line with the kinds of exception or special participants of learning and the holder of school party can adapt based on the children with special needs who become the participant of learners at their school.

For implementation of the society participation for the inclusive education must still be socialized again, specially the concept and excellence that are offered by the inclusive education holders, so the society widely gets positive and right image about the inclusive education.

4. Conclusion

The implementation of inclusive education as the form of the children with special needs service has been unified in the formal education service. It means the children with special needs have got the same right with the normal children for taking education at regular school. This implication has lasted for almost one decade when Indonesian government decided to set up the system of inclusive national education.

As the implementation in the field, the school holder of inclusive education appointed by central government and regional government, still find the difficulty in the field. Various difficulties for the implementation of inclusive education are as follows: (1) implementation of identification and assessment; (2) curriculum development; (3) learning activities; (4) assessment; (5) school management; (6) provision and development of teacher; (7) provision and management of structures and infrastructures; and (8) participation of society.

The main problem found in the field is the difficulty in changing the paradigm of thought from the system of segregative education becomes the system of inclusive education. In the present, the system of national schooling tends to apply the learning service with the model of completion of learning result through classical learning strategy is still found in some school holders of inclusive education. Inclusive education claims there is a system of learning which accommodate the difference of learning needs for each learner. Other problem is not all schools appointed as the holder of inclusive education can afford to give the learning service is just receiving the children with special needs in line with the service capability given by school.

In order to be able to give a variety of the children with special needs service, it is needed the full support from various parties including the resources of learning structures and infrastructures, teachers, and all members of school concerned. Other problem that need observing are creating conducive climate supporting the process of inclusive learning. The understanding of school members includes the process of selection or enrollment of new students which can accommodate the children with special needs. It means, the inclusive school suits the capability, should not accept all types of the children with special needs, but it is limited the certain children with special needs in order to be able to give the optimal excellent service.

5. Recommendation

- 1) It is necessary to reformulate the operational guide for the implementation of comprehensively inclusive education;
- 2) Gradually, it is necessary to develop the diversification of curriculum directing to the more flexible and accommodate curriculum model;

- 3) It is necessary to rebuild the synergy between LPTK and school holders of inclusive education; and
- 4) It is necessary to build the study center of inclusive education as the medium of communication among academy, government, education actor, and society observer of the inclusive education.

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