

Evaluation of The Inclusive Education Program Implementation in Central Java Province

Munawir Yusuf, Erma Kumala Sari, Ravik Karsidi

Special Education
Universitas Sebelas Maret
Surakarta, Indonesia
munawir_uns@yahoo.co.id

Abstract—This study aimed to determine the implementation of inclusive education at the working group level in the regencies/cities in Central Java province. This study used a quantitative descriptive approach with a focus on implementing the inclusion working group in the regency/city. The subject of this study was four working groups in Central Java province. All of the working groups' chairmen were four people who were used as research samples. The data collection technique used was questionnaires that had been tested for validity and reliability. The collected data were tabulated to calculate the percentage, then described to interpret the results of the data collection. The results of the study stated that the implementation of the inclusion working group in Central Java province was well underway as seen from the average achievement score of implementation of inclusive education which was included in the good category (75.66%).

Keywords—*inclusive education; evaluation; inclusion working group; Central Java*

I. INTRODUCTION

Inclusive education is one of the issues that has been the focus of research in the education field lately. Much of the research that has been done relates to inclusive education in the world [1] [2] [3] [4] [5] [6] [7] [8]. Many studies on inclusive education have been highlighted about the implementation of inclusive education in schools [1] [5] [10] [11] [12]. Some other studies focus on students in inclusive schools [1] [5] [10]. Some other studies focus on teachers in inclusive schools [4] [6] [9] [10] [11] [12] [13]. Inclusive education is also one of the important focus of research in the field of education in Indonesia [11] [12] [13].

Few studies have focused on implementing inclusive education in the government level. Meanwhile, the government is one part of the system of support for the implementation of inclusive education [14]. The government support system can be in the form of regulations and policies, facilities and infrastructure support, financial support, human resource support, and supporting institutions [14]. Therefore, this study focuses on things that are different from other focus of inclusive education research, namely the implementation of inclusive education programs in the government level.

The implementation of inclusive education programs in schools is inseparable from the government's role in regulating the implementation of the inclusive education program, both

central, provincial, and district/city governments. Implementation of inclusive education programs in schools is based on policies and regulations that have been regulated by the government. The Indonesian government has regulated regulations related to inclusive education as a form of support for the implementation of inclusive education in Indonesia, such as Minister of National Education Regulation No. 70 of 2009 on Inclusive Education for children who have abnormalities and have intelligence potential and/or special talents [15]. In addition, there are also regulations that support the implementation of inclusive education at every level of education, namely the Ministry of National Education Ministry of Education Directorate General Circular Letter Number. 380/C.C6/MN/2003 January 20, 2003: "Every district/city is required to organize and develop inclusive education in at least 4 (four) schools consisting of; Elementary, Middle School, High School, Vocational School" [16].

One of the supporting institutions of the implementation of inclusive education in the government level is the Inclusive Education Working Group, both at national, provincial, and district/city levels. In carrying out inclusive education programs, district/city governments are assisted by the Inclusive Education Working Group on planning, implementation, and monitoring. The Inclusive Education Working Group (Inclusive Working Group) has the task of compiling an inclusive education work program, carrying out outreach and fostering the implementation of inclusive education, and carrying out monitoring and evaluation of inclusive education [14].

Thus, one of the factors that determines the success of inclusive education programs is the performance of the Inclusive Education Working Group. This is in accordance with the opinion of Salend which states that one of the factors influencing inclusive education is the existence of support groups that work with schools and other parties so that they are expected to help meet the needs of students in schools and the achievement of inclusive education goals [17]. Therefore, the management of inclusive education programs by the Inclusive Education Working Group in the district needs to be evaluated to determine their performance and achievements.

Central Java Province is one of the provinces where most of the districts/cities have declared themselves as Inclusive

districts/cities. Thus, many districts in Central Java have implemented inclusive education programs with the support of the Inclusive Education Working Group. Programs that are part of the inclusive education program compiled by the Inclusive Education Working Group are related to human resources, policies and regulations, partnerships, piloting programs, data centers and publications, support systems, documentation and reporting, management and grand design, monitoring and evaluation programs, Inclusive programs for cities/districts. Thus, evaluation and monitoring need to be carried out on the implementation of special education in districts or cities in Central Java province. It needs to be done to find out the process and results of implementing inclusive education in districts or cities in the Central Java province. Based on this description, this research was conducted with the aim of studying the implementation of inclusive education at the level of the Inclusive Working Group in the province of Central Java.

II. METHOD

This study used a quantitative descriptive approach with a focus on the implementation of the Inclusion Working Group in the Regency/City. The subject of this study was four Inclusive Working Groups in Central Java province. All inclusive working groups' chairmen were four people as research samples. The data collection technique used questionnaires that had been tested for validity and reliability. The data that has been collected was tabulated to calculate the percentage, then described to interpret the results of the data collection.

III. RESULTS AND DISCUSSION

The following are the results of research related to the evaluation and monitoring of the implementation of inclusive education in Central Java province.

A. Human Resource Capacity Building Program of Inclusive Education Organizers

Based on Table 1, it can be seen that from the four districts/municipalities that were the sample of the study, the average achievement of the capacity building program for human resources for inclusive education was 70.25%. Wonogiri regency has the highest achievement (81%) and Boyolali regency has the lowest achievement (61.9%).

TABLE I. HUMAN RESOURCE CAPACITY BUILDING PROGRAM OF INCLUSIVE EDUCATION ORGANIZERS

No	Regency/City	Achievement (%)
1	Wonogiri	81.0
2	Boyolali	61.9
3	Salatiga	66.7
4	Karanganyar	71.4
	Average	70.25

Human resource capacity building program for inclusive education organizer, which include:

- 1) Socialization of Inclusive Education for School Principals (Elementary, Middle School, High School, Vocational High School)
- 2) Inclusive Education Workshop/Training for regular school teachers (elementary, junior high, high school, vocational high school)
- 3) Inclusive Education Training for Special Education Teachers
- 4) Comparative Study of Inclusive Education for Teachers in other schools (outside the Province/Regency/City)
- 5) Delivery of further studies in the field of special education for Inclusive Teachers
- 6) Inclusive Education Workshop for SLB Principals/Teachers
- 7) Delegation of delegates at the Seminar/Conference forum on Inclusive Education for Teachers

B. Program on Policy and Regulation on the Implementation of Inclusive Education

Based on Table 2, it can be seen that from the four districts/municipalities that were the sample of the study, the average program achievements and policies related to the implementation of inclusive education were 65%. Salatiga regency has the highest achievement (80%) and Boyolali regency has the lowest achievement (53.3%).

TABLE II. PROGRAM ON POLICY AND REGULATION ON THE IMPLEMENTATION OF INCLUSIVE EDUCATION

No	Regency/City	Achievement (%)
1	Wonogiri	66.7
2	Boyolali	53.3
3	Salatiga	80.0
4	Karanganyar	60.0
	Average	65

Program on policy and regulation on the implementation of inclusive education, which include:

- 1) Preparation of regional regulations on Inclusive Education at the Provincial/Regency/City level
- 2) Preparation of Governor's Regulation/Mayor's Regulation/Regent's Regulation on Inclusive Education
- 3) Preparation of Governor/Mayor/Regent Circular Letter on Inclusive Education Policy
- 4) Preparation of Guidelines/Minimum Service Standards for Inclusive Education at the Provincial/Regency/City level
- 5) Allocated regional expenditure income budget for Inclusive Education

C. Partnership Building Program Through Network Strengthening to Create Understanding and Concern for Inclusive Education

Based on Table 3, it can be seen that from the four districts/municipalities that were the sample of the study, the average program achievement was building partnerships through strengthening networking in order to create understanding and concern for inclusive education at 84.98%. Wonogiri regency has the highest achievement (93.3%) and Karanganyar regency has the lowest achievement (73.3%).

TABLE III. PARTNERSHIP BUILDING PROGRAM THROUGH NETWORK STRENGTHENING TO CREATE UNDERSTANDING AND CONCERN FOR INCLUSIVE EDUCATION

No	Regency/City	Achievement (%)
1	Wonogiri	93.3
2	Boyolali	80.0
3	Salatiga	93.3
4	Karanganyar	73.3
	Average	84.98

Partnership building program through network strengthening, which include:

- 1) The involvement of stakeholders across SKPD/related offices in the implementation of Inclusive Education in the region
- 2) Collaborate with other parties (Universities, NGOs, Hospitals, Health Centers, Business World, etc.) in Inclusive Education.
- 3) Utilize print and electronic media in the development of Inclusive Education.
- 4) Establishment of the Inclusive School Forum/Association
- 5) Establishment of the Special Guidance Teacher Association/Forum

D. Inclusive Education Organizer Piloting Program

Based on Table 4, it can be seen that from the four districts/municipalities that were the sample of the study, the average piloting program for providers of inclusive education was 72.25%.

TABLE IV. INCLUSIVE EDUCATION ORGANIZER PILOTING PROGRAM

No	Regency/City	Achievement (%)
1	Wonogiri	66.7
2	Boyolali	66.7
3	Salatiga	77.8
4	Karanganyar	77.8
	Average	72.25

Inclusive education organizer piloting program, which include:

- 1) Determination of piloting school organizers of Inclusive Education (elementary, junior high, high school, vocational high school)
- 2) Financing assistance/Education Facilities to inclusive education piloting school
- 3) Evaluation and coaching of piloting schools by the agency/Working group

E. Data, Information and Publication Center Program

Based on Table 5, it can be seen that from the four districts/municipalities that were the sample of the study, the average data center, information and publication program achieved 77.76%. Salatiga Regency has the highest achievement (83.3%) and Karanganyar Regency has the lowest achievement (72.2%).

TABLE V. DATA, INFORMATION AND PUBLICATION CENTER PROGRAM

No	Regency/City	Achievement (%)
1	Wonogiri	77.8
2	Boyolali	77.8
3	Salatiga	83.3
4	Karanganyar	72.2
	Average	77.76

Data, information, and publication center program, which include:

- 1) Data Collection of Children with Special Needs (ABK) of school age at the Provincial / Regency / City level who have and have not gone to school.
- 2) Data Collection of SLB and Inclusion Schools at the Provincial/Regency/City level.
- 3) Preparation and filling of special Web for Provincial/Regency/City Inclusive Education.
- 4) Issuance of Inclusive Education Information Media by Provincial/District/City Working groups (Magazines, Bulletins, Leaflets, Brochures, CDs, etc.)
- 5) Inclusive Education Exhibition at the Provincial/District/City level
- 6) Organizing discussion/consultation and education forums on inclusive education.

F. Program for Structuring and Strengthening Inclusive Education Support Systems

Based on Table 6, it can be seen that from the four districts/municipalities that were the sample of the study, the average achievement program arrangement and strengthening of the inclusive education support system amounted to 72.93%. Wonogiri Regency has the highest achievement (100%) and Karanganyar Regency has the lowest achievement (50%).

TABLE VI. PROGRAM FOR STRUCTURING AND STRENGTHENING INCLUSIVE EDUCATION SUPPORT SYSTEMS

No	Regency/City	Achievement (%)
1	Wonogiri	100.0
2	Boyolali	66.7
3	Salatiga	75.0
4	Karanganyar	50.0
	Average	72.93

Program for structuring and strengthening inclusive education support systems, which include:

- 1) Establishment and management of special schools and/ or other institutions as an Inclusive Education Resource Center.
- 2) Provision of special financial assistance for Resource Center activities
- 3) Evaluation and guidance of the Resource Center by the Agency/Inclusion Working group
- 4) The existence of a Resource Center is supported by a
- 5) Letter of Determination/ Appointment by the authorized Office.

G. Documentation and Reporting Program

Based on Table 7, it can be seen that from the four districts/municipalities that were the sample of the study, the average documentation and reporting program achieved 75%.

TABLE VII. DOCUMENTATION AND REPORTING PROGRAM

No	Regency/City	Achievement (%)
1	Wonogiri	83.3
2	Boyolali	66.7
3	Salatiga	83.3
4	Karanganyar	66.7
	Average	75

Documentation and reporting program, which include:

- 1) The Inclusion Working group conducts documentation of all inclusive education activities in an orderly manner.
- 2) The Inclusion Working group compiles reports on the progress of inclusive education in its regions for the Regional Government and the Central Government periodically.

H. Program of Management for Inclusion Working Group and Grand Design for Inclusive Education Development

Based on Table 8, it can be seen that from the four districts/municipalities that were the sample of the study, the average achievement of the inclusion working group management program and the grand design of inclusive education development was 75.95%.

TABLE VIII. PROGRAM OF MANAGEMENT FOR INCLUSION WORKING GROUP AND GRAND DESIGN FOR INCLUSIVE EDUCATION DEVELOPMENT

No	Regency/City	Achievement (%)
1	Wonogiri	81.5
2	Boyolali	81.5
3	Salatiga	74.1
4	Karanganyar	66.7
	Average	75.95

Program of management for inclusion working group and grand design for inclusive education development, which include:

- 1) Inclusion working group develops Grand Design for the development of inclusive education at the Provincial/Regency/City level.
- 2) Inclusion working group conducts the Grand Design of Inclusive Education Office/related SKPD.
- 3) Grand Design of Inclusive Education is determined by a Decree by the competent authority.
- 4) The inclusion of Provincial/Regency/City working groups is reinforced by the Governor's decree (for the Provincial level), Regent/Mayor's decree (for the Regency/ City level).
- 5) Issuance, printing, and distribution of guidelines and/or instruments related to the implementation of inclusive education.
- 6) Inclusion working groups have special secretariat office/ facilities
- 7) Inclusion working groups are equipped with clear organizational structures and work procedures
- 8) Inclusion working groups get periodic support from operational costs from the Province/Regency/City
- 9) The inclusion working group still exists and actively engages its duties and functions to date.

I. Inaugurating Programs as Inclusive Regencies/Cities

Based on Table 9, it can be seen that from the four districts/municipalities that were the sample of the study, the average achievement of the monitoring program and evaluation of the implementation of inclusive education was 68.05%. Boyolali Regency has the highest achievement (83.3%) and Karanganyar Regency has the lowest achievement (38.9%).

TABLE IX. INAUGURATING PROGRAMS AS INCLUSIVE REGENCIES/CITIES

No	Regency/City	Achievement (%)
1	Wonogiri	77.8
2	Boyolali	83.3
3	Salatiga	72.2
4	Karanganyar	38.9
	Average	68.05

Program of inaugurating inclusive provinces/regencies/cities:

- 1) Local Government decides as Inclusive Province/Regency/City.
- 2) Declaration as Inclusive Province/Regency/City is confirmed in the form of a Decree by the Regional Leader.
- 3) The declaration as Inclusive Province/Regency/City involves all officials and leaders of the SKPD and the stakeholder community.

J. Launching Program as an Inclusive Regencies/Cities

TABLE X. LAUNCHING PROGRAM AS AN INCLUSIVE REGENCIES/CITIES

No	Regency/City	Achievement (%)
1	Wonogiri	100.0
2	Boyolali	88.9
3	Salatiga	100.0
4	Karanganyar	88.9
	Average	94.45

Based on Table 10, it can be seen that from the four districts/municipalities that were the sample of the study, the average achievement of the program as a provincial/district/city inclusive declaration was 94.45%. Wonogiri and Salatiga districts have reached 100% in this program, but Boyolali and Karanganyar districts have only reached 88.9% in this program.

IV. CONCLUSION

Based on the results of the discussion, it can be concluded that the implementation of inclusive education at the Working Group level of the Regency/City in Central Java province has been carried out well. This is indicated by the average value of the implementation of the results included in the good category of 75.66%.

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