

Evaluation of Teacher and School Infrastructure Inclusive Education in Bontang

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Abstract—Implementation of inclusive education provision has been implemented in the majority of districts / municipalities in Indonesia, one in Bontang. Bontang in East Kalimantan concerned with education and development of learners with special needs appeared at the launch of inclusive education program. In this regard, this study aims to evaluate teachers and school infrastructure inclusive education providers in Bontang based Implementation Guidelines for Inclusive Education Directorate PKLK 2011.

A quantitative approach is applied to the design of the evaluative research. Methods of data collection are questionnaires, interviews, observation and documentation. This research was supported by quantitative data obtained through the questionnaire, while the qualitative data obtained through interviews and field observations. The subject and location was done in three schools piloting inclusive education in Bontang. Data analysis techniques used for quantitative data is to use a percentage.

Based on the data obtained in the field through a questionnaire reinforced by interviews, observation and documentation, data showed three aspects of school educators in inclusive education providers by 75% with very good criteria, it demonstrates in accordance with the Guidelines for Inclusive Education Provider of 2011. While the Directorate PKLK aspects of infrastructure on the data obtained by 38%, with a pretty good criteria it shows not in accordance with the Operator Guidelines for Inclusive Education Directorate PKLK 2011.

Keywords—Teachers, Infrastructure and Inclusive Education Evaluation.

I. INTRODUCTION

Education as a basic requirement for every human being to improve the quality of life for the better. In principle, the provision of education conducted in a democratic and fair, without any discrimination and uphold human rights for the sake of national diversity. And every citizen has the same right to obtain a quality education [1]. Inclusive education is an educational concept that openly accept learners with special needs to obtain basic rights as citizens [2]. Implementation of the implementation of inclusive education is already widespread throughout Indonesia, one in Bontang. Bontang is one city in East Kalimantan is a city that cares for the education and development for students with special needs, proved that in this city built Service Center for Autism (Autism Center). Bontang City government launches education program that combines regular learners with special needs learners ie inclusive education program [3]. As a

support to the success of inclusive education program in Bontang, Bontang City Department of Education appointed three schools to be piloting school. Based on the results of preliminary studies in Bontang, three pilot schools or piloting inclusive education, through interviews with accompanying teachers in the school organization of inclusive education in Bontang obtained findings include: 1) lack of balance needs guidance counselor specifically with the number of students with disabilities in every school; 2) the means and support and accessibility prasanana inadequate; 3) The system of acceptance of students with special needs; 4) The system of classroom management [4].

II. METHOD

The research design used in this study is evaluative research. This study aims to evaluate how the implementation of inclusive education in schools has been designated as a school that organizes inclusive education, especially in the aspect of teaching staff and school infrastructure not only limited to already implemented or not yet inclusive education in schools, but rather describing the causes of weakness and lack of implementation of inclusive education so that it can provide appropriate recommendations in implementing inclusive education in accordance with the guidelines for the implementation of inclusive education in Indonesia [5].

The subjects in this study is the principal, guidance counselor particular, class teachers and subject teachers in three school piloting inclusive education Bontang. The research was conducted in three schools designated by the Department of Education as a school Bontang piloting of inclusive education, namely SDN 003 North Bontang, SDN 010 South Bontang, and SMPN 2 Bontang.

Data collection techniques were questionnaires, interviews, observation and documentation. This research was supported by quantitative data obtained through the questionnaire, while the qualitative data obtained through interviews and field observations.

The test instrument made in this study include: 1) test the validity of a construct, 2) test the validity of the contents, 3) test the external validity, and 4) Instrument reliability test. The validity and reliability was statistically performed on a different subject, computerized SPSS Statistics 23.0 Version [6].

Analysis of the data used in this research is descriptive statistics that describe the statistical function or give a picture

of the object under study through the data sample or population [7]. This study is not formulated the hypothesis that the data analysis is directed to answer the problem formulation. Data were analyzed by using a calculation, through the calculation of quantitative information and answer form. Data were analyzed using qualitative descriptive analysis in the form of food distribution frequency, frequency distribution is done by calculating the frequency of subsequent research data and dipresentasikan on each result. Data obtained from each aspect to be answered by the respondents were analyzed using percentages.

$$P = \frac{fx}{N} \times 100\%$$

Fig 1. Calculation of Frequency Percentage Formulas

Information :

P = Percentage

N = Number of events

fx = individual frequency[8]

To find out the level of criteria, then the score obtained (in%) with descriptive analysis of the percentage is consulted with the criteria table. It is said to be significant if it shows the percentage criteria for implementing inclusive education in Bontang City based on the guidelines for the implementation of inclusive education by the PKLK Directorate in 2011 as follows:

TABLE I. ANALYSIS CRITERIA DESCRIPTIVE PERCENTAGE [9]

No	Persentase	Category
1	76% - 100%	Very good
2	51% - 75%	Good
3	<50%	Pretty good

III. RESULTS AND DISCUSSION

A. Teacher

Educators are professionals in charge of planning and implementing the learning process, coaching, training in supporting education. Therefore, educators have a very important position in realizing the educational programs. All three schools *piloting* organizer of inclusive education in Bontang has had a subject teacher, the class teacher and tutor specifically, it is consistent with the statement [10], which explained that, educators or teachers involved in school organizers inclusive includes: classroom teachers, subject teachers and Special guidance counselor (GPK). Availability of educators (classroom teachers, subject teachers, counseling teacher / counselor and tutor special) and academic staff (psychologists, therapists, shadower / companion) were adequate in school organizers inclusive education is a necessity that is crucial in providing education and will facilitate head schools in dividing tasks and role of teachers in the inclusive education. Each school *piloting* inclusive education in Bontang has a special supervising teacher and classroom teachers and subject teachers were given additional

duties as a special counselor. This is in accordance with the Ministerial Regulation No. 70 of 2009 [11] which states that schools inclusive education provider has at least one special mentor teachers in the educational unit designated to organize inclusive education.

Every school should have an inclusive education providers and education personnel who meet the academic qualifications and competence required [12]. Special education teachers are teachers who have a minimum academic qualification diploma four (D-IV) or Bachelor (S1) higher educational backgrounds with special education program or special education. Most GPK in the Inclusive Education School are mostly from Special Education / Special Education backgrounds while others are subject teachers and class teachers who are given additional assignments as special tutors and have followed additional competencies in the special education sector for 6 months [13]. This is in accordance with the guidelines for the implementation of inclusive education by the PKLK Directorate in 2011 which explained that, "Special Advisory Teachers (GPK) are teachers who have at least S-1 competency in Special Education and / or education that has competence in special education PLB special education qualifications in accordance with the demands of the profession that functions as a support for regular teachers in providing special education services " [14]. For GPK's needs, the three schools were unable to recruit independently because all the recruitment of educator staff was centralized in the Education Office, but up to 5 years of inclusive running in Bontang City, the availability of GPK was still not well fulfilled. As in the case of SDN 003 Bontang Utara and SDN 010 Bontang Selatan, each school only has 1 GPK to handle the GDPK of ± 17 children in each school [15]. This is in contrast to Permendiknas No. 70 of 2009 article 10 paragraph 1 which states that, "Regency / City Governments are required to provide at least 1 supervisor teacher specifically to education units appointed to organize inclusive education" [11].

Program activities to increase competence in the field of special education for educators in schools inclusive organizers have many organized by the Government of Bontang in particular the Department of Education. Program activities carried one of which is the provision of scholarships to 20 students to go to college to major in Special Education. In addition, teachers in schools designated as *piloting* each inclusive education was asked to send their delegation in the framework of the Additional Curriculum Competency (KKT) program in special education . Furthermore the competency improvement was also carried out by the Education Office through workshops and training held 3-4 times a year. The workshop and training activities carried out invited speakers such as University lecturers who have Special Education / Special Education Programs / Study Programs, and Practitioners in the field of Special Education / Inclusive Education. This is in accordance with Permendiknas No 70 of 2009 Article 10 Paragraph 3 which explains that, "Regency / City Governments are required to improve competence in the

field of special education for educators and education personnel in educational units that provide inclusive education" [11]. The increase in competence is so important for educators and education personnel in schools providing inclusive education, so that educators and education staff can understand the concepts and regulations of inclusive education, understand the diversity of characteristics of students, develop learning plans, carry out learning and assess learning outcomes tailored students with special needs.

GPK in three schools *piloting* inclusive education has been carrying out the duties and authority as special guidance counselor. Tasks that are done such as (1) develop and implement assessment of academic, (2) develop and implement the PPI for each PDBK, (3) develop RPP modification, (4) implementing mentoring and / or academic learning for PDBK, (5) implementing specific learning the source space, (6) provide special services for PDBK assistance may encounter in following the regular classroom learning activities, (7) provides guidance on an ongoing basis and make a special note to PDBK [16] [17] [18]. This is in accordance with the Guidelines for the Implementation of Inclusive Education Directorate PKLK In 2011 the duties and authority of GPK. GPK in three (3) school providers inclusive education is still not clear about the division of teaching hours in each school. To SDN 003 North Bontang, in face-to-face with PDBK activities once a week (schedule attached). As for the division in SDN 010 teaching hours or face to face with PDBK done twice a week (schedule attached) for small classes, namely class I to class III to class IV to VI do not do face to face with the activities of GPK. More at SMPN 2 Bontang, clock-face with PDBK done with assistance in regular classes, GPK more often carry out face to face in regular classes than in the resource room, face to face activities conducted in the room when the source of a particular activity. This is not in accordance with the Education Minister Regulation No. 39 of 2009 on fulfillment of Workload of Teachers and Supervisors Education Unit explained that the burden of teaching Teacher Supervising Special in the educational unit that organizes inclusive education for at least six (6) hours of face-to-face within 1 (one) week , When activity-face only 6 hours in one week, the duties and functions as a special tutor must be clear, the program must also be clear and implemented by PDBK and GPK.

The division of tasks special guidance counselor by the decree issued by the Mayor of Bontang and placement at each school *piloting* inclusive education. However, in each school a decree was issued regarding the main tasks and additional tasks, but it was still unclear about the main tasks and additional tasks as a special supervisor. Both elementary schools (SD) which are *piloting* inclusive education in Bontang City do not have a special team to handle inclusive, who are fully responsible for inclusive programs are GPK in each of these elementary schools, while in these schools have classroom teachers and subject teachers get additional assignments as a special supervisor. For junior high schools, there has been a special team that handles inclusive activities

involving principals, GPK, homeroom teachers, subject teachers, counselors and parents of students. This is not in accordance with Minister of Education Regulation No. 39 of 2009 concerning Fulfillment of Teacher Workloads and Supervisors of Educational Units explained that the burden of teaching Special Advisory Teachers in education units that provide inclusive education, that the main tasks and functions as special guidance teachers must be clear, the program must be clear and implemented by PDBK and GPK [11]. Another thing that must be clear is the recognition as a teacher who gets an additional assignment as a special counselor so that his additional assignment as a special tutor is recognized as a credit score assessment for promotion as well as teachers who receive additional assignments as principals, vice principals, library heads , the head of the laboratory with an assessment instrument.

But there are constraints on the program that has been run by the Education Department, namely, educators who follow the additional curriculum competence (of the summit) has a full teaching hours so as not to perform additional duties as special guidance counselor. In addition, students who receive scholarships from the Government is not empowered to deal with inclusive schools in Bontang.

B. Infrastructure

Educational facilities is basically any property or facilities to simplify and expedite the process of education and teaching, may be direct or indirect. Educational facilities can be grouped into several groups, namely land, buildings, equipment and school furniture. In order for the facility to contribute significantly in the course of the process of education, should be managed properly. The third school of inclusive education providers in Bontang provide educational facilities were adequate and ensure the smooth running of educational programs. Facilities and infrastructure in the three schools *piloting* inclusive education can be said to be adequate. The two schools have had a room source used for special learning PDBK, one other school still does not have a source space.

Procurement of infrastructure in three schools *piloting* inclusive education is done through different ways, most of the infrastructure is owned by the school is the support of the Central Government and Bontang. The Central Government provides assistance referred the proposal by the Department of Education related to inclusive program that runs in Bontang. Assistance provided by the Central Government as a learning tool, namely wheelchairs, crutches canes, crutches foot-four, hearing aids, trampolines, ball occupational rough and smooth. While the assistance of the Government of Bontang namely the development of space resources, building glass speech, blackboards, cabinets, tables and chairs, as well as questions arise. This is in accordance with the Guidelines for the Implementation of Inclusive Education Directorate PKLK 2011.

Most of the Educators in the three schools designated as inclusive education schools have used instructional media in teaching and learning activities in the regular classroom and

during special learning in the source room. The media used varies according to learning objectives, teaching material / content, and according to the conditions / situation of the school environment. Learning media is used to facilitate students in teaching and learning activities and create conducive interests and learning climate in the classroom / school. This is in accordance with the Guidelines for the Implementation of Inclusive Education by the PKLK Directorate in 2011 which states that, "Teachers have the duty to create a conducive climate so that all students can comfortably study in class / school". By using learning media students can more easily understand the contents of ongoing learning material.

Facilities and infrastructure in schools inclusive education providers should be accessible for all learners, especially learners who have sight barriers, physical barriers and motor function. Accessibility is the convenience provided in all aspects of lives and livelihoods. The goal is to achieve independence for all people, including those who have a physical handicap. Accessibility consists of physical and non-physical accessibility. Accessibility of non-physical is an access granted in respect of a program or system for everyone to be able to get in and out easily associated with the program or the system, while physical accessibility is the ease of every child to get in and out in an environment, land, area, road and space or building. Accessibility for learners with special needs in the three schools is still very low, because the building is still up and down kind of a ramp and stairs, there is no toilet on PDBK, floors were not designed for blind students, in the classroom is still not the accessibility because there are stairs to go up to the blackboard and many ditch in front of the classroom that have not been designed for security PDBK. Besides the three schools do not have a special assessment tool such as the audiometer assessment for the deaf and for the blind assessment Snellen chart. This is contrary to the guidelines of inclusive education provision stating that a friendly school for all should include accessibility that can help ease the mobility of all learners. Physical accessibility is very important for ease of learners with special needs in the activity. Learners with special needs should be able to take advantage of all the public facilities, among others facilities in schools so that every child can do the activity or activities easily, safely and autonomously without discrimination.

IV. CONCLUSION

Based on the data obtained in the field through a questionnaire reinforced by interviews, observation and documentation, data showed three aspects of school educators in inclusive education providers by 75% with very good

criteria, it demonstrates in accordance with the Guidelines for Inclusive Education Provider of 2011. While the Directorate PKLK aspects of infrastructure on the data obtained by 38%, with a pretty good criteria it shows not in accordance with the Operator Guidelines for Inclusive Education Directorate PKLK 2011.

V. SUGGESTION

1. For the Department of Education. The need for additional and special provision in the school guidance counselor inclusive education providers, as the number of learners with special needs special guidance counselor is not balanced, so that the individual learning conducted in the less resources are carried out.
2. All three schools. provision of facilities and infrastructure that were not appropriate and harmful for students with special needs in order to be accessible, safe and do not interfere with the mobility of learners with special needs. So that in the next year can receive PDBK with obstacles quadriplegic
3. SDN SDN 003 and 010. It is necessary to strengthen cooperation between teachers, school staff and all citizens. Additionally propose the addition of a special counselor to the implementation of inclusive education programs are better targeted to learners with special needs.
4. For researchers then. This study can be used as a reference for future research related to the evaluation of teachers and school infrastructure providers in other areas of inclusive education

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