

CONTEXT EVALUATION (OBJECTIVES AND BASIS OF THE PROGRAM) IN THE IMPLEMENTATION OF THE INCLUSIVE EDUCATION PROGRAM AT SDN 20 MATARAM AND SDN 42 MATARAM

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Abstract: This research examines the implementation of inclusive education programs in elementary schools in Mataram City. The aim of this research is to determine the objectives and foundations for implementing the Inclusive Education program at SDN 20 Mataram and SDN 42 Mataram in terms of the Context aspect. This research uses a qualitative approach. The type of research is descriptive evaluative. Data sources include school principals and teachers. The data collection process uses interview, observation and documentation methods. The results of the research show that Context Evaluation provides opportunities for all students with physical, emotional, mental and social disabilities, or who have the potential for intelligence and/or special talents to receive appropriate education according to their needs.

Keywords: Inclusion, goals, curriculum, individual learning, affective, psychomotor, cognitive

INTRODUCTION

Inclusive education is education that includes students with special needs into regular classes in public schools. Inclusive education is a term coined by UNESCO in 1990, originating from the words Education for All (education that reaches everyone without exception) as a result of the world conference in Salamanca on 7-10 June 1994, then followed by the Dakar Declaration in 2000. which is a framework for responding to basic human needs to obtain education without any discrimination regarding race, ethnicity, religion, abilities and potential of students.

Inclusive education according to Sapon Shevin in Irdawarni (2019), Inclusive education is an educational service system that requires children with special needs to study in nearby schools in regular classes with friends their age. Schools providing inclusive education are schools that accommodate all students in the same class. The school provides an educational program that is appropriate, challenging, but tailored to the abilities and needs of each pupil as well as the help and support that teachers can provide, so that children can succeed. So, inclusive education can provide opportunities for children with special needs to receive education together with regular students in places closest to their domicile location and the government must be able to fulfill the rights of citizens with special needs through inclusive education.

In implementing inclusive education, there

are several obstacles faced by schools providing inclusion. Some of the problems with inclusive education include: 1) unequal understanding and attitudes among the community regarding inclusive education; 2) limited knowledge and skills of teachers in providing educational services to children with special needs; 3) school facilities and environments that are not yet fully accessible for children with special needs (Zaini, 2020). Wibowo (2020) stated that the problems of inclusive education include the rare number of schools that are willing to accept students with physical, intellectual, emotional and social barriers, several schools that have met the requirements to become inclusive schools are still subjective by prioritizing just a few aspects of their views without comprehensive readiness,

The problems mentioned above also occur in several schools that provide inclusive education in Mataram City. Based on initial interviews with the principal of SDN 20 Mataram, inclusive schools rarely receive attention from related parties in providing infrastructure, monitoring the implementation of inclusive education at SDN 20 Mataram, and there is a lack of teachers who are experts in inclusive education. The principal of SDN 42 Mataram also conveyed similar things about the absence of special accompanying teachers, lack of support from related parties in supporting infrastructure supporting inclusive education, lack of special funding for inclusive education, lack of training for teachers regarding inclusive education.

The problem of inclusive education above is also supported by the results of research

conducted by Muhari (2017) which states that the placement of supervising teachers (special accompanying teachers) is still not in accordance with the concept of inclusive education. Research conducted by Wardani et al. (2020) stated that the problem with inclusive education is the lack of cooperation between local governments and schools as providers of inclusive education, in terms of providing support to teachers, as well as adequate supporting infrastructure to support the learning process for Children with Special Needs (ABK).

Bahri (2022), with the theme Management of Inclusive Education in Elementary Schools, explains that the role of related parties or the education department has not provided the best efforts. Research conducted by Gusti (2021) entitled Implementation of Inclusive Education in High School Settings in Mataram City, NTB Province, stated that there was a lack of direct support from the government, professional staff and also in learning problems such as mathematics, arts and culture, physical education and also crafts which were not optimal. . Therefore, the existence of inclusive education programs held by schools in Mataram City currently needs to be evaluated. The author realizes and understands that the implementation of educational programs in Mataram City has never been evaluated by related parties, especially at SDN 20 Mataram and SDN 42 Mataram.

METHOD

The approach used is a qualitative approach. The reason why this approach is used is that researchers want to understand social situations thoroughly and in depth and find patterns, hypotheses and theories. This research method used is a descriptive evaluative research method. This type of research is descriptive evaluative research. Descriptive research is a systematic, factual and accurate description or painting of the phenomena or relationships between the phenomena being investigated. The research design used in this research is an evaluative qualitative research design because the researcher wants to evaluate the implementation of inclusive education at SDN 20 Mataram and SDN 42 Mataram.

Data sources are obtained from primary data and secondary data. Primary data refers to information obtained directly when conducting interviews and making observations. Secondary data was obtained from school documentation, books, scientific journals. The data collection techniques used to determine the implementation of inclusive education at SDN 20

Mataram and SDN 42 Mataram were carried out by means of observation, interviews and documents.

In this research, the data collection procedure carried out was first to review literature regarding the implementation of inclusive education from books, internet media, and experts (school principals, teachers organizing inclusion). Then collect data by testing the instruments that have been prepared at SDN 20 Mataram and SDN 42 Mataram. Data analysis was carried out by data reduction, data presentation, drawing conclusions and verification.

RESULTS AND DISCUSSION

Based on the guidelines for the implementation of inclusive education in 2022, it states that the aim of inclusive education is to provide the widest possible opportunities for all students who have physical, emotional, mental and social disabilities, or have the potential for intelligence and/or special talents to receive appropriate quality education. with his needs and abilities. Another goal is to realize the implementation of education that respects diversity and is not discriminatory for all students.

1) Evaluation of the Context (purpose and basis of the program) in implementing the Inclusive Education Program at SDN 20 Mataram.

Context Evaluation in the implementation of the Inclusive Education Program at SDN 20 Mataram includes the objectives and foundations of the school's inclusive education program. In this stage the researcher conducted interviews with the Principal of SDN 20 Mataram, Class 1 teachers and Class 3 teachers. The results of the interviews with the resource persons were as follows:

There are no specific goals for inclusion, yesterday I asked for a new school vision and mission to be made or printed, but not specifically for inclusion but in general/regular terms, but if I can convey it of course the school wants students with special needs to be able to study at our school well. other friends without distinction and to fulfill the wishes of parents who have children with special needs so that their children can go to school or receive education.

This is also in line with what was conveyed by the Class 1 teacher who stated that:

We feel sorry for inclusion children, usually they are not accepted anywhere else. Our

sense of humanity wants to accept them because they are not accepted at other schools. but the maximum that was accepted every year at the start of this school was only 2 new inclusion students, as far as I know from 2005. The students who were initially accepted were still students who were slow learners, not students with severe special needs such as autism or Down's syndrome. In the past, inclusive students were called ABK. "There must be a decree/permit for accepting ABK students, maybe there was a decree from Mr. Yusra's time (Head of SDN 20 Mataram at that time)." But for 2017 there is a decree for inclusion.

The Class 3 teacher also expressed his opinion regarding the objectives of implementing inclusive education at SDN 20 Mataram as follows:

The aim is so that children with special needs can learn together without being differentiated from their regular friends. So, if his house is far away, he may be limited in wanting to go to SLB too far, so he can go to the nearest school to join his friends. He saw how his regular friends played socially and then he could join in like his regular friends. You can play with your friends without discrimination. Regular students and inclusive students can study together in the same place without any discrimination. Apart from that, it also makes it easier for parents, maybe their house is far away, so they can go to the nearest school.

Based on the results of the interview, it can be understood that the school provides inclusive education to meet the needs of parents and students who have special needs in getting proper education and treatment like other children and being able to socialize with other regular students without discrimination and bullying. This is also supported by observation data in the form of photos and videos as well as direct observations of school activities where inclusive students and regular students can work together and help each other in learning activities in class.

2) Evaluation of the Context (purpose and basis of the program) in implementing the Inclusive Education Program at SDN 42 Mataram.

Context Evaluation in the implementation of the Inclusive Education Program at SDN 42 Mataram includes the objectives and foundations of the school's inclusive education

program. In this stage the researcher conducted interviews with the Principal of SDN 42 Mataram and class II teachers. The results of the interview with the principal of SDN 42 Mataram are as follows:

Many regular elementary schools send their children to our schools because they don't know that the law does not allow rejection or that all schools are inclusive. Not all schools can refuse. If there was an SK in the past, yes, many schools were appointed to use the SK. But after candy number 15, all schools are inclusive. In fact, there is no designation of inclusive schools. After socializing that all schools must accept inclusive children. From this school we already have our decree. So in the past it was designated as an inclusive program for schools, but after the regulation was issued, all schools were inclusive. So there cannot be special schools for inclusive schools.

Then the same opinion was also conveyed by the Class 2 teacher who stated that:

To serve students with special needs (inclusion) and for equal distribution of education and no differences, previously our school was designated an inclusion school until it became like now, we were designated an inclusion school. Coincidentally, next to this SLB used to be our collaboration partner. It also aims to accommodate students with special needs who can register here while we are able to accept them. To socialize with friends on a regular basis, at SLB you only socialize with friends who have special needs.

Another opinion regarding the objectives of implementing inclusive education at SDN 20 Mataram was also conveyed by the Class 3 teacher as follows:

The goal is actually to provide opportunities for inclusive children to socialize with normal children. That is actually the goal of inclusive education.

Based on the results of the interview, it can be understood that the aim of implementing inclusive education at SDN 42 Mataram is that the school tries to provide educational services for children with special needs who want to get a decent education. This is also supported by observation activities carried out by researchers where inclusive students can learn well with their regular friends and included students do not receive bad treatment from other friends, on the

contrary, inclusive students are helped both when receiving lessons and outside the classroom. . It is also supported by the school's vision which states that the realization of students who are religious, healthy, accomplished and cultured.

So, the implementation of inclusive education at SDN 20 Mataram and SDN 42 Mataram aims to give students the right to get a good education just like other children in state schools that are in the zoning area where they live or outside the school zoning area because in both elementary schools It also accepts students who transfer from schools outside the zone. This is in accordance with the aim of implementing inclusive education as desired by the Indonesian Ministry of Education, Culture, Research and Technology, namely providing the widest possible opportunities to all students who have physical, emotional, mental and social disabilities,

Based on results study, evaluation context in the Inclusive Education Program at SDN 20 Mataram and SDN 42Mataram, which relates to the objectives of implementing the education program at the two schools, shows that the objectives of implementing inclusive education at the two schools include that students with special needs can study at the school with their other friends without being differentiated. Apart from that, the program aims to fulfill the wishes of parents who have children with special needs so that their children can go to school or receive education, so that children with special needs can study together without being differentiated from their regular friends, to serve students. those with special needs, for equal distribution of education and no differences and to be able to socialize with normal children.

Based on the guidelines for implementing inclusive education in 2022, it is stated that the aim of inclusive education is to provide the widest possible opportunities for all students who have physical, emotional, mental and social disabilities, or have the potential for intelligence and/or special talents to receive appropriate quality education. with his needs and abilities. Another goal is to realize the implementation of education that respects diversity and is not discriminatory for all students. This is in accordance with the opinion regarding inclusive education by Kustawan & Hermawan (2013) that special education is education intended for students who have physical, emotional, mental, social disorders, and/or have the potential for special intelligence and talents. Inclusive schools strive to realize the mandate of education for all without exception, children with special needs to

receive education in regular schools, but this obligation must be accompanied by optimal service to inclusive students in the form of providing good learning, good infrastructure, and supporting participants. Inclusive students can socialize with regular students. Kim (2014) emphasized that inclusive education is not only a matter of whether a school is obliged to place students with special needs to study in regular schools, but what is more important is how these students receive maximum attention, guidance and learning services from teachers who trained so that they can develop the potential and talents of their students. So,

So, between the objectives of implementing inclusive education as stated in the 2022 Guide to Implementing Inclusive Education and the objectives of implementing inclusive education at SDN 20 Mataram and SDN 42 Mataram obtained from interviews with resource persons are in accordance or there are no gaps. This is because of how important the implementation of inclusive education is. Inclusive education is defined as a concept that accommodates all children with special needs or children who have difficulty reading and writing. all children without exception can easily obtain appropriate education (Ilahi, 2013). This is also in accordance with the objectives of inclusive education stated in Permendiknas no. 70 of 2009. However, the goal of inclusion is not stated in the vision, mission and school goals at SDN 20 Mataram and SDN 42 Mataram. The school only contains the vision, mission and goals of the school aimed at regular children. This is supported by the school's vision and mission document.

According to Budiyanto (2017), the general aim of inclusive education is to provide the opportunity to obtain the widest possible education for all children, especially children with special educational needs. Inclusive education seeks to meet the needs of children with special needs to obtain a decent education.

CONCLUSION

Based on the research results, it can be concluded that context evaluation provides opportunities for all students with physical, emotional, mental and social disabilities, or who have the potential for intelligence and/or special talents to receive appropriate education according to their needs.

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