

Context Evaluation in the Implementation of the Inclusive Education Program at SDN 20 Mataram and SDN 42 Mataram, Indonesia

Muhamad Natsir ¹, Asrin ¹, Hamidsyukrie ¹, Muhammad Makki ¹, Mansur Hakim ¹

¹ *University of Mataram*

Jl. Majapahit No 62 Mataram, Nusa Tenggara Barat, Indonesia

DOI: [10.22178/pos.98-22](https://doi.org/10.22178/pos.98-22)

LCC Subject Category: L7-991

Received 30.10.2023

Accepted 28.11.2023

Published online 30.11.2023

Corresponding Author:

Muhamad Natsir

hamidi@unram.ac.id

© 2023 The Authors. This article is licensed under a Creative Commons Attribution 4.0 License 

Abstract. This research examines implementing inclusive education programs in elementary schools in Mataram City. This research aims to determine the objectives and foundations for implementing the Inclusive Education program at SDN 20 Mataram and SDN 42 Mataram regarding 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 research results 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 unique talents to receive appropriate education according to their needs.

Keywords: Inclusion; goals4 curriculum; individual learning; affective; psychomotor; cognitive.

INTRODUCTION

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

According to [1], 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 offers an appropriate, challenging educational program tailored to each pupil's abilities and needs and the help and support 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 fulfil the rights of citizens with special needs through inclusive education.

In implementing inclusive education, schools face several obstacles to 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 [2].

The author [3] 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 prioritising just a few aspects of their views without comprehensive readiness,

The problems mentioned above also occur in several schools in Mataram City that provide inclusive education. Based on initial interviews with the principal of SDN 20 Mataram, inclusive schools rarely receive attention from related par-

ties in delivering 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, and lack of training for teachers regarding inclusive education.

The abovementioned problem of inclusive education is supported by research conducted by [4], which states that the placement of supervising teachers (special accompanying teachers) is still not endorsed by the concept of inclusive education. Research conducted by [5] noted 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 and adequate infrastructure to support the learning process for Children with Special Needs.

The author [6], 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 [7] stated there was a lack of direct support from the government and professional staff in learning problems such as mathematics, arts and culture, physical education, and crafts, which were not optimal. The existence of inclusive education programs held by schools in Mataram City must be evaluated. The author realises and understands that the implementation of educational programs in Mataram City has never been assessed by related parties, especially at SDN 20 Mataram and SDN 42 Mataram.

METHOD

The approach used is a qualitative approach. This approach is used because researchers want to understand social situations in-depth and find patterns, hypotheses and theories. This research method 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.

active 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, and 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 through observation, interviews, and documents.

In this research, the data collection procedure was first to review the literature regarding implementing inclusive education from books, internet media, and experts (school principals, teachers organising inclusion). Then, data was collected by testing the instruments prepared at SDN 20 Mataram and SDN 42 Mataram. Data reduction, presentation, conclusions, and verification were data analysis.

RESULTS AND DISCUSSION

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

Evaluation of the Context (purpose and basis of the Program) in implementing the Inclusive Education Program at SDN 20 Mataram. Context Evaluation in implementing 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 interviewed the Principal of SDN 20 Mataram, as well as Class 1 and Class 3 teachers. The results of the interviews with the resource persons were as follows:

There were no specific goals for inclusion yesterday. I asked for a new school vision and mission to be made or printed, not specifically for inclusion but in general/regular terms, but if I can convey it, the school wants students with special needs to be

able to study at our school well; other friends without distinction and to fulfil 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 the inclusion of children. Usually, they are not accepted anywhere else. Our sense of humanity wants to take them because they are not accepted at other schools. However, the maximum accepted every year at the start of this school was only two 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)". However, in 2017, there was 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 to help children with special needs 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 and inclusive students can study together in the same place without 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 interview results, it can be understood that the school provides inclusive education to meet the needs of parents and students with special needs, helping them get proper education and treatment like other children and socialise with other regular students without discrimination and bullying. This is also supported by observation data in the form of photos and videos and direct observations of school activities where inclusive and regular students can work together and help each other in learning activities in class.

Evaluation of the Context (purpose and basis of the Program) in implementing the Inclusive Education Program at SDN 42 Mataram. Context Evaluation in implementing the Inclusive Education Program at SDN 42 Mataram includes the objectives and foundations of the school's inclusive education program. At this stage, the researcher interviewed 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, many schools were appointed to use it. But after candy number 15, all schools are inclusive. There is no designation of inclusive schools. After socialising, 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 can accept them. To socialise with friends regularly, at SLB, you only socialise with friends with 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 to provide opportunities for inclusive children to socialise with normal children. That is the goal of inclusive education.

Based on the interview results, it can be understood that the aim of implementing inclusive education at SDN 42 Mataram is for the school to provide educational services for children with special needs who want a decent education. This is also supported by observation activities by researchers where inclusive students can learn well with their regular friends and included stu-

dents do not receive bad treatment from other friends. On the contrary, inclusive students are helped when receiving lessons and outside the classroom. It is also supported by the school's vision, which states the realisation of religious, healthy, accomplished and cultured students.

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 by implementing inclusive education as desired by the Indonesian Ministry of Education, Culture, Research and Technology, namely providing the broadest possible opportunities to all students with physical, emotional, mental and social disabilities.

Based on the results of the study, the evaluation context in the Inclusive Education Program at SDN 20 Mataram and SDN 42 Mataram, which relates to the objectives of implementing the education program at the two schools, shows that the goals 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 fulfil 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 socialise with normal children.

Based on the guidelines for implementing inclusive education in 2022, it is stated that inclusive education aims to provide the broadest possible opportunities for all students who have physical, emotional, mental and social disabilities or have the potential for intelligence and/or unique talents to receive appropriate quality education with his needs and abilities. Another goal is to implement education that respects diversity and is not discriminatory to all students. This is in accordance with the opinion regarding inclusive education by [8] that special education is intended for students with physical, emotional, mental, and social disorders and/or the potential for exceptional intelligence and talents. Inclusive

schools strive to implement the mandate of education for all without exception. Children with special needs should receive education in regular schools. Still, this obligation must be accompanied by optimal service to inclusive students by providing good learning, good infrastructure, and supporting participants. Inclusive students can socialise with regular students. The author [9] emphasised 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, there are no gaps 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. This is because of the importance of the implementation of inclusive education. Inclusive education is a concept that accommodates all children with special needs or those with difficulty reading and writing. Without exception, all children can quickly obtain appropriate education. This is also to the objectives of inclusive education stated in Permendiknas No 70 of 2009. However, the goal of inclusion is not expressed in the vision, mission and school goals at SDN 20 Mataram and SDN 42 Mataram. The school only contains the vision, mission and objectives for regular children. This is supported by the school's vision and mission document.

According to [10], the general aim of inclusive education is to provide the opportunity to obtain the broadest possible education for all children, especially children with special educational needs. Inclusive education seeks to meet the needs of children with special needs in order to get a decent education.

CONCLUSIONS

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 the potential for intelligence and/or unique talents to receive appropriate education according to their needs.

REFERENCES

1. Irdapurin. (2019). *Inclusive Education Solutions in Educating Children with Special Needs*. Jakarta: Prenadamedia Group.
2. Zaini, S. (2020). *Challenges and Obstacles to Inclusive Education in School*. Retrieved from <https://metrosulawesi.id/2020/01/28/tantangan-dan-hindan-pendidikan-inklusif-di-school>
3. Wibowo, A. (2020). *Problematika Pendidikan Inklusi Di Indonesia* [Problems of Inclusive Education in Indonesia]. Retrieved from <https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/11174/3.pdf?sequence=1&isAllowed=y> (in Indonesian).
4. Muhari. (2017). *Manajemen Kurikulum Dan Pengorganisasian Personalia Sd Inklusi Di Kecamatan Jonggat Kabupaten Lombok Tengah* [Curriculum Management and Personnel Organization for Inclusive Elementary Schools in Jonggat District, Central Lombok Regency]. *Jurnal Ilmiah Profesi Pendidikan*, 2(2), 228–238 (in Indonesian).
5. Wardani, K., Warthini, N., Rahmatih, A., Astria, F., & Nurwahidah, N. (2020). *Pelaksanaan Program Pendidikan Inklusif Bagi Anak Berkebutuhan Khusus Di Sdn 20 Mataram* [Implementation of an inclusive education program for children with special needs (ABK) at SDN 20 Mataram]. *Progres Pendidikan*, 1(2), 99–105 (in Indonesian).
6. Bahri, S. (2022). *Manajemen Pendidikan Inklusi di Sekolah Dasar* [Management of Inclusive Education in Elementary Schools]. *Educative: Journal of Educational Sciences*, 4(1), 94–100 (in Indonesian).
7. Gusti, N. S. (2021). Implementasi Pendidikan Inklusi dalam Setting Sekolah Menengah Atas di Kota Mataram Provinsi Nusa Tenggara Barat [Implementation of Inclusive Education in High School Settings in Mataram City, West Nusa Tenggara Province]. *Jurnal Kependidikan*, 7(3), 532–544. doi: [10.33394/jk.v7i3.3469](https://doi.org/10.33394/jk.v7i3.3469) (in Indonesian).
8. Kustawan, D., & Hermawan, B. (2013). *Model implementasi pendidikan inklusif ramah anak* [Implementation model of child-friendly inclusive education]. Jakarta: Luxima (in Indonesian).
9. Kim, Y. W. (2014). Inclusive Education in South Korea. *International Journal of Inclusive Education*, 18(10), 979-990. doi: [10.1080/13603116.2012.693402](https://doi.org/10.1080/13603116.2012.693402)
10. Budiyanto. (2017). *Pengantar Pendidikan Inklusif Berbasis Budaya Lokal* [Introduction to Inclusive Education Based on Local Culture]. Jakarta: Prenamedia Group (in Indonesian).