

**POLICY EVALUATION OF INCLUSIVE EDUCATION IMPLEMENTATION  
AT SD NEGERI MURUNG SARI 5 AMUNTAI, HULU SUNGAI UTARA  
REGENCY, SOUTH KALIMANTAN PROVINCE**

**Rina Emilyana, Agus Sukristyanto, Joko Widodo**  
Universitas 17 Agustus Surabaya Ilmu Administrasi  
Email: agussukris@untag-sby-ac.id, papa.wiedya@gmail.com

***Abstract***

*To provide certainty of educational services for children with physical or mental disabilities or children with special needs in regular education units at PAUD, SD, and SMP levels, it is necessary to establish a policy regarding the Implementation of Inclusive Education in North Hulu Sungai Regency in the form of Regent's Regulation No. 40 of the Year 2017 Concerning the Implementation of Inclusive Education in North Hulu Sungai Regency. The CIPP evaluation study used a descriptive qualitative method. Research is qualitative research with a qualitative descriptive model (quasi-qualitative). In this research, informants were also used to obtain comprehensive information about education. The data analysis technique in this research uses descriptive-qualitative analysis techniques, namely carefully abstracting all the information obtained. This means that every data obtained is presented and interpreted in depth and the existing data is analyzed in detail so that it is hoped that adequate conclusions can be obtained. This research resulted in an Evaluation of Policy for Implementing Inclusive education At SD Negeri Murung Sari 5 Amuntai Hulu Sungai Utara regency, South Kalimantan Selatan, including Various aspects of the CIPP evaluation concluded that the readiness of schools to implement inclusive education still needs to be improved.*

**Keywords:** *Evaluation, Inclusive Education, Policy Evaluation.*

**Introduction**

Education is a dynamic symptom and is an effort that aspires to be noble, which is to humanize man himself according to his nature, this means that education is a necessity that will bring humans to become the best beings who are meaningful to themselves and become meaningful caliphs for other human lives (Kusumawati, 2023);(Kusumawati, 2022). One of the nation's next generation who most needs optimal education services is children with special needs (ABK).

Children with special needs are children who have differences with children in general so they require different handling. The same is true in terms of education. In Indonesia, the term 'inclusive education' began to gain attention in 2001 when the government started a pilot project on inclusive education. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 5 paragraph (1) which states that every citizen has the same right to obtain quality education.

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## Policy Evaluation of Inclusive Education Implementation at SD Negeri Murung Sari 5 Amuntai, Hulu Sungai Utara Regency, South Kalimantan Province

In Article 51 of the Law of the Republic of Indonesia No. 23 of 2002 concerning Child Protection, children with mental and physical disabilities are given equal opportunities and accessibility to obtain extraordinary education, all children have the same right not to be discriminated against and to obtain quality education following their potential and needs (Ardianto, 2021).

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning Inclusive Education for Students Who Have Special Intelligence or Talent Potential Article 03 Paragraph (1) states that providing the widest possible opportunity to all students who have physical, emotional, mental and social disorders or have special intelligence or talent potential are entitled to participate in inclusive education in certain educational units by his needs and abilities (Nugroho Dwijowijoto, 2004).

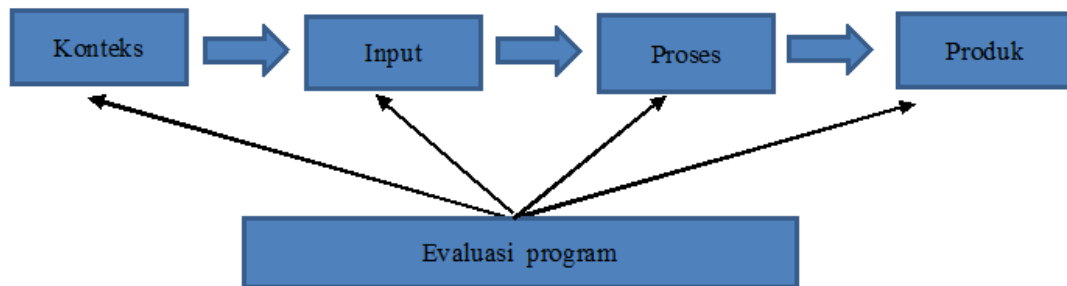
The implementation of inclusive education has been held in several provinces in Indonesia, one of which is in South Kalimantan Province in North Hulu Sungai Regency, which was one of the first provinces designated as an Inclusive Education Province by the Ministry of Education and Culture in September 2012. In its implementation, the implementation of inclusive education in Kapaten Hulu Sungai Utara is not without problems (Erwan & Dyah, 2012).

This is as seen in the dimensions of educators or teachers, both ordinary class teachers and special guidance teachers (GPK), curriculum and rules and school culture that is less accommodating; and accessibility of infrastructure facilities in schools (Irwanto et al., 2010);(Amirin, 2011). This is like what happened at SD Negeri Murung Sari 5, North Hulu Sungai Regency.

The purpose of inclusive education according to Regent Regulation No. 40 of 2017 concerning the implementation of Inclusion education in North Hulu Sungai Regency is to provide certainty of educational services for children with physical and mental disabilities or children with special needs in regular education units, both PAUD, elementary and junior high school levels in North Hulu Sungai Regency, by: 1) Providing the widest possible opportunity to all students who have physical abnormalities, emotionally, mentally, and socially or have the potential for intelligence and/or special talents to obtain quality education by their needs and abilities. 2) Building character, values, and norms for all students in PAUD, schools providing inclusive education. 3) Realizing the provision of education that respects diversity, and does not discriminate for all students with needs.

Based on the above phenomenon, it can be seen that the implementation of inclusive education is a policy rolled out to eliminate discrimination in the field of education to realize the concept of education for all. However, in its implementation, there are still many things that need to be improved. The problems that exist in the implementation of inclusive education above make researchers feel the need to conduct research and further evaluate the policy. This is intended to see whether the implementation of this policy has been appropriate and achieved its initial objectives and whether it has provided benefits to target groups as expected.

Arikunto (2016), said that evaluation is a process of drawing, searching, and providing useful information for decision-makers in determining decision alternatives. If policy can be interpreted as a program, then evaluation research is the same as program evaluation, which can be used program evaluation model, The complete scope of program evaluation generally includes four levels, namely Context, Input, Process, and Product (Ananda, Rafida, & Wijaya, 2017).



**Figure 1** scope of program evaluation

In general, policies or policies are used to show the behavior of an actor such as an official, a group, or a certain institution to solve the problem at hand. There are many explanations with limitations or understandings of policy. According to Noeng Muhadjir, policy is an effort to solve social problems for the benefit of the community on the principle of justice and community welfare.

The policy must meet at least four important things, namely; (1) people's living standards increase, (2) justice occurs: By the law, social justice, and opportunities for individual achievement and creation, (3) active opportunities for community participation (in discussing problems, planning, decisions and implementation), and (4) sustainable development is guaranteed. Inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have special intelligence and/or talent potential to participate in education or learning in one educational environment together with students in general.

Sutarya (2019) also revealed that "Inclusive education seeks to position students with special needs to get humane treatment, quality education, and by the potential and demands of society, without discriminatory treatment that harms the existence of their lives both physically, psychologically, economically, sociologically, legally, police and culturally. Inclusive education also strives so that children with special needs get equal access to all aspects of life, health, social, welfare, security, and other fields especially the field of education, so that they become the next generation of reliable, dignified individuals." (Irdamurni & Rahmiati, 2015);(Kusumawati, 2015).

Research Objectives: 1) to analyze the Policy Evaluation of Inclusive Education Implementation in SD Negeri Murung Sari 5, Amuntai District, North Hulu Sungai Regency, South Kalimantan Province. 2) To find out what factors influence the Policy Evaluation of Inclusive Education Implementation at SD Negeri Murung Sari 5 Amuntai, North Hulu Sungai Regency, South Kalimantan Province.

## Research Methods

This research is an evaluative research using a qualitative approach. The evaluation model used is the CIPP model. The results of the evaluation in this study are presented and described in the form of sentences, statements, or meaningful statements on the implementation of inclusive education programs in North Hulu Sungai Regency.

SD Negeri Murung Sari 5 Amuntai Tengah is a school appointed by the agency as an inclusive education provider.

The subjects or informants of this research include Jumadi, S.AP, MT, Head of the Education Office of North Hulu Sungai Regency, Junaidi, S.Sos.Member of DPRD commission 2 (education) for 4 periods, H.Hormat Emka, S.Pd, Supervisor of elementary schools in North Hulu Sungai district. This informant is a supervisor and companion in the implementation of the independent curriculum at SDN Murung Sari 5. Hj.Sri Winda.S.Pd.SD, Class teacher of SDN Murung Sari 5. This informant is one of the senior teachers, serving from 2012 until now. M.Ikhwan Maulana, S.Pd, a graduate of the bachelor of special education, three as a special personal supervisor teacher for one of the crew members at SDN Murung Sari 5. Suraji, chairman of the SDN Murung Sari 5 Committee, for the 2022 term – until now as well as several parents of ABK students.

In this study, data were collected and obtained through interview techniques and documentation studies. Interviews are unstructured where interviews are focused on a particular problem (focused interview) and free (free interview) where questions move from one point to another, as long as they are related to the problem under study.

The focus at the interview stage with the principal includes all components, namely context, input, process, and product of the program implementation. Other data sources are secondary data obtained through documentation studies. In documentation studies, physical data from several research locations, which are to the needs of the author or research objectives, include written documents and photographs. Written documents obtained.

The data analysis technique in this study used interactive model data analysis from Miles and Huberman. The stages of this model analysis start from data collection, data reduction, and data presentation, to conclusion drawing and verification. In the data collection stage, the author collects all data obtained both from interviews with research subjects and physical data from documentation studies.

Then, the data from the interviews and documentation are reduced and sorted according to their respective categories. In this stage, the author takes important data and classifies it according to the CIPP component. After the data is by the CIPP component, the author presents and compiles the data in the form of images and tables so that it is easy to understand. Based on the data and information obtained and have been processed and presented before, the author can conclude.

In this study, the authors tested the validity of the data using data and source triangulation techniques. The data triangulation technique was carried out by the author by comparing interview data with data from documentation studies. Meanwhile, the source triangulation technique is carried out by the author by comparing the results of interviews by one subject with the results of interviews by other subjects. With these two techniques, the level of trust and validity of the data can be accounted for.

## **Results and Discussion**

### **Evaluasi Contact**

Context evaluation of the implementation of inclusion at SD Negeri Murung Sari 5 includes elements of assessment of the background and objectives of inclusion education. The purpose of inclusive education according to Regent Regulation No. 40 of 2017 concerning the implementation of Inclusion education in North Hulu Sungai Regency is to provide certainty of educational services for children with physical and mental disabilities or children with special needs in regular education units, both PAUD, elementary and junior high school levels in North Hulu Sungai Regency, by: 1) Providing the widest possible opportunity to all students who have physical abnormalities, emotional, mental, and social or have the potential for intelligence and/or special talents to obtain quality education by their needs and abilities. 2) Building character, values, and norms for all students in PAUD, schools that provide Inclusive education. 3) Realizing the provision of education that respects diversity, and does not discriminate for all students with needs.

### **Input Evaluation**

Input Aspect: The input component in this evaluation is a component as supporting factor that strengthens the course of the Inclusion education program consisting of:

#### **1) Budget for inclusive education programs**

There is no form of financing and budgeting for the running of inclusive education programs, for example, budgeting to buy learning aids for children with special needs. Build and provide facilities and infrastructure that support the implementation of inclusive education for children with special needs and slow learners.

So there needs to be improvements in terms of special budget references for the implementation of inclusive education which should be the responsibility of parents, the community, and the government together. In addition, the absence of support in the form of financial assistance and routine physical goods from both the government and the private sector makes the budget for inclusive education not developed by the school.

#### **2) Curriculum**

The ideal curriculum for the implementation of inclusive education is in the form of a curriculum that can accommodate the abilities and needs of students according to their intelligence, potential, interests, and talents. However, findings in the field show that curricula for inclusion education with regular ones are generalized.

#### **3) Resources**

Competence to be able to serve and deliver subject matter that is by the needs of students, and inclusion in the teaching and learning process is closely related to teachers' understanding of children with special needs and attitudes of acceptance of the diversity of students with special needs. Some teachers in schools have never received workshops, training, socialization, and/or special training to improve competence.

This finding is not by Permendiknas Number 70 of 2009 Article 10 paragraph 3, which explains that district/city governments are obliged to improve competence in the field of special education for educators and education personnel in education units providing inclusive education (Pokja Pendidikan Inclusive, 2015). Therefore, equity in the participation or involvement of teachers in workshops, training, and socialization / special training needs to be improved because it affects teacher competence in handling ABK.

### **3. Process Evaluation**

Process evaluation of the implementation of inclusion at SD Negeri Murung Sari 5 includes elements of assessment of learning planning and learning implementation. Learning planning is a process of developing teaching systematically that is used specifically based on learning and teaching theories to ensure the quality of learning to achieve learning objectives (Dolong, 2016).

Before carrying out learning, teachers at SD Negeri Murung Sari 5 usually make a Learning Implementation Plan (RPP) which is used as a guideline when teaching. The lesson plan used for students with special needs is the same as other regular students because it adapts to the use of an unmodified curriculum.

This finding is different from the views of Zakia (2015) and Muftuhatin (2012) who stated that inclusive education should help students to overcome student obstacles in learning (Mariani & Sulasmono, 2018). Therefore, the process of implementing inclusive education requires adjustment and flexibility in the fields of education, teaching, social, behavioral, and cultural.

In the implementation of learning, students with special needs learn together with regular students fully in the same class. During the learning process in class, children with special needs tend to find it difficult to follow the lesson. Often these children find it difficult to concentrate during lessons.

### **4. Product Evaluation**

Product evaluation is a collection of descriptions and 'judgments' of outcomes About context, inputs, and processes are then interpreted as prices and services provided. Product evaluation is an evaluation measuring the success of achievement. Goals and is a record of achieving results and decisions for improvement. Evaluation of the product component of the implementation of inclusion education at SD Negeri Murung Sari 5 seeks to assess the achievements and social attitudes of students with special needs. Evaluation at the product stage shows that the School has made a specific determination that ABK will never stay in class.

This finding is in line with the view of Ilahi (2013: 25) who said that inclusive education must be interpreted as a form of education reform that emphasizes anti-discrimination attitudes, struggles for equal rights and opportunities, justice, and expanding access for all and changing the views of community attitudes towards children with special needs ( Tanjung, Supriani, Arifudin, & Ulfah, 2022). The above findings support the findings of Lukitasari's research, (2017) which shows that the implementation

of inclusive education policies is considered good as seen from the increasing number of ABK students and the lack of discrimination against ABK students.

This finding is also in line with the results of Budi's research (2021), which found that academic and non-academic achievements are students with special needs in their research locations are quite good. However, it was also found that the assessment for report cards for children with special needs was still the same as the assessment for normal students.

This fact is different from Permendiknas No. 70 of 2009 which specifies that the system of inclusive school learning outcomes should be in the form of numbers accompanied by a narrative of material mastery. For this reason, schools that organize inclusive education programs must modify their assessment systems to take into account the conditions of children with special needs.

## Conclusion

Based on the evaluation of the context component, the implementation of the inclusion program in this school has an appointment from the agency. The lack of school readiness to provide services and learning to ABK is shown by the curriculum used, budget development, teachers, learning process, assessment system, and school infrastructure.

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