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EVALUATION OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION AT PILOTING ELEMENTARY SCHOOL, BONTANG CITY

Anissaa Alhaqqoh Darwis[1], Widyatmike Gede Mulawarman[2*], Usfandi Haryaka[3]
Universitas Mulawarman, Kalimantan Timur, Indonesia
anissazulfahmi@gmail.com

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Abstract

The implementation of inclusive education is a priority in Indonesia to provide equitable and quality education for all citizens without discrimination. In Bontang City, this is regulated in Mayor Regulation Number 1 of 2013 which aims to fulfill the right to education for all children. In 2013, SDN 003 Bontang Utara and SDN 010 Bontang Selatan were designated as pilot schools for inclusive education. Over time, the number of Special Schools (SLB) increased from 3 to 6, with Students with Special Needs (PDBK) at SLB Negeri Bontang reaching almost 200 students. Evaluative research on the implementation of inclusive education in Bontang City used a qualitative approach with the CIPP (Context, Input, Process, Product) Stufflebeam evaluation model. Data were collected through interviews, observations, and documents, and tested through triangulation and audits by supervisors. The results showed that SDN 003 Bontang Utara was in Quadrant II (Unfocused Implementation) with input and products not yet meeting standards. SDN 010 Bontang Selatan is in Quadrant I (Dropout Implementation) with all aspects rated negative. Recommendations include strengthening the implementation of

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inclusive programs in SDN 003 and comprehensive improvements in SDN 010, including teacher training, provision of facilities, and intensive assistance from the government to build better inclusive education.

Keywords: Evaluation, Implementation of Inclusive Education, Pilot Elementary School

INTRODUCTION

The implementation of inclusive education is a priority in many countries today, including Indonesia, with the aim of providing equitable and quality education for all citizens regardless of their abilities or special needs. In relation to this policy, the Bontang City Government issued Mayoral Regulation Number 1 of 2013 which aims to fulfill the right to education and provide access to services for all children. The derivative of the mayoral regulation is the Decree of the Head of the Bontang City Education Office Number 420/004/SK/Disdik concerning the Determination of Pilot Schools for the Inclusive Education Program in Bontang City, namely SDN 003 North Bontang, SDN 010 South Bontang, and SMPN 2 Bontang. To support the program, The Bontang City Education Office prepares special assistant teachers (GPK) through 3 programs, namely short-term by providing various training and short workshops for regular school teachers; medium-term by sending 20 teachers who have a Bachelor's degree qualification, to take courses or training for 1 year at a competent special education institution; and long-term by providing full scholarships for 20 high school alumni with achievements in 2013 to study inclusive teacher education up to the Bachelor's degree level. Through this policy, the city government hopes to meet the needs of students with special needs (PDBK) in the future because all schools in Bontang City have provided educational services for them. However, over time, the Special Schools (SLB) in Bontang City, which previously only numbered 3 schools, increased to 6 schools with quite a lot of PDBK, even at the Bontang State SLB, PDBK reached almost 200 people consisting of new students or transfers from other regular schools. This is quite an astonishing phenomenon considering the government's commitment eleven years ago to accept PDBK in regular schools. In addition, one of the studies that was conducted on the implementation of inclusive education in Bontang City stated that PDBK served in inclusive schools are still limited to the specifics of intellectual

disabilities, learning difficulties and slow learners; meaning that they do not yet serve other types of PDBK (Breyer & Gasteiger-klicpera, 2024).

From the temporary data obtained by the author regarding the reasons why parents choose to register or transfer their children to SLB Negeri Bontang is because the educational needs of PDBK in regular schools are not accommodated, and often the transfer is based on recommendations from teachers at inclusive schools. This fact raises questions for the author about: "How is the inclusive education program that has been running in pilot schools since 2013? Has the implementation of inclusive education in pilot schools met the standards for implementing inclusive education which include elements of context, input, process, product, and output?" To answer this question, the author conducted an evaluative study entitled: "Evaluation of the implementation of inclusive education in pilot elementary schools in Bontang City". The formulation of the problem in this study is how to fulfill the criteria for the standard implementation of inclusive education in the elements of context, input, process, and product at SDN 003 Bontang Utara and SDN 010 Bontang Selatan? With the aim of evaluating efforts to fulfill the criteria for the standard implementation of inclusive education in the elements of context, input, process, and product at SDN 003 Bontang Utara and SDN 010 Bontang Selatan. The benefits of this study are quite extensive and cover various aspects. Theoretically, this study contributes to the development of science by broadening insight and adding to the literature related to the implementation of inclusive education. Practically, the evaluation results provide guidance for schools and education offices to improve quality, improve programs, and formulate more effective policies. In addition, this study also supports the improvement of teacher competence in serving students with special needs. From a social perspective, this study encourages equality and social inclusion and increases the participation and achievement of students with special needs. In terms of policy and administration, this study provides valuable input for the development of inclusive education policies and resource optimization, so that inclusive education can be implemented more efficiently and effectively(Slattery et al., 2024).

METHODS

The research approach used is qualitative which refers to Sugiyono's explanation that qualitative research is an approach to studying the condition of an object naturally (as

opposed to experiments) (Pilcher & Cortazzi, 2024)(Sugiyono, 2023). In this approach, the researcher acts as the main instrument, data collection techniques are carried out by triangulation (combination), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. Moleong also stated that qualitative research is a type of research that aims to understand the phenomena experienced by research subjects, such as behavior, perception, motivation, actions, and others, holistically and descriptively in the form of words and language, in a specific natural context, and using various scientific methods. Strauss and Corbin define qualitative research as "a type of research whose findings are not obtained through statistical procedures or other forms of calculation". The strength of qualitative research is not in data and statistical analysis, but in description (Arianto, 2020). In general, qualitative research has three main components as stated by Strauss, namely 1) using data from various sources through interviews and observations, 2) using different analysis or interpretation procedures used to arrive at findings or theories, 3) conducting written and verbal reports.

The CIPP model developed by Stufflebeam (2007) focuses on the impact, effectiveness, sustainability, and transportability of a program. The focus of the impact evaluation is to record the suitability between the implementation of the program and the objectives to be achieved, document the results of product measurements including achievements, quantity, and quality that have been achieved, and observe changes that occur due to the implementation of the program. In addition, interviews with evaluation users are conducted to understand their perspectives on the impact of the program on the community. The information obtained from this evaluation is then used to periodically update and improve the program. The focus of effectiveness includes an assessment of positive and negative impacts, both expected and unintended, on program targets. In addition, in-depth studies are carried out on special cases to assess the feasibility of the program in producing quality outputs. The evaluation also involves an analysis of the program's ability to improve the quality of target work, as well as the quality of the work environment and community. The focus of the sustainability evaluation or program sustainability is carried out through interviews with leaders, implementing staff, and users to obtain their perspectives on the continuation of successful programs. The evaluation also includes a cost-effectiveness analysis to assess the feasibility of the program to be continued. If the program is feasible to be continued, the next step is to prepare a new plan and test its feasibility. Programs that have a high potential for success to be continued are

assessed more deeply. The results of this evaluation are then compiled into a report to support strategic decision making.

RESULTS

1. Contextual Elements in the Implementation of Inclusive Education at the Bontan City Piloting Elementary School

a. Inclusive Education Goal Indicators

The main objective of inclusive education according to the Regulation of the Minister of National Education no. 70/2009 has been well understood by the direct implementers of inclusive education in the Bontang City pilot elementary school that education does not only focus on providing physical access for students with special needs, but also on efforts to create an education system that can accommodate diversity, so that each individual can develop according to their respective potential. Understanding of the objectives of inclusive education is known based on the results of interviews with sources at SDN 003 BU and SDN 010 BS. Abdillah, S.Pd, the head of SDN 003 BU stated that the objective of inclusive education is an effort to eliminate discrimination and our school has several documents that strengthen its position as an inclusive implementing school, namely the Decree of the Head of the Bontang City Education Office concerning the Determination of Pilot Schools in 2013 which has been updated by the Decree of the Head of the Bontang City Education Office in 2024 concerning the Appointment of Inclusive Education Implementing Schools in Bontang City. For that, I formed an education implementation team at the school, then the team that was formed prepared the PDBK learning program at SDN 003 BU. Meanwhile, Witono, S.Pd, a student representative of SDN 003 BU stated that he supports the implementation of inclusive education, even though there are documents in the form of decrees and so on, but I don't know the exact contents because there are teachers who have been specifically assigned for that. Meanwhile, Siti Mahmudah, S.Pd, a curriculum representative of SDN 003 BU said that the goal of inclusive education means eliminating student divisions. Meanwhile, documents regarding the goals of inclusive education already exist; The gist that I understand is to entrust this school as the implementer of inclusion and direct accountability to the Head of the Bontang City Education Office as the trustee .(Wenneborg, Pettersson, Sven, Odom, & Bejnö, 2024)

The response from Afdol Choliqul Ma'ruf, M.Pd as the coordinator of inclusive education at SDN 003 BU is that the goal of implementing inclusive education must be supported because GDPK is also part of the community and the requested documents in the form of a Decree on the Establishment of a Pilot School, a Decree on Reappointment, an annual GDPK learning program, and so on have been archived properly (while showing the relevant documents); However, there is no specific Decree on the Formation of the Inclusion Implementation Team, the reference for its implementation is in the Decree on the Division of Tasks for Educators and Education Personnel. Furthermore, Reny Werdowati, S.Pd, a class 3B teacher at SDN 003 BU stated that she had just been appointed as PPPK at the school, but she strongly supports inclusive education so that she personally asked the principal to be involved in the inclusive team and it has been going on for almost a year. The document in question has never been seen, but she is sure that the document is available at the school. By asking questions about the same elements of the context of inclusive education to the resource person at SDN 010 BS, the following information was obtained: In the interview, Pinta Sitorus, S.Pd, the Principal of SDN 010 BS said that he had only served at the school for two years and would retire in October 2024; However, he understands very well that the goals of inclusive education should have been implemented long ago so that all students get justice in their educational opportunities; and to his knowledge, the Decree for the Establishment of the Pilot School already exists but is not supported by other documents because the person in charge of implementing the program has moved out of town (Hamamsy et al., 2024).

With the same answer, Amirul Hak Satria Jaya, S.Pd, student affairs representative and Siti Fathonah, S.Pd, curriculum representative of SDN 010 BS answered that they understood the purpose of inclusive education as an effort by the government to accommodate differences in citizens at school age, but unfortunately the documents regarding the inclusive trial had not been prepared properly because the teacher who was specifically assigned to handle this from the beginning had been transferred to another area. The results of the interview regarding the indicator, Siti Aminah, S.Pd.Ing, a class 3B teacher answered that there was PDBK in her class and she taught as well as possible. However, they did not understand the policies, programs and others because they were not teachers specifically appointed for that, while Lusmayani, S.Pd, class 3A teacher stated that the inclusive education policy was made by the local government and also appointed special

teachers for that purpose; so teachers did not understand inclusive education. Both regretted that special teachers did not last long.

b. Indicators of Needs Analysis in Inclusive Education

In this section, the needs analysis perspective is divided into two classifications, namely the views of inclusive education implementers and the needs of the community, especially those around the school environment. First, the views of direct implementers of inclusive education at the Bontang City pilot elementary school through interviews and observations showed that there was an understanding of the current need for inclusive education implementation, so there was no rejection from the school community. Educators feel the need to continue to improve their competence in dealing with PDBK and this is accommodated by the Bontang City government through various activities. Second, the views of the community around the school regarding the need for inclusive education implementation; in general, residents do not pay much attention to the need for this equality. Even some parents do not realize that their children have limitations. Likewise, the school has never specifically socialized inclusive education to the surrounding community.

c. Feasibility Study Indicators as Implementer of Inclusive Education

The study of the feasibility study of schools that provide inclusive education based on the results of interviews and direct observations informs that there is no feasibility study in determining pilot schools in Bontang City. The local government then chooses and determines pilot schools based on a brief report on data on students who cannot read in both schools. Furthermore, Abdillah, S.Pd stated that the policies related to inclusive education that are implemented always refer to regulations from the local education office, especially on New Student Admissions (PPDB). The policy for implementing education for accepted PDBK is entirely up to the school. Meanwhile, other sources at SDN 003 BU gave more or less the same answer that the school only implements policies made by the government while the implementation in the field is entirely up to the school. At school, accepted PDBK are distributed to classes under the coordination of Afdhol Choliqul Maruf and at certain hours PDBK are taken to be educated specifically in a special inclusion room. Meanwhile, the answers of respondents from SDN 010 BS were uniform starting from the principal, vice principal, and class teacher, namely that the school does not have a special policy regarding the implementation of inclusion. So far, it has only been implemented according to government policy and all students who register if they meet the

requirements will be accepted without going through screening or the like, then given the same educational services because they are not detected as PDBK. Even some teachers do not know that their school is piloting inclusive education (Chitiyo, Simone, Muresherwa, Chitiyo, & Chitiyo, 2024).

2. Input Elements in the Implementation of Inclusive Education at the Bontang City Pilot Elementary School

a. Indicators for Recruitment of Students with Special Needs (PDBK) in Inclusive Education

Based on the results of interviews with respondents at SDN 003 BU, it is known that student recruitment is adjusted to the direction of the local Education Office, namely: 1) PDBK are accepted through a special route that is opened before regular PD admissions, 2) PDBK who register take a psychological test from a psychologist appointed by the government to determine mental ability and whether or not the applicant is eligible to be accepted at SDN 003 BU. the school system for PDBK conditions has formed itself due to the awareness of all school residents, but there are no supporting documents from local residents. As far as he can remember, there are several PDBK who live around the school but have never asked about it specifically. And so far, the school has never made a letter of commitment from PDBK parents. Witono, S.Pd and Siti Mahmudah, S.Pd stated that the school system in question is accepting the existence of PDBK, so that it already exists. However, regarding the letter of support as an implementer of inclusion and commitment from parents, the school has never made it. For the prevalence of PDBK in the surrounding environment, there has never been a specific identification effort. This answer is the same as that given by the coordinator of the implementation of inclusive education and other teachers (Mavrou, Symeonidou, Tsakiri, & Mavrou, 2024).

Meanwhile, all respondents at SDN 010 BS gave similar answers, namely that the school did not implement a special system in recruiting PDBK. The school also did not have a letter of support from the community as an implementer of inclusive education as well as a commitment from PDBK parents. In addition, although the school detected that school-age children around the school with disabilities were quite visible, they did not know the exact number and did not attend school.

b. Indicators of Administrative Requirements for Special Assistant Teachers (GPK) in Inclusive Education

Teachers who teach in inclusive classes should consist of subject teachers or class teachers, as well as special guidance teachers (GPK) who are graduates of Special Education (PLB), who are tasked with supporting children with special needs in participating in learning. However, this ideal condition is difficult to implement in the field if it must meet the ideal requirements. Therefore, technically operational in the field, minimum standards are applied. The findings in the field show that the teacher recruitment process tends to be based on subjective information, with the assumption that certain teachers are able to teach in inclusive classes. There is no special selection mechanism for inclusive teachers. On the other hand, teaching in inclusive classes is a challenge for teachers, because the learning material that must be delivered is different from the regular classes that run in parallel. This requires teachers to make multiple lesson plans and teaching preparations. In addition, teachers who teach in inclusive classes do not receive additional incentives. Based on interviews in the field, teachers teach in inclusive classes because of assignments from the curriculum field approved by the principal.

c. Inclusive Education Curriculum Indicators

In principle, the inclusive education curriculum is no different from the regular curriculum. Schools that provide inclusive education use the same curriculum as regular schools, but modifications are made to suit the abilities of each student. There is no special curriculum specifically designed for inclusive schools. This is illustrated through the results of interviews and observations of the curriculum used by schools that provide inclusive education in Bontang City; it is known that there is no special curriculum for inclusive education so that schools still use the regular curriculum with adjustments to the abilities of PDBK.

d. Indicators of Inclusive Education Learning Facilities and Infrastructure

Supporting facilities and infrastructure play an important role in the successful implementation of inclusive education. Facilities that are friendly to all students, including students with special needs, allow them to participate actively and equally in the learning process. For example, classroom accessibility equipped with ramps for wheelchair users, assistive technology devices such as hearing aids, and adapted teaching materials such as Braille books or interactive visual materials are essential to support the needs of diverse

students. In addition, counseling rooms, therapy rooms, and environments that support social interaction can help students feel accepted and comfortable. With adequate facilities and infrastructure, schools are able to create an inclusive learning environment, empower students with special needs to achieve their potential, while encouraging a culture of inclusion among all students. With adequate infrastructure, schools can create an inclusive learning environment, support students with special needs to develop their potential, and strengthen a culture of inclusion among all students (Wulandari, Mursalin, & Dewi, 2024).

e. Inclusive Education Financing Indicators

Based on the results of interviews with respondents at two pilot elementary schools, it was obtained that the financing of inclusive education was fully borne by the Bontang City Government, through the local Education Office. However, unfortunately, the financing in the form of aid for teaching aids and several supporting facilities for inclusive education such as wheelchairs, magnifying glasses, and hearing aids; was not adjusted to the needs of PDBK in the school. Other financing for inclusive education was intended to finance the education of prospective GPK at Surabaya State University, either in the form of full scholarships for prospective GPK with a Bachelor's degree, or 1 year of education for civil servant teachers who were interested with certain requirements. The government also appointed civil servants for inclusive schools, but did not accommodate the career development needs of these teachers; so that not long after, they were transferred to other areas. Initially, financing for inclusive education was budgeted from each school through BOSDA funds. The budget was provided to assess PDBK professionally (psychological services) through PPDB. Over time and changes in school leadership, SDN 003 BU reduced the budget while SDN 010 BS eliminated the budget (Villarente & Moral, 2021).

3. Process Elements in the Implementation of Inclusive Education at the Bontang City Piloting Elementary School

a. Inclusive Education Teacher Competency Indicators

Teacher competency in inclusive education is key to creating a fair, supportive, and empowering learning environment for all learners, including those with special needs. This competency includes mastery of differentiated teaching methods, use of assistive technology, and classroom management that encourages collaboration and mutual respect. In addition, teachers need to have effective communication skills to collaborate with

parents, support staff, and the school community in supporting the holistic development of learners. Empathy, patience, and openness are also inseparable parts of this competency, ensuring that teachers not only teach, but also build meaningful relationships with each learner (Bratu, Muntean, Buica-belciu, & Stan, 2020). With strong competency, inclusive education teachers become agents of change who are able to create equal learning opportunities for all learners. In relation to this description, the teachers who were the sources in the study were given a closed interview in the form of a questionnaire with answer choices: yes, no, and others (with explanations) totaling ten questions. The following is a recapitulation of the interview results:

the majority of teachers who handle PDBK in pilot elementary schools; both SDN 003 BU and SDN 010 BS still need to improve their competence in inclusive education, especially in creating an inclusive environment and communicating with students with special needs. In addition, several other aspects still need to be improved, such as identifying student needs, using technology, and implementing differentiated learning strategies.

b. Interest of Inclusive Education Teachers

Teachers' interest in inclusive education Based on this idea, teachers who handle PDBK in the two pilot elementary schools were then given a closed interview in the form of a questionnaire with a recapitulation of the results as follows:

Table 1. Recapitulation of Closed Interview Results on the Interests of Inclusive Education Teachers at Pilot Elementary Schools in Bontang City

Statement	SDN 003 BU				SDN 010 BS			
	Yes	No	Etc	Other Notes	Yes	No	Etc	Other Notes
Interested in studying inclusive education	1	0	4	Considering that the GDPK number is always increasing	3	1	1	There must be someone willing to educate PDBK
Willing to participate in inclusive training	4	1	0	-	4	0	1	Give the young a chance

Enjoy teaching PDBK	2	0	3	In a short duration	1	0	4	Competence is still lacking
Looking for inclusive strategy information	1	0	4	Time taken for regular PD	1	0	4	Time taken for regular PD
Interested in using assistive technology	1	4	0	-	1	0	4	No time to study
Want to be involved in developing inclusive programs	2	3	0	-	2	1	2	Involved but not as a coordinator
Inclusive education benefits all PDs	5	0	0	-	5	0	0	-
Open to input on inclusiveness	5	0	0	-	5	0	0	-
Motivated to create an inclusive classroom	2	0	3	Keep learning to improve your competence	1	0	4	Does not teach PDBK class
Inclusive education is an important part of the teaching profession	3	0	2	Agree even though not directly involved	5	0	0	-

Source: research results

Based on tablel 1. it is known that most respondents (Yes average >75%) showed high interest in inclusive education, especially in the aspect of openness to input and recognition of the importance of inclusive education in the teaching profession. However, on the other hand, there are several challenges such as finding information on inclusive strategies and the use of assistive technology, where the number of respondents who answered "no" is more significant than other aspects. If visualized in the diagram is as follows:

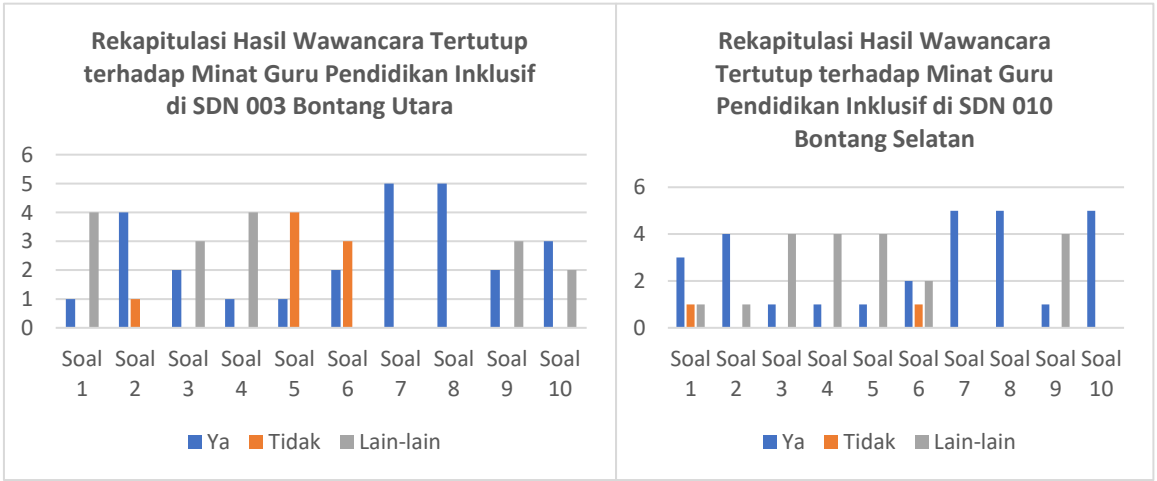


Figure 1. Representation diagram of interview results recapitulation

Figure 1 visualizes the recapitulation results so that it can be seen that the answers from the respondents are quite spread out. Especially for question number 8 which asks about openness to input about inclusiveness, all respondents answered "yes" and question number 2 which asks about interest in inclusive education training. This condition shows that the majority of teachers are interested in inclusive education, but with various other reasons and considerations, it influences other attitudes towards inclusive education.

c. Teacher Profile Indicators Required in Inclusive Education

To reveal this indicator, respondents answered a questionnaire with answer options yes, no, and others totaling 10 questions. The recapitulation of the interview results is as follows:

Table 2. Recapitulation of Closed Interview Results withTeacher Profile Required in Inclusive Education

Statement	SDN 003 BU				SDN 010 BS			
	Yes	No	Etc	Other Notes	Yes	No	Etc	Other Notes
Teachers have received training on inclusive education	2	0	3	Training is not yet in-depth	4	0	1	Training is not continuous and ongoing
Teachers understand the concept of inclusive education	3	0	2	Limited understanding	3	0	2	Limited understanding
Teachers have experience teaching PDBK	2	3	0	-	3	0	2	Only taught a few times
Teachers feel they have the skills to support PDBK in the classroom	1	1	3	Need further training	0	1	4	Still have to learn more
The teacher has used the differentiation learning method in class	2	1	2	Only for certain PDs	0	1	4	Don't understand yet
The school environment supports the implementation of inclusive education	3	1	1	Lack of facility support	0	1	4	Lack of human resources and facilities
Teachers feel the need for further guidance or	3	1	1	Want more specific	5	0	0	

assistance to support inclusive education.				guidance				
Teachers are accustomed to using aids or technology for PDBK	0	3	2	Not yet available in schools	0	1	4	Not yet available
Teachers feel supported by colleagues in implementing inclusive education	3	0	2	Support only from a few teachers	1	0	4	Not everyone supports inclusive implementation
Teachers have access to PDBK learning resources or materials	2	3	0	-	1	1	3	Didn't have enough time to find the material in question

Source: research results

d. Inclusive Education Learning Process Indicators

To reveal facts about the learning process for PDBK, respondents were asked to fill out a questionnaire which the author then displayed in the following table:

Table 3. Recapitulation of Closed Interview Results on the Learning Process in Inclusive Education at Piloting Elementary Schools

Statement	SDN 003 BU				SDN 010 BS			
	Yes	No	Etc	Other Notes	Yes	No	Etc	Other Notes
The learning process in inclusive classes actively involves PDBK	3	2	0	-	1	2	2	Not teaching PDBK
Teachers at this school use differentiated learning methods.	0	3	2	Don't understand the method yet	0	1	4	Not familiar with the method
The curriculum used in this pilot school is flexible to suit PDBK needs.	1	1	3	Still using the regular curriculum	0	1	4	The curriculum used is the same as regular
Supporting facilities are available such as learning aids for PDBK	0	5	0	-	0	5	0	-
Teachers receive special training	2	1	2	Understandi	3	0	2	Its nature

to handle PDBK				ng is still limited				is very basic
There is collaboration between teachers, support staff, and parents in the learning process.	2	0	3	Collaboration is sometimes less scheduled	2	0	3	There is no other supporting staff
PDBK gets adequate attention from teachers during the learning process	3	0	2	Just a little attention	2	0	3	Not focused
The existence of PDBK can be received positively by other PDs	5	0	0	-	5	0	0	-
The classroom environment in schools supports the creation of an inclusive learning atmosphere.	2	3	0	-	2	0	3	Other PDs are happy to accompany PDBK
Evaluation of learning in this school takes into account the individual abilities of PDBK	2	0	3	Not specifically	1	0	4	Not specifically

Source: research results

e. Extracurricular Indicators in inclusive education

To find out how it is applied in inclusive education today, the author conducted a closed interview using a questionnaire, with a recapitulation of the results as follows:

Table 4. Recapitulation of Closed Interview Results on Extracurricular Activities in Inclusive Education at Piloting Elementary Schools

Statement	SDN 003 BU				SDN 010 BS			
	Yes	No	Etc	"Other" Description	Yes	No	Etc	Other Notes
PDBK in this school is involved in extracurricular activities	2	0	3	Involved only in certain activities	1	0	4	In any activity PDBK is interested
Extracurricular activities at this school are designed to support the development of PDBK's interests and talents.	0	3	2	The program is still general in nature	0	2	3	The extracurricular activities available are general in nature.
Facilities and tools are	0	4	1	Facilities are still	0	5	0	

available to support PDBK involvement in extracurricular activities.				very limited				
PD in this school supports and accepts PDBK in extracurricular activities	5	0	0		0	0	5	Good support, but still needs education
Extracurricular teachers or coaches at schools have the ability to accommodate PDBK needs.	1	2	2	Some teachers still need training	0	5	0	

Source: research results

The results of the questionnaire on extracurricular activities then became the basis for visualization with the following diagram:

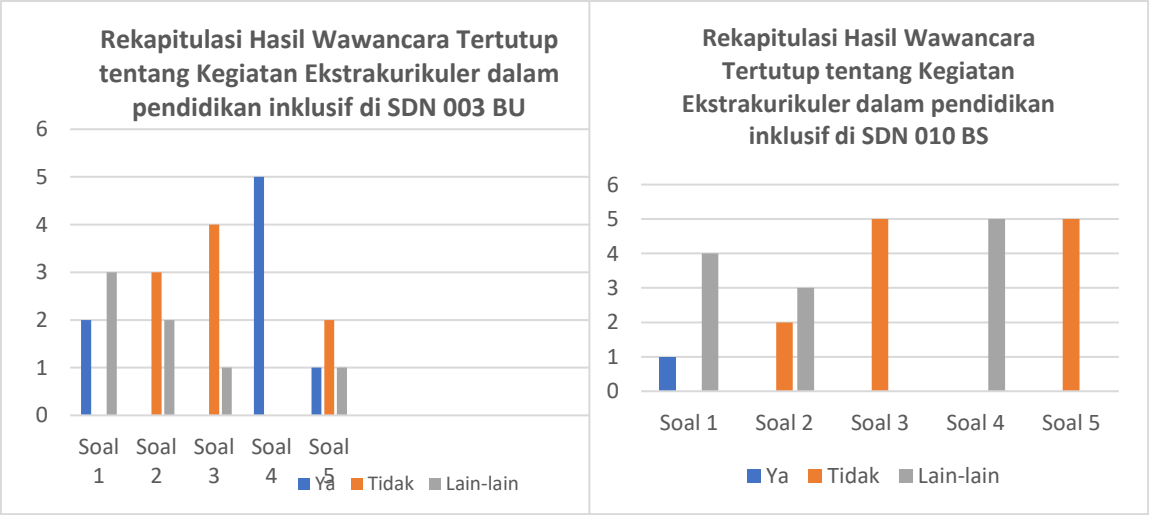


Figure 2. Recapitulation Diagram of Closed Interview Results on Extracurricular Activities in Inclusive Education at Piloting Elementary Schools

From the data, it is known that most students with special needs have been involved in extracurricular activities, but this involvement is still limited to certain types of activities. Programs that support the interests and talents of students with special needs already exist, but still need to be adjusted to be more specific and inclusive.

f. Identification and Assessment Indicators in Inclusive Education

In inclusive education, assessments not only assess the academic aspects but also the social, emotional, and physical aspects of students to ensure a holistic approach. Teachers, parents, support staff, and other professionals, such as psychologists or therapists, often work together in this process to produce an optimal learning plan. With accurate

identification and assessment, schools can create a more inclusive learning environment, supporting the success of all students according to their unique potential. To reveal its implementation in this inclusive education pilot elementary school, the author asked respondents in both schools to fill out a questionnaire with a summary of the answers.

From information is obtained that is somewhat different from other data, namely that the majority of teachers from both schools gave the answer "other", for certain reasons. In essence, the majority of respondents answered "Yes" but due to certain conditions the answer became gray. As in the statement "the school has an early identification mechanism to detect special needs of students" only 1 teacher answered yes, 2 people answered "no", while the rest answered "other" because they thought that the identification and assessment in the school were the entire result of a psychological assessment without consideration from a team that also came from the school. In terms of the involvement of related parties, one respondent at SDN 003 BU stated that all parties were involved; both teachers, parents, and psychologists. However, a different view from other respondents at the school stated that teachers did not carry out identification and assessment at all; but only advised parents to take their children to a psychologist who worked with them. Meanwhile, at SDN 010 BS, one respondent stated that the school did not carry out identification and assessment; while the rest answered that recommendations from psychologists would be accepted if they came from the parents' awareness. Assessment tools are not yet available in schools and teachers' ability to implement them is not yet there. So the team in question only suspects and then suggests to parents to ask for recommendations from psychologists (Bratu et al., 2020).

g. Individual Learning Program (PPI) Indicators in Inclusive Education

Teachers in inclusive schools face various obstacles in developing effective Individual Learning Programs (IEPs) for students with special needs. One of the main challenges is the lack of understanding and training related to special needs and relevant learning strategies. Many teachers do not yet have access to ongoing training that helps them understand the IEP process comprehensively. In addition, time constraints are a major obstacle, especially for teachers who have to manage classes with a large number of students and diverse needs. On the other hand, the lack of support from experts, such as psychologists or therapists, means that teachers have to work alone in identifying needs and designing learning strategies. The availability of assessment data that is often incomplete also makes it difficult for teachers to design accurate and relevant IEPs. Not

only that, inadequate facilities, such as adaptive learning aids and materials, further burden teachers. This challenge is exacerbated by the lack of intensive collaboration between teachers, parents, and schools, so that the IEPs that are prepared sometimes do not fully meet the needs of students. As a result, evaluation and updating of IEPs are often neglected, hindering the optimization of student development in an inclusive education environment. This also happened in the pilot inclusive elementary school in Bontang City, teachers felt less capable in making and implementing PPI. Making PPI was even considered as additional work, so it is not surprising that out of 10 interviewed sources, only 1 person had the competence and consistently implemented it (Jeremy, 2024).

4. Product Elements in the Implementation of Inclusive Education at the Bontang City Pilot Elementary School

a. Cognitive indicators in inclusive education

To reveal information on this indicator, the author asked respondents to fill out a questionnaire that aims to evaluate the extent to which the PDBK cognitive indicators are considered and developed in the context of implementing inclusive education. Recapitulation of the results of the questionnaire.

Based on the data obtained, there are differences in the implementation of learning strategies to support the cognitive abilities of Students with Special Needs (PDBK) at SDN 003 BU and SDN 010 BS. At SDN 003 BU, although 1 teacher stated that PDBK had an individual learning plan, other respondents noted that the plan was not fully detailed. At SDN 010 BS, most teachers did not know whether an individual learning plan had been made, indicating their lack of direct involvement in this process. Additional programs specifically to improve the cognitive abilities of PDBK were not fully available at both schools. SDN 003 BU had several programs limited to general activities, while at SDN 010 BS, there were no special programs for PDBK at all. This indicates the need for more attention in providing strategies, media, and programs that specifically support the cognitive development of PDBK at both schools.

b. Indicators of Emotional Intelligence in Inclusive Education

To obtain information about the indicators, the author also conducted closed interviews with respondents through questionnaires. Based on data obtained from two

schools, SDN 003 BU and SDN 010 BS, there are variations in the implementation of emotional management and emotional relationships towards students with special needs (PDBK) in inclusive classes. At SDN 003 BU, teachers face challenges in recognizing PDBK emotions, with 4 out of 5 respondents choosing the answer "Other" and stating that difficulties arise if PDBK do not show clear expressions. A similar thing happened at SDN 010 BS, where 4 respondents also chose the answer "Other" citing a lack of understanding of PDBK emotions. Managing negative emotions when facing challenges is a challenge for teachers at both schools. Most respondents from SDN 003 BU and SDN 010 BS chose the answer "Other" noting that they still find it difficult to manage negative emotions. However, in terms of providing emotional support, teachers at SDN 003 BU tend to provide support through group guidance (2 "Yes"), while at SDN 010 BS, support is more often provided by parents. Empathy towards PDBK was quite strong in both schools, but responses differed regarding its implementation. At SDN 003 BU, 3 respondents expressed empathy, although sometimes it could not be shown directly. In contrast, at SDN 010 BS, 2 teachers expressed empathy but acknowledged limitations in treating PDBK specifically. In creating a friendly classroom environment, teachers at SDN 003 BU admitted that this was done sporadically, focusing more on academic lessons, while at SDN 010 BS, a friendly approach occurred more often in sports and religious activities. In addition, openness to feedback from PDBK is still a challenge, where teachers at both schools rarely receive direct feedback from PDBK, although at SDN 010 BS PDBK parents seemed quite open to providing feedback (Lynch, Singal, Francis, Lynch, & Francis, 2024).

c. Indicators of social attitudes, and mutual assistance, tolerance, mutual respect, and cooperation.

As with previous data, data on social attitude indicators were also obtained through a questionnaire to five respondents in each piloting school for inclusive education.

Based on the research data, there are differences in the implementation of social attitudes of teachers in two elementary schools, namely SDN 003 BU and SDN 010 BS, especially in supporting inclusive education. At SDN 003 BU, the majority of teachers tend to give positive responses, with most statements answered "Yes." For example, 4 out of 5 teachers at SDN 003 BU admitted to encouraging students to help each other without distinguishing background or condition, although there was a note that PDBK (Special Needs Students) were sometimes difficult to help because they lacked self-confidence.

Meanwhile, at SDN 010 BS, the answer "Other" was more dominant. For example, 3 out of 6 teachers stated that PDBK looked bored or reluctant to be involved in learning. Teachers at SDN 003 BU were more active in creating a classroom atmosphere that was conducive to cooperation, with 5 out of 5 teachers answering "Yes." In contrast, in SDN 010 BS, although 3 teachers stated that they created a conducive atmosphere, 2 teachers stated that teaching PDBK was often not their direct responsibility. In supporting PDBK involvement, SDN 003 BU showed more positive results, with 4 teachers supporting full PDBK involvement, while in SDN 010 BS, the reason "Not handling PDBK" was the main obstacle (Nguyen, 2024).

DISCUSSION

The results of the study indicate that there is a level of understanding and implementation of the objectives of inclusive education between SDN 003 BU and SDN 010 BS. At SDN 003 BU, the objectives of inclusive education are understood as an effort to eliminate discrimination and categorization of students, as expressed by the principal and the implementation team. Supporting documents in the form of Decrees for Determining Piloting Schools and Decrees for Designating Inclusive Education Schools are available and well archived. However, there are no specific documents related to the formation of an inclusive education implementation team. The principal's initiative to form an implementation team and prepare a learning program for PDBK shows a strong commitment to realizing the objectives of inclusion. Support from teachers, including those who voluntarily participate in the inclusion team, strengthens the implementation of this program despite limitations in the distribution of information about related documents. In contrast, at SDN 010 BS, understanding of the objectives of inclusive education tends to be general, namely as an effort to provide fair opportunities for all students. However, the implementation of the program was hampered by the lack of supporting documents that were well archived due to the transfer of previously responsible teachers. Principals and some teachers recognize the importance of inclusive education, but limitations in program coordination and documentation hinder optimal implementation. Classroom teachers stated that they support inclusion, but most do not have in-depth information or direct involvement in the program. This is exacerbated by the lack of

specialist teachers who can support the implementation of inclusive education on an ongoing basis (Mendoza, Heymann, & Mendoza, 2024).

Overall, SDN 003 BU showed better readiness in terms of documentation and the establishment of inclusive programs compared to SDN 010 BS. Based on this conclusion, it can be stated that for the context element, SDN 003 BU received a positive score (+) while SDN 010 BS received a negative score (-). However, both schools face similar challenges, such as lack of coordination, continuity of special teachers, and even distribution of information related to inclusive education policies and goals.

The mapping of CIPP (Context, Input, Process, Product) elements in inclusive education at SDN 003 BU and SDN 010 BS aims to evaluate the implementation of inclusive programs in both schools. This evaluation involves various aspects, starting from the educational context element which includes indicators 1) objectives, foundations, and program development, 2) needs analysis indicators, 3) inclusive school feasibility indicators. Other elements are inputs in the form of 1) PDBK recruitment indicators, 2) GPK requirements indicators, 3) curriculum indicators, 4) facilities and infrastructure, 5) financing, and 6) education calendar indicators. The third element is the process consisting of 1) teacher competency indicators, 2) teacher interest indicators, 3) required teacher profile indicators, 4) learning process indicators, 5) extracurricular indicators, 6) identification and assessment, and 7) individual learning programs. The last element is the product related to the results of education including 1) cognitive indicators, 2) emotional intelligence indicators, and 3) social attitude indicators. Based on all data obtained in the research, both from the results of interview studies (direct and indirect), observation, and documentation (Mendoza et al., 2024).

The results of the analysis of the implementation of inclusive education at SDN 003 BU and SDN 010 BS based on the elements of Context, Input, Process, and Product show significant differences in the implementation and readiness of each school. In terms of Context, SDN 003 BU has advantages in the objectives, foundations, and development of inclusive programs as well as needs analysis that has been carried out adequately, indicating better readiness as an inclusive school. In contrast, SDN 010 BS shows limitations in program development and the feasibility of an inclusive school, although a needs analysis has been carried out. In terms of Input, SDN 003 BU has carried out PDBK recruitment well and obtained adequate financial support, but still faces challenges in

providing special assistant teachers (GPK), inclusive curriculum, and facilities and infrastructure. SDN 010 BS, on the other hand, shows a greater gap, especially in PDBK recruitment and the provision of other basic needs for inclusive education. In terms of Process, SDN 003 BU is superior with positive achievements in teacher competence, teacher interest, teacher profile, learning process, extracurricular activities, identification and assessment, and implementation of individual learning programs (PPI). Meanwhile, SDN 010 BS still shows limitations in almost all process indicators, even though there is a commitment to the learning process and teacher interest (Senior, Starchuk, Green, Patterson, & Perez, 2024).

However, in the Product element, both SDN 003 BU and SDN 010 BS face major challenges. Both schools show inadequate results in cognitive indicators, emotional intelligence, and social attitudes. This shows that even though the process has been carried out well, especially in SDN 003 BU, the real results felt by students with special needs are still not optimal. The results of the evaluation study on the implementation of inclusive education at the Bontang City Piloting Elementary School revealed the fact that the implementation of inclusive education at SDN 003 North Bontang is in Quadrant II andstated as Unfocused Implementation; because there are two or three of the components evaluated by CIPP with negative values or have not met the established evaluation criteria. Meanwhile, the implementation of inclusive education at SDN 010 Bontang Selatan is in Quadrant I stated as dropout implementation because all CIPP evaluation components (context, input, process, and product) have negative values.This situation indicates the need for different strategic steps and interventions for both schools. For SDN 003 Bontang Utara, the main focus is to strengthen coordination and direction of implementation, especially on components that still have negative values, such as input and product aspects. This approach can be done through more intensive teacher training, improving supporting facilities, and continuous evaluation of inclusive programs that are already running (Nguyen, 2024).

Meanwhile, SDN 010 Bontang Selatan needs fundamental improvements in all aspects, from setting clear objectives to providing appropriate inputs, such as trained educators, adequate facilities and infrastructure, and an assessment system and individual learning program (PPI). Intensive assistance from related parties, including local governments and educational institutions, is crucial to help this school build a solid

foundation in implementing inclusive education. Thus, both schools can be better prepared to provide inclusive, fair, and quality education for all students.

CONCLUSION

Evaluation of the implementation of inclusive education at SDN 003 Bontang Utara and SDN 010 Bontang Selatan showed variations in achievement in each element evaluated. In terms of context, SDN 003 has met most of the criteria, such as clear objectives and foundations, as well as good needs analysis, although it still needs strengthening to be more focused. In contrast, SDN 010 faces major challenges with the absence of a strong foundation and eligibility as an inclusive school, which requires strategic support from policies to mentoring. In terms of input, SDN 003 shows progress in the recruitment of students with special needs (PDBK) and financing, but other important aspects such as special assistant teachers (GPK), inclusive curriculum, and facilities and infrastructure are still lacking. The condition at SDN 010 is more worrying, because almost all input criteria have not been met, requiring major intervention to improve teaching staff, facilities, and curriculum. In the process, SDN 003 recorded relatively good results with the implementation of the Individual Learning Program (PPI) and supporting teacher competencies, but SDN 010 shows limitations in almost all process indicators, such as teacher competencies and assessments. Meanwhile, product evaluation showed less than optimal results in both schools. SDN 003 faced challenges in students' cognitive, social, and emotional development, while SDN 010 failed to meet all indicators, requiring a comprehensive overhaul of the learning approach, support, and evaluation.

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