Inclusive Education Program Evaluation In Primary Education Office
In West Java Province Indonesia

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Abstract
This study attempts to evaluate and analyze the inclusive education program at primary schools in West Java Province. The study is focus on: 1). Aim, goals, and need of community on inclusive education, 2). Plan and strategy of the inclusive education program that include; human resources, curriculum, and facility in education provincial office, 3). Program implementation; capacity building, technical assistance and monitoring of the program and 4) Result of inclusive school performance. Using mix method; quantitative and qualitative approach. Quantitative data collected through simple questionnaire and the qualitative through FGD, In-depth Interview, and observation. Data analyzed by using CIPP approach to summarize and determine the recommendation .The program evaluation criteria are divided into 4 criteria i.e.: 1). Context, consist of goal and community need of inclusive education program, 2).Input; plan and strategy on human resources, curriculum and school facility, 3). Process; implementation of capacity building, technical assistant, and monitoring, 4). Output; school performance.

Keywords: Inclusive education, inclusive school, program evaluation, CIPP.

INTRODUCTION
The increase as the number of children with disabilities continues to rise for more than a decade. More and more children are born into a state experiencing developmental disabilities or abnormal development of physical, mental, intellectual, and emotional. WHO estimates that the number of children with disabilities up to the year 2011 showed 15% of the total population of Indonesia. Meanwhile one hand the number of schools that have been able to serve children with disabilities are very limited to a number. On the other hand, the education law and government policies are clearly underline the right to all children without exception savor the world of education. To fill this gap so it is natural that both central and local governments to expand the role of public schools are more dispersed and in almost all parts of Indonesia. The program is named as the inclusive education program.

UNESCO defines inclusive education as schools should accommodate all children, without exception, there are differences in physical, intellectual, social, emotional, linguistic or other conditions, including the disabled and gifted children, street children, working children, children of ethnic cultures, languages, minority and groups of children who are disadvantaged and marginalized, it is called as one school for all. Similarly, the opinion of Alan et al (2009: 6) states, "Inclusive education is a human right, it's good education, and it makes good social sense. Human rights includes: 1). All children have the right to learn together, 2). Children should not be devalued or discriminated, 3). Disabled adults, describing themselves as special school survivors, are demanding an end to segregation, 4). There are no legitimate reasons to separate children for Reviews their education. Children belong to together-with advantages and benefits for everyone. They do not need to be protected from each other. Good education means: 1). Research shows
children do better, both academically and socially, in inclusive settings, 2). There is no specific teaching or care in a segregated school roommates cannot take place in an ordinary school, 3). Given commitment and support, inclusive education is a more efficient use of educational resources. Social sense means: 1). Segregation Teaches children to be fearful and ignorant, and it breeds prejudice, 2). All children need an education that will help them develop relationships and prepare them for life in the mainstream, and 3). Only inclusion has the potential to reduce fear and to build friendship, respect and understanding ".

Thus the implementation of inclusive education is the education system that provides opportunities for all learners who have the disorder and have intelligence and / or special talents to participate in education or learning in an educational setting together with the learners in general.

West Java Province is a province with the number of children with disabilities have the second highest after East Java. With the limited number of special schools and the high number of children with disabilities, it urged the West Java government to immediately implement the inclusive education program optimally and massive. There has been a document that contained an inclusive education program in West Java Provincial Education Office and serve as a reference in the implementation of inclusive education and created in a span of five years.

Wayne F Cascio in Rival (2010: 9) states that planning human resources is a set of activities undertaken to anticipate future business and environmental demands on the organization and to meet the needs of human resources created by the state. While Thomas H Stone (2009: 12) reinforces the notion of planning human resources with "human-resource resource planning is a process to predict the need of human resource and staffing in the organization for the future to the Ensure that all steps taken to fulfill the organization's need."

Monday (1995: 11) defines human resources planning as a process that systematically examines the state of human resources to ensure that the quantity and quality with the right skills, will be available when they are needed.

According to Arikunto (2009: 2), the evaluation comes from the word evaluation is absorbed into Indonesian glossary with the aim of maintaining the original words with pronunciation's adjustments Indonesia to the 'Evaluation'. Schuman in Anderson (2008: 3) considers evaluation as a process of determining the results achieved several activities planned to support the creation of purpose. The joint committees in Stufflebeam (2007: 3) states as the evaluation"Evaluation "Evaluation are the systematic assessment of the worth or merit of an object. Evaluation's root term, value, denotes that evaluations Essentially involves; making value judgments. Accordingly, evaluations not value free. They need to be grounded in some defensible set of guiding principles or ideals and should determine that evaluand's standing against Reviews These values". Meanwhile, according to James McDavid et.al " (2007: 6),Program "Program defines as a group of related activities that is intended to Achieve one or several objectives. Programs are means-ends relationships that are designed and implemented purposively. They can vary a great deal in scale ". More Sara Steel (2010; 4) defines the evaluation after the program with the "Program evaluation is a process of judging (or a judgment as to) the worth or value in a program. This judgment is formed by Comparing evidence as to what the program is with the criteria as to what the program should be ". According to Arikunto (2009: 5) evaluation of the evaluative research program, is to determine the end to a program in order to determine policy on the policy recommendations ago, that the ultimate goal is to determine the next policy. Peter (2006: 6) expressed the opinion that, "Program evaluation is the use of social research methods to systematically Investigate the effectiveness of social intervention programs in ways that are adapted to Reviews their political and organizational environments and designed to inform social action in ways to improve social conditions ".

Kaufman et al. (2010: 13) differentiate into eight evaluation model, namely: 1). Goal oriented evaluation models, 2). Goal-free evaluation models, 3). Formative-summative evaluation models, 4). Countenance evaluation models, 5). Responsive evaluation models, 6). CSE-UCLA evaluation models, 7). CIPP Evaluation models, and 8). Discrepancy models. CIPP Model developed by Stufflebeam (2007: 9) with a concept that is, "Context evaluation assessed the needs, problems, assets, and opportunities to help decision
makers define goals and priorities and to help users judge the relevant goals, priorities, and outcomes. Input evaluations assess alternative approaches, competing action plans, staffing plans, and budgets for reviews their feasibility and potential cost-effectiveness plans, to meet targeted needs and achieve goals. Process evaluations assess the implementation of plans to help staff to carry out activities and, later, to help the board group of users judge program implementation and interpret outcomes. Product evaluations identify and assess out comes-intended and unintended, short term and long term-to help a staff keep an enterprise focused on outcomes and ultimately achieving important to help the broader group of users the effort's success in meeting targeted needs.

From some of the top models in program evaluation, researchers analyzed that the evaluation model that is appropriate for use as the focus of inclusive education is the CIPP evaluation model. This model was chosen because it has a compatibility with the characteristics and condition on the model of a program that will be evaluated is that of inclusive education level of primary and secondary is a system that consists of several components that can be assessed, inclusion programs are eligible to be grouped in a processing program which is a program of activities substantially change the raw material (input) into finished materials as a result of the process or output (output), and the existence of something, which was originally located in the initial conditions as input, then processed and transformed into a desired output by the program's goals.

The focus is lifted from this research are: 1). Goals, objectives, and the needs within the community towards the inclusive education program in West Java Provincial Education Office, 2). Plans and strategies of the inclusive education program that includes human resources, curriculum, and facilities in the West Java Provincial Education Office, 3). Implementation of the inclusive education program that includes an increase in the principal managerial skills, technical guidance and supervision service inclusive education in West Java Provincial Education Office and 4). Results of school performance ratings inclusion in West Java Provincial Education Office.

**RESEARCH METHODS**

Research conducted at the Education Office in West Java by using Java West as a region to confirm and obtain a complete picture of the process of implementation of the inclusive education program. This study uses a mixed-method approach that is quantitatively and qualitatively. Questionnaire, focus group discussions, in-depth interviews, and observation and court documents to be the way the data is collected.

**RESULTS AND DISCUSSION**

Goals and objectives of inclusive education programs aimed at all children with diverse backgrounds of economic, social, cultural, physical, and psychological need to have access to education or the school nearest their homes and are entitled to a quality education that is worthy of the capabilities, constraints, and needs. West Java Province has a decree issued by the head of the provincial education department who pointed to several schools to be inclusive education providers. The availability of data on children with disabilities remains a challenge for the program. Limitations and updating I children with disabilities have not been able to describe the gap between the needs of society and the response of the West Java provincial education department. Though data on participation rates of children attended public schools and special schools can be used to provide an overview over the gap but can not describe the real situation that is happening. The qualitative data suggests that inclusive education community needs are increasing with the increasing number of disabled children who need education. Access to schools for children with disabilities are not always easy, in some schools still found a more complicated procedure than with access to children who do not have disabilities, the wisdom of the schools and the local education department determines the ease of access. Although the technical guidance of new admissions for children with disabilities has been set up make it easier for parents and children, apparently not well known by the school and education department district/city. Although access to education for children with disabilities is still not fulfilled
either, the level of community satisfaction with the services varies. In some cases, parents are greatly helped by the school regarding education for their children, although in other cases, as parents feel left out of the process of getting the right education for their children. Increasing public support towards inclusive education services, as evidenced by the establishment of cooperation with village cadres and fellow parents who have children with disabilities.

Plan for an inclusive education program stated quite clearly in the document inclusive education program. The plan includes the aspects: a). HR, b). Curriculum, c). Environment and facilities, d). Involvement of parents and communities, e). Resource centers as a support system. The fifth aspect is expressed in the form of preparatory programs and indicators of success. Documents inclusive programs are in the same document with other programs under exceptional education (PLB) in West Java Provincial Education Office. The inclusive education program plans on a regular basis once every five years or updated as an appropriate response to the situation and educational needs of children with disabilities. The education office is also to evaluate the program every half-year and year-end program to be used as input in the manufacturing planning next year's program. HR planning specifically related to inclusive education is not there, not yet contained plans for strengthening the capacity of educational personnel both in quantity and quality. This was evident at the implementation level; there was confusion about how to design human resource development is understood only as dissemination activities without regard to the specific needs of each diverse teaching force which resulted in the lack of confidence of teachers and principals to run an inclusive school management. Similarly, for the purchase of teaching aids and instructional media. Lack of socialization in more detail regarding the financial management of inclusive education have made the school feel afraid to spend a need for children with disabilities. Curriculum development and instructional planning, at most schools MGMPs perform routine activities that means can be utilized for improving the capacity of teachers through the superintendent. Unfortunately, the discussion on inclusive education is still not well appointed as superintendent of schools also has limited knowledge and skills regarding inclusive education itself.

Regarding improving the skills of school, principals felt still require deeper debriefing of the provincial education department. At this point, most of the new schools to understand the early stages of changing the perspective of an exclusive education to be inclusive, but has yet to reply on how then children with disabilities are assisted in the process of teaching and learning. It is evident that the principal claimed not understand fully about the management of an inclusive school, and stated that the school is in dire need of training on this subject in more detail and not just theory but also practice. However, as the initial stage to open up the widest access for children with disabilities, presumably, this is quite a positive result. Routine supervision and technical guidance regarding inclusive education have not run in a planned and scheduled. This is because both inspectors and education authorities districts/cities not yet fully understand the implementation of inclusive education. Performance increased since school teacher recognized implement inclusive education. Although the school is not able to show the results of the performance appraisal for principals and several teachers in the class, there are children with disabilities look more caring to students in work compared with teachers who are dealing with children with disabilities.

CONCLUSION

Conclusion. 1) Description of context can be summarized as follows: a). Documents of interest are arranged according to program years starting from the year 2008 - 2012, b). A decree organizer's inclusive school there and is updated every two years, c). The estimated number of children with disabilities in the city and the data of children with disabilities who attend regular schools are not yet available but nevertheless, there are still national data provide a picture of this gap, c). Access school is not always easy for children with disabilities. It really depends upon the discretion at the school, d). Society welcomed the holding of
inclusive education, especially for parents who have children with disabilities, but it is not always the case for other parents who have children with disabilities. 2). Description Input can be summarized as follows: a). Stated clearly formulated objectives that include aspects: human resources, curriculum, environment and facilities, the involvement of parents and community and resource centers, b). Both teacher training and capacity building has not been scheduled well and socialized to the school level, c). Funds for school facilities are still integrated with the allocation of funds in general in schools and education service districts / municipalities, d). Teaching aids can use funds from the operational costs to the school, but the school is still felt fear of spending for children with disabilities for reasons of accountability, e). Assessment for children with disabilities does with the limited skills of teachers and principals, f). Regular discussions with a group of teachers are consistent, but the discussion on inclusive education is still considered minimal, g). According to the provincial education office of ratings to their ability but the confusion with this school. 3). Process Description summed up as follows: a). Department of Education for schools to socialize but still feels very lacking and in need of further deepening of the material, b). The school is still desperately needed training on inclusive education program c). Administrative sanctions for schools that deny children with disabilities have never been used to rebuke the school violated during this time, d). Supervision is always sudden and does not involve the school in planning, e). Most principals feel the response to various problems can be offered by the education department are right but there is also a feeling otherwise. 4). Product descriptions can be concluded recognized teacher performance increased since schools implementing inclusive education. Although the school is not able to show the results from the performance appraisal but for the principal and several teachers in the class, there are children with disabilities look more caring to students in work compared with teachers who are dealing with children with disabilities.

Recommendation. 1). Recommendations Context; dissemination of documents inclusive education programs both in terms of goals, objectives, and planning, which must be made up to executive level in schools. Public support to the program can be used as the power together to involve parents, 2) Recommendation Input; in the implementation of capacity building for teachers and principals, education authorities should find a new innovation on improving the capacity of educational staff. Cooperation with universities, strengthening the regulatory, strengthen the service districts / cities can be an option for the implementation of the program can occur on a massive scale and understood more of the party involved, 3). Recommendation Process; I need to be explored more concrete administrative sanctions for schools that do denial of entry school for children with disabilities. This is done by considering that every child has the right to a decent education without discrimination and look at the social, economic, cultural, and beliefs, including the state of physical and mental health. Supervision of the benchmark increased capacity of teachers and principals for each school program. The education office should be able to take advantage of this to facilitate the achievement of the goal of increasing the school's capacity. 4). Product recommendation; Increasing teacher performance should be used in sharing experiences with the fellow teacher profession because besides providing motivation also provides a space to learn from each other in dealing with children with disabilities. Besides sharing, should any teachers and principals to write down their experiences undergo a learning innovation and inclusive school management to be communicated to many parties in order to provide positive encouragement and hope for the parents and fellow educators. The education office should be able to facilitate this through city agencies.

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Certification

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This letter is to confirm that your papers entitled "Inclusive Education Program Evaluation in Primary Education Office in West Java Province Indonesia" and "Influence Model of Learning and Critical-Thinking Ability of Learning Science of Primary School Students" were accepted and published at the 29th IBIMA Conference on May 3-4, 2017 in Vienna, Austria conference proceedings (ISBN: 978-0-9860419-7-6, Published in the USA).

The papers have been published and sent along with the whole proceedings for indexing by web of Science (ISI) and SCOPUS. IBIMA International conferences proceedings are indexed by Thomson Reuters (Web of Sciences) since 2006 and by SCOPUS since 2005.

Sincerely

Dr. Khalid S. Soliman
29th IBIMA Conference chair