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Evaluation of Inclusive Education in University: Gaps in Program Implementation

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ABSTRACT

Inclusive education is the implementation of equality in education. To support the implementation of inclusive education, the Mathematics Education Study Program at UIN Sunan Kalijaga makes inclusive one of its core values. This is a discrepancy model evaluation developed by Provus. Data was carried out through questionnaires, interviews, documentation, and observation. Based on the results, it can be concluded that the implementation of inclusive education is in the moderate category. This can be seen from the results of the questionnaire which shows the percentage reaching an average of 68.77%. In detail, the results for each indicator are 1) Vision, mission, goals, and strategy standards reached the very good category; 2) Graduate competency standards reached the moderate category; 3) Learning process standards reached the moderate category; 4) Learning assessment standards reached the moderate category; 5) Student Standards reached the moderate category; 6) Standards for lecturers and education personnel reached the moderate category; 7) Learning infrastructure standards reach the moderate category; 8) Learning financing standards reach the moderate category; and 9) Learning management standards reach the moderate category. Based on the existing findings, some of the main recommendations for the implementation of inclusive education in the Mathematics Education Study Program are to develop individualized learning programs that appropriate the needs of students with special needs, training for lecturers and student volunteers for the implementation of learning in inclusive classes, and the appointment of a coordinator in the implementation of inclusive education in the mathematics education study program.

Keywords: *evaluation, inclusive, university, gap, implementation*

1. INTRODUCTION

Education plays an important role in facilitating a person to build abilities, cognitive, academic, and non-academic achievements, and social interactions (Yekti, Ratminingsih, & Dewi, 2019; Choi, Meisenheimer, McCart, & Sailor, 2017). According to the Regulation of the Minister of National Education of the Republic of Indonesia No. 70/2009 point 3, all children have the opportunity to access effective, relevant, and appropriate education without considering normal children and children with special needs. Historically, people with disabilities and other special needs in most, if not all, countries in the world have faced discrimination in the provision of education (Okech et al., 2021). One form of effort to eliminate discrimination in education is the implementation of inclusive education. Inclusive education is the development of an integrated education program launched in Indonesia around 1980 based on the term voiced by UNESCO which comes from the word Education for All which means friendly education for all with an educational approach that seeks to reach everyone without exception (Wahyuni et al., 2021).

Inclusive education aims to expand and improve learning, curriculum, and community to reduce inequalities and barriers in education and social provision for all children regardless of disability and special education needs or disadvantages (Ackah-Jnr, 2020). Inclusive education in Indonesia is organized based on the 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 a quality education. Inclusive education has implications for health,

education, social welfare, and youth development (Srivastava et al., 2015). Inclusive education is associated with diversity (Burner et al., 2018; Loreman et al., 2005), fairness (Shaeffer, 2019), diversity (Lundahl, 2016), and universal rights (Gran, 2017; McAnelly & Gaffney, 2019). Inclusive can be described as programs that help schools adapt to student diversity (Rapp & Corral-Granados, 2021).

Inclusive education allows more children with special needs to learn with their peers in mainstream schools and reduces the number of special schools. However, the implementation of inclusive education experiences several challenges, especially since there is still no clear understanding of inclusive education. According to Kefallinou, Symeonidou, & Meijer (2020), inclusive education has been repeatedly justified in theory, a very complex area about its evidence base, but the practicality of its implementation often appears to be based on moral and normative principles. This is the basis that universities that have prospective teacher graduates need to provide understanding and readiness to be able to organize inclusive education properly.

UIN Sunan Kalijaga is one of the inclusive universities in Yogyakarta. As a form of commitment, UIN Sunan Kalijaga carries inclusiveness as one of its core values. In addition, UIN Sunan Kalijaga has developed a Disability Service Center (PLD) to ensure that the implementation of inclusive education can run optimally. To support the implementation of more massive inclusive education, the Mathematics Education Study Program makes inclusive education one of its values. In addition, in 2021, the Mathematics Education Study Program accepted one student with hearing impairments. As an effort to improve the services of the Mathematics Education Study Program in organizing Inclusive Education, evaluation research is important to carry out.

2. METHOD

This is an evaluation research to obtain comprehensive information about the implementation of inclusive education in the mathematics education study program. The evaluation model used is the discrepancy evaluation model developed by Provus. The model developed by Malcolm Provus is a model that emphasizes the view of gaps in program implementation (Suharsimi & Cepi, 2014: 48). The steps in implementing the discrepancy evaluation model include (1) the design stage, (2) the installation stage, (3) process stage (data collection), (4) goal measurement stage (product), and (5) program comparison stage.

The subjects who participated in this research were six lecturers selected purposively from twelve lecturers in the Mathematics Education Study Program, one lecturer academic advisor for students with special needs, students with hearing disabilities (one student), and volunteers (two students). Data collection in this study was carried out through questionnaires, interviews, observations, and documentation. The questionnaire consists of 25 items. Each item has four alternative answers. Semi-structured interviews were conducted for 30-40 minutes for each research participant. The questionnaire and interview instruments have been assessed by three experts. In detail, the evaluation indicators and the data collection process are shown in Table 1 below.

This research used triangulation to ensure credibility. To ensure transferability and confirmability, the researcher provided a detailed description of the data collection and data analysis procedures performed (Algolaylat et al., 2023). Meanwhile, to ensure dependability provide an internal audit of the entire research process.

Table 1. Evaluation Indicator and Data Collection

No	Indicator	Data Collection
1	Vision, Mission, Goals, and Strategy Standards	Questionnaires and documentation
2	Graduate Competency Standards	Questionnaires and documentation
3	Learning Process Standards	Questionnaires, interviews, and observation
4	Learning Assessment Standards	Questionnaires, interviews, and documentation
5	Student Standards	Questionnaires and interviews
6	Standards of lecturers and education personnel	Questionnaires and interviews
7	Learning infrastructure standards	Questionnaires and documentation
8	Learning financing standards	Questionnaires and documentation
9	Learning management standards	Questionnaires, interviews, and documentation

3. RESULT AND DISCUSSION

This research explores in detail inclusive education practices that occur, the barriers faced, and the efforts needed to improve inclusive education practices.

3.1. Implementation of Inclusive Education in Mathematics Education Study Program

The implementation of inclusive education in the UIN mathematics education study program is one of UIN's steps so that prospective teacher graduates gain understanding and readiness to be able to organize inclusive education properly later when teaching in schools. Data collection through questionnaires was filled in by 6 UIN mathematics education lecturers, the following statistical results are presented in the bar chart below.

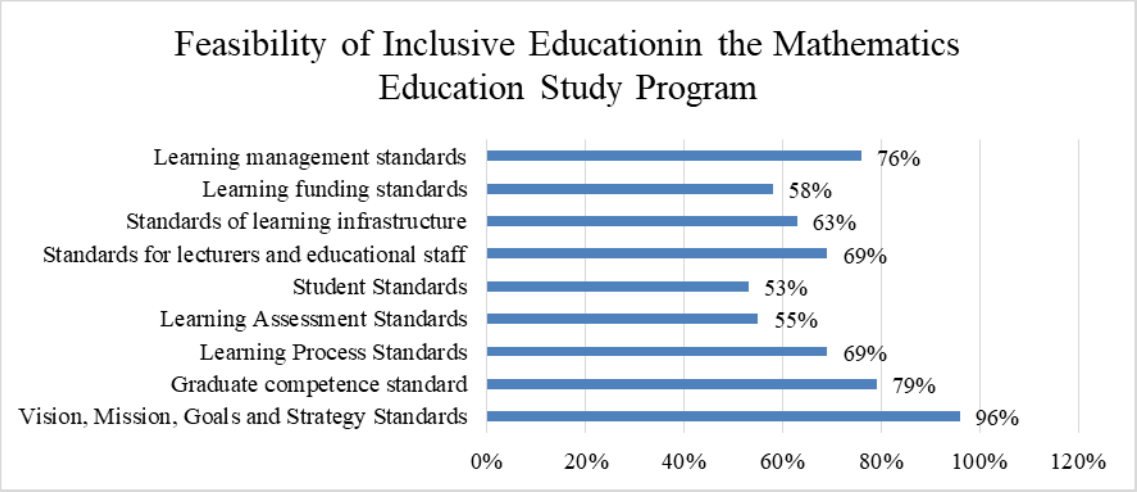

Figure 1. Statistical Results of Questionnaire Distribution

Based on the bar chart above, it can be concluded that of all the indicators of evaluating the implementation of inclusive education in mathematics education at UIN Sunan Kalijaga, the standard indicators of vision, mission, goals, and strategies have the highest percentage

allowance of 96%, while the lowest indicator of implementation is the student standard. Furthermore, a further explanation of each indicator will be presented as follows.

3.1.a. Vision, Mission, Goals, and Strategy Standards

Vision, mission, goals, and strategies are important to understand the basic core that the study program wants to achieve. This standard can be used as a desired achievement in the future as a manifestation of goals. Knowing the implementation of the vision, mission, goals, and strategies obtained through a questionnaire containing inclusive education which is a component in the vision, mission, and objectives of the mathematics education study program and the mathematics education study program makes inclusive education part of the strategy to achieve goals. Based on the questionnaire results presented in Figure 1, the achievement of vision, mission, goals, and strategy standards is 96% or it can be concluded that the gap that occurs is 4%.

The data and results of the questionnaire percentage are supported through the website of the mathematics education study program which has socialized each indicator that is treated. The website displays the vision, mission, goals, and strategies that will be carried out by the mathematics education study program. The vision of mathematics education at UIN Sunan Kalijaga is to become a center for the study and development of mathematics education that integrates science, Islamicity, and inclusiveness. The vision of the mathematics education study program mentions the word inclusivity which illustrates that the mathematics education study program at UIN Sunan Kalijaga supports the inclusion program.

3.1.b. Graduate Competency Standards

The implementation of graduate competency standards can be seen from the fact that every student with special needs gets a talent development program and a compensatory program according to the potential and needs of students with special needs. In knowing the implementation of graduate competencies, data collection is carried out through questionnaires, documentation, and interviews. Based on the results of the questionnaire, the percentage of achievement of graduate competency standards is 79%. That means the gap that occurs is 21%.

This percentage is supported by the results of interviews with mathematics education students which show that not all students with special needs get talent development programs and compensatory programs according to the potential and needs of students with special needs. Talent development programs are mostly carried out by PLD, such as ICT training for the blind, strengthening language communication, and developing BTAQ competence for the blind. The Mathematics Education Study Program has not yet developed a detailed talent development program or compensatory program for students with special needs.

3.1.c. Learning Process Standards

Learning can be a process of teaching and learning activities which is one of the determinants of learning success. The learning process will be a reciprocal activity between educators and students toward a better goal (Ratnasari, 2019). The implementation of the learning process is obtained through the distribution of questionnaires, interviews, and observations. The questionnaire contains students with special needs who will receive learning that has been systematically identified and assessed, lecturers carry out the learning process by the curriculum and the Individual Education Plan (RPI) prepared. Furthermore, the questionnaire also contains about lecturers providing learning materials according to the needs and learning abilities of each student with special needs for each teaching subject, lecturers apply teaching strategies and practices that are tailored to the abilities and needs of each student

with special needs, and lecturers apply communication skills that are by the characteristics of each child with special needs.

The last sub-indicator is that each student with special needs receives assistance from both lecturers and peers. Based on the questionnaire results, the percentage of achievement of the learning process standards is 69% or there is a gap of 31%. The percentage of questionnaire results is in line with the results of interviews which show that not all lecturers have developed Individual Education Plans (IEP), developed teaching materials, implemented learning strategies, and implemented communication skills for students with special needs. In addition, based on the results of observations of learning in inclusive classes with students with hearing disabilities, also show that lecturers have not arranged the seating position between students with disabilities and accompanying students in front to facilitate communication with lecturers. This shows that lecturers have not fully implemented learning strategies that are suitable for students with hearing disabilities.

3.1.d. Learning Assessment Standards

Learning assessment can be a way used by educators to determine or measure the ability of students to achieve learning objectives. Implementation in learning assessment standards can be seen from the determination of SKLs that are by the needs and abilities of each student with special needs, each student with special needs takes exams and assessments according to the needs of students with special needs, study programs that provide reports on the learning of students with special needs regularly to parents, which are not only in the form of numbers/scores but are accompanied by several narrative comments, and related parties (lecturers, assistants and parents) are involved in the process of adjusting/developing student learning outcomes assessment.

Based on the questionnaire results presented in Figure 1, it is obtained that the percentage of achievement of learning assessment standards is 55%, which means that the gap that occurs is 45%. The percentage of this gap is large when compared to the vision, mission, goals, and strategies standards; graduate competency standards, and learning process standards previously described. The percentage of the questionnaire results is supported by the results of interviews and documentation showing that most lecturers still use the same evaluation instruments for students with special needs and non-special needs. In addition, the Mathematics Education Study Program provides reports on student assessment results through SIA in the form of scores. The new study program will provide reports on student learning outcomes in narrative form when parents of students with special needs consult directly with course lecturers or with the Head of Study Program.

3.1.e. Student Standards

The implementation of the student standards indicator can be seen from the Mathematics Education study program has certain requirements that ensure prospective students with special needs meet the specified specific requirements, the mathematics education study program has an Academic Guidance (PA) program and assistance for students with special needs, and every student with special needs is involved in curriculum development and evaluation of the learning process. Based on the results of data collection through questionnaires, the percentage of student standard achievement is 53%. This means that the gap that occurs is 47%. This is in line with the results of interviews with students which show that students with special needs have not been involved in curriculum development and evaluation of the learning process. Although the mathematics education study program has an Academic Guidance (PA) program and assistance for students with special needs. PA lecturers routinely communicate with students, especially through WA. In addition, students get a companion who is managed directly by the PLD.

3.1.f. Standards of Lecturers and Education Personnel

The next standard is lecturers and education personnel where the implementation of inclusive education can be seen from study program lecturers who have attended training on inclusive education and students with special needs and lecturers who have received training who have socialized inclusive education to colleagues. Based on the results of the questionnaire, the percentage of achievement of the standards of lecturers and education personnel is 69%, while the gap that occurs is 31%. The results of the interview show that some lecturers have participated in inclusive education training, but education personnel in the Mathematics Education Study Program have never received training. The interview also revealed that the Mathematics Education Study Program had only planned to socialize the results of the training to other lecturers or the wider community.

3.1.g. Learning infrastructure standards

Infrastructure facilities play a direct role in the learning process in the classroom so that they function to facilitate and facilitate the process of transferring knowledge from educators to students. The implementation of learning facilities and infrastructure can be seen from the availability of facilities and infrastructure that are suitable for all types of disabilities of students with special needs. In knowing the implementation of learning facilities and infrastructure, data collection is carried out through questionnaires and documentation. Based on the results of the questionnaire, the achievement of learning infrastructure standards is 63%. This means that the gap that occurs is 37%. Facilities and infrastructure have partly supported the learning process for students with special needs. The results of interviews with students with hearing disabilities and accompanying students also revealed that the facilities were sufficient for the learning process, especially for students with hearing disabilities.

3.1.h. Learning financing standards

Indirectly, education financing can be a factor that can improve the learning process and results. Available education program finances need to be managed using management functions so that financing management can be carried out effectively and efficiently. Concerning inclusive education, program implementation can be seen from whether available school finances need to be managed using management functions so that financing management can be carried out effectively and efficiently. So, to find out, data collection was carried out through questionnaires and documentation. Based on the results of the questionnaire, the percentage of achievement of learning financing is 58%. This means that the gap that occurs is 42%. Furthermore, based on the results of interviews and documentation, shows that the Mathematics Education Study Program routinely includes a budget in the RKAKL related to inclusive education. However, the budget does not specifically/explicitly focus only on inclusive education. For example: the Mathematics Education Study Program budgets routine activities DINAMIKA (Mathematics Education Dialogue). In this activity, it is possible to raise inclusive education as a topic.

3.1.i. Learning management standards

The last standard for evaluating implementation in inclusive education is the learning management standard. This indicator can be achieved by seeing whether the Mathematics Education study program is open to accepting all types of disabilities of students with special needs, the Mathematics Education study program has networked with other stakeholders in supporting inclusive education, there are parents of students with special needs who play an active role in the implementation of inclusive education, the Mathematics Education study program has included components of inclusive education in the Development Plan document and implemented, and the Mathematics Education study program has an active inclusive education coordinator.

So that to find out the implementation, data was collected through questionnaires, interviews, and documentation. Based on the results of the questionnaire, the percentage of achievement of learning management standards is 76%. This means that the gap that occurs is 34%. Some things that are fulfilled by the Mathematics Education Study Program in this standard are (1) the Mathematics Education Study Program is open to accepting all types of disabilities of students with special needs and (2) the Mathematics Education Study Program has networked with other stakeholders in supporting inclusive education, for example, the Mitra Netra Foundation. However, the Mathematics Education Study Program does not yet have an active inclusive education coordinator and parents of students with special needs have not been fully involved in the implementation of inclusive education.

3.2. Barriers and Solutions for Implementing Inclusive Education

Every human being has the right to quality education and everyone should be given equal opportunities to develop their potential, enjoy recognition, and have their human dignity respected (Okech et al., 2021). Inclusive education is a term from UNESCO that means friendly education for all with an educational approach that seeks to reach all people without exception (Wahyuni et al., 2021). However, in the implementation of inclusive education in the mathematics education program, there are also obstacles in each indicator. The first barrier comes from the standard indicators of vision, mission, goals, and strategies. The barrier obtained from this indicator is that the vision and mission of inclusive education carried out by the Study Program have not been fully conveyed to the entire academic community in the Mathematics Education Study Program. In overcoming these obstacles, playing the Education Study Program profile video in every activity that contains inclusive education as a vision and mission can be an effective solution.

Furthermore, for the Graduate Competency Standards indicator, the obstacle obtained is the absence of talent development activities that are appropriate to the needs and abilities developed by the Mathematics Education Study Program. The solution to this obstacle can be with PLD UIN Sunan Kalijaga has organized a talent interest improvement program. The Mathematics Education Study Program plans to collaborate with HMPS in talent interest enhancement activities, especially for students with special needs. The next standard is the learning process standard which has obstacles in the lack of cooperation between course lecturers and accompanying students. Course lecturers discussing with accompanying students strategies and teaching materials for students with special needs can be a solution to this obstacle. This is in line with research from (Kurth et al., 2018) that it takes the involvement of inclusive education participants to determine effective strategies for inclusive education. In addition, according to (Budiarti & Sugito, 2018) the success of inclusive education is the collaboration of regular educators and special assistant educators carried out in the classroom during the teaching and learning process.

The fourth indicator, namely the learning assessment standard, does not escape the obstacles where the report on the assessment of the learning outcomes of students with special needs focuses on the SIA, and has not routinely carried out descriptions/explanations to parents of students with special needs. Prodi should plan to invite parents of students to get an assessment report and to evaluate the curriculum. The obstacles of students with special needs have not been involved in curriculum development and evaluation of the learning process, including constraints on student standards. Students with special needs are involved in curriculum development and learning evaluation as an alternative solution to this obstacle. This is appropriate to previous research Khasanah & Salim (2018) that one of the successes of inclusive education in schools is implementing a school strategy to implement a curriculum that suits the needs of normal students and children with special needs.

The barriers to the standards of lecturers and education personnel are that lecturers and education personnel have not routinely and continuously participated in inclusive education

training. One alternative solution is for lecturers and education personnel to attend inclusive education training either organized by PLD or cooperation partners. This is in line with research (Girma, 2020) where inclusion participants want resources that can accommodate their needs in addition to computer skills training for blind students and counseling services for inclusive students. Inadequate infrastructure for various types of disabilities is one of the constraints of the learning infrastructure standards. This constraint of facilities and infrastructure was also conveyed by (Kundu & Rice, 2019) in their research that 66.1% of respondents claimed not to have teaching resources and facilities in their schools to support students with special needs.

There should be a fulfillment of facilities and infrastructure, especially tailored to students with special needs. Furthermore, the indicator of learning financing standards has obstacles in that the Mathematics Education Study Program is still limited in obtaining funds outside the RKAKL for inclusive education. It is better to increase cooperation with stakeholders and the private sector. This is in line with the results of research (Mokaleng & Möwes, 2020) which recommends that the Ministry of Education provide supportive leadership to teachers to ensure that the implementation of inclusive education is successful. The last indicator that has obstacles is the learner management standard, namely that the Mathematics Education Study Program does not yet have an active inclusive education coordinator. The Mathematics Education Study Program appointing an inclusive education coordinator can be an alternative solution to these obstacles.

4. CONCLUSION

Inclusive education is in line with the idea of social justice in eliminating discrimination in education. Efforts made by the Mathematics Education Study Program to eliminate discrimination are by making inclusive education one of the values of excellence which is in line with the commitment of UIN Sunan Kalijaga to making inclusiveness one of the core values. Based on the results of the research, inclusive education in the Mathematics Education Study Program still experiences obstacles such as the socialization of the vision and mission of inclusive education which has not been fully conveyed, the absence of talent development activities, inadequate facilities and infrastructure, and limited sources of financing for inclusive education. Therefore, study programs must develop the involvement of students with special needs for curriculum development and learning evaluation as well as cooperation between stakeholders in improving educational services for inclusive education both in terms of infrastructure, financing, management and the learning process.

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