

Evaluation of the Implementation of Inclusive Education in Junior High Schools

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Article Info

Article history:

Received July 15, 2025

Revised September 12, 2025

Accepted September 17, 2025

Keywords:

Evaluation;

Inclusive Education;

Inequality Evaluation Model;

Junior High Schools.

ABSTRACT

The objective of this study is to evaluate, measure, and prove the gaps in various components—design, installation, process, and product—so that it can provide information for improvement and development related to National Education Standards in building Inclusive Education in Junior High Schools in Tangerang. The evaluation model approach used in this study is the Discrepancy Evaluation Model, or Gap Evaluation Model, developed by Malcolm M. Provus. This research method is a mixed method, not only qualitative descriptive evaluation and quantitative, but also a combination of both. The evaluation subjects were 15 people, including the principal; the vice principal for curriculum, public relations, student affairs, and facilities and infrastructure; teachers; parents; and students. The results indicate that the design aspect, with a discrepancy of 28% in the management standard indicator, falls within the "Medium/Good" category, while the financing indicator, exhibiting a 44% discrepancy, also categorizes as "Medium/Good." Installation Aspect: A gap of 30% in the assessment indicator related to the discrepancy reference is classified as "Medium/Good," whereas a gap of 28% in the assessment facility and infrastructure indicator pertaining to the discrepancy reference is also categorized as "Medium/Good." The process indicator exhibits a 29% discrepancy, categorizing it as "Medium/Good," while the content indicator shows a 40.4% discrepancy, also classified as "Medium/Good." The product aspect reveals a 36% gap in the teacher and education personnel competency standard indicator, categorized as "Medium/Good," while a 25% gap in the graduation competency indicator is also classified as "Medium/Good."

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1. INTRODUCTION

Education is an essential requirement in human existence. Education imparts individuals with essential information and life experience (AlJufri & Suprpto, 2014; Widodo et al., 2020). Moreover, education constitutes a collective endeavor aimed at equipping future generations with virtuous principles and a respectable national culture

(Fatayan et al., 2023). Character education can instill ancestral values in students, thereby improving the quality of the nation's future education (Ghani et al., 2022).

Children with special needs possess the same rights as typically developing children to access education at all levels (Kauffman et al., 2018; Rapp & Corral-Granados, 2024). This form of education for children with special needs is referred to as special education (Fajra et al., 2020; Cheng & Lai, 2020). Special education for students with disabilities aims to deliver educational services to those who have challenges in engaging in the learning process owing to physical, emotional, mental, and social impairments (Anaby et al., 2019; Francisco et al., 2020; Shutaleva et al., 2023). The objective of special education is to maximally cultivate students' potential in accordance with their specific learning disabilities, needs, and capabilities (Lemons et al., 2018; Mfuthwana & Dreyer, 2018).

Inclusion is a methodology aimed at fostering an accessible environment for individuals from varied origins and circumstances, encompassing attributes such as characteristics, physical condition, personality, status, ethnicity, and culture (Shogren et al., 2015). This perspective has advanced with the integration of the notion into educational curricula, establishing inclusive education as a framework of educational services that affords every student the opportunity for a quality education (Ní Bhroin & King, 2020; Amaliani et al., 2024).

The Minister of National Education Regulation Number 70 of 2009 regarding "Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents" defines inclusive education as a system that enables all students with disabilities and exceptional intelligence and/or special talents to engage in education alongside their typically developing peers. This corresponds with the approach of fostering an inclusive society where all individuals can engage and contribute, with individual distinctions and diversity appreciated (Saleh, 2017; Leroy et al., 2022). In 2009, the government identified multiple schools in Indonesia as exemplary models of inclusive education concepts and practices. These institutions, acknowledged as facilitators of inclusive education, obtained further governmental assistance via educator training, resource distribution, and equipment provision.

Inclusive education is an innovative educational framework designed to uphold the educational rights of all children, including those with disabilities (De Beco, 2022; Mansur et al., 2023). Additionally, inclusive education is an educational framework that facilitates the participation of all students with disabilities, exceptional intelligence, and unique talents in a shared learning environment alongside their typically developing peers (Lim, 2020). Inclusive education shares significant similarities with the principles of the 'Education for All' and 'School Quality Improvement' initiatives (Kenny et al., 2023). This concept is substantiated by Government Regulation Number 60 of 2020, which mandates regional governments to establish Disability Service Units for Employment, administered by the agency responsible for regional employment issues at the provincial and district/city levels. To accommodate individuals with impairments, Disability Service Units facilities and infrastructure must adhere to accessibility

guidelines. The execution of Disability Service Units must be overseen and assessed by both central and regional authorities.

A primary objective of the worldwide Sustainable Development Goals is to guarantee inclusive and equitable education while enhancing lifelong learning opportunities for all by 2030 (Comyn, 2018; Elfert, 2019; Webb et al., 2019). Nevertheless, globally, several groups of children continue to be more susceptible to marginalization, including those from ethnic minorities, individuals of low socioeconomic position, residents of remote places, females, and children with impairments. Inclusive attitudes that guarantee no individual is excluded or discriminated against in exercising their right to education are inherent to Indonesia (Indrasti & Jalil, 2019; Zulaikha, 2023).

Evaluation has produced numerous definitions, each with distinct wording; however, their fundamental essence stays consistent. Evaluation specialists propose these definitions. Evaluation research, or evaluation, is the collection, analysis, and presentation of pertinent information regarding the subject of assessment. The assessment is conducted by juxtaposing it with evaluation indicators, and the outcomes inform decisions regarding the subject of evaluation (Rijcke et al., 2016). Evaluation entails gathering data on an entity's performance, which then serves to pinpoint appropriate options for decision-making (Wirawan, 2016; Fatayan et al., 2022).

A program is characterized as a sequence of meticulously organized operations, executed in an ongoing process, and taking place within an organization that engages numerous individuals (Minsih et al., 2019). A program is a unit that embodies the execution of a policy, occurring as part of an ongoing process inside an organization and involving a collective of individuals (Fatayan et al., 2019). Three critical concepts must be highlighted in the definition of a program: (1) the execution or enactment of a policy, (2) transpiring over an extended duration, characterized as a continuous series of events rather than a singular occurrence, and (3) taking place within an organization and involving a collective of individuals (Nabila & Ghani, 2022). A research program consists of multiple stages aimed at data collection, analysis, and the synthesis of findings pertinent to the research subject.

All programs must undergo evaluation to ascertain if their services or interventions have fulfilled their specified objectives (Moscoso et al., 2013; Al Jufri, 2022). Program assessment is a methodical approach for gathering, assessing, and utilizing information to address fundamental inquiries regarding a program. Program evaluations can be categorized into process assessments, outcome evaluations, and impact evaluations (Thomas, 2016). Process evaluations analyze and evaluate the implementation fidelity of program interventions or services and determine if the intended target group has been reached (Fatayan et al., 2022). The assessment also assesses the program's implementation plan. Benefit evaluations analyze and ascertain whether the program has achieved the intended outcomes (Wirawan, 2016). This research, informed by literature reviews, prior studies, and preliminary observations, centers on the National Education Process Standards that serve as a framework for the implementation of inclusive education in Tangerang City.

2. METHOD

Researchers conducted an evaluation designed to determine the implementation of inclusive education for children with special needs at State Junior High School 28, Tangerang City. The National Education System also emphasizes that education in Indonesia is conducted democratically and fairly, is non-discriminatory, upholds human rights and religious and cultural values, and embraces national diversity. The paradigm in this research is crucial for determining and ensuring the research. The research paradigm encompasses quantitative and qualitative research, combining qualitative and quantitative research, namely mixed methods of research. Therefore, mixed methods of research are neither quantitative nor qualitative per se but rather combines both research paradigms. This research falls into the category of descriptive-evaluative qualitative research, as the research design is crucial as a framework of reference.

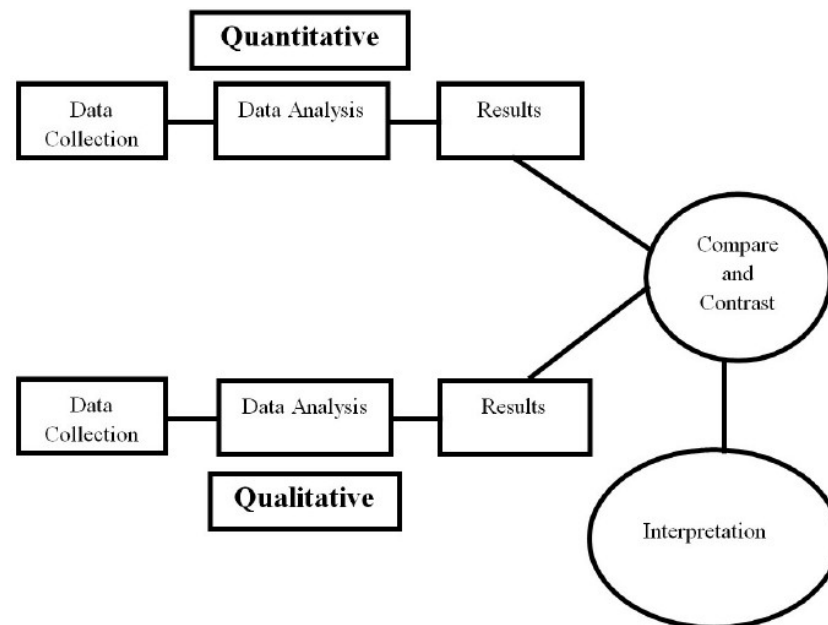


Figure 1. Mixed Methods Research

The assessment framework employed is the discrepancy evaluation model established by Malcolm Provus. This approach, created by Malcolm Provus, highlights the presence of discrepancies in program execution. This approach is employed to discern discrepancies between real program execution and the prevailing conditions. The researcher employed the discrepancy assessment approach (Wirawan, 2016) to systematically identify, delineate, and analyze data regarding the implementation of inclusive education, the factors obstructing its execution, and the strategies to mitigate these challenges in junior high schools in Tangerang City. This model is a systematic approach for diagnosing deficiencies and implementing remedial measures. The assessment process, including steps and categories, enables the comparison of program outcomes against standards for future policy formulation. Provus contends that every

software possesses a life cycle. Due to the sequential nature of programs, evaluation processes frequently entail the integration of each component.

This assessment study is to thoroughly investigate the discrepancies in the implementation of inclusive education in junior high schools in Tangerang City in relation to the established ideal requirements for inclusive education. The execution of inclusive education in schools should primarily aim to enhance the quality of the learning experience, particularly for students with special needs. The evaluation outcomes will include suggestions for educational institutions, the federal government, and local municipal authorities. If the junior high schools in Tangerang City implement inclusive education under optimal conditions, we will sustain it. Should the inclusive education program not meet the necessary standards, we will either evaluate it or discontinue it.

3. RESULTS AND DISCUSSION

Results

The research results demonstrate that the school has achieved a 28% standard achievement rate for the process, which falls within the "good" category for Anthony J. Nikto's discrepancy criteria. This data is supported by interviews and observations, including the fact that the school consistently conducts an initial assessment at the beginning of each school year for new students. Students moving up a grade or transferring are reassessed to identify special needs. This assessment involves a psychologist working with the school.

The adaptive curriculum and the Learning Outcomes Plan are implemented and developed by the Teachers' Group, who assist each child with special needs. Regular teachers concentrate more on easing the difficulty of lessons for children with special needs. The following are the results of the interview with the vice principal.

R : Good morning, Vice Principal. Thank you for your willingness to be interviewed. Could you please explain the implementation of the adaptive curriculum and Learning Outcome Plan for children with special needs at this school?

VP : Good morning. We have implemented an adaptive curriculum and Learning Outcome Plan for children with special needs at this school. This adaptive curriculum is designed to meet the individual needs of children with special needs, so they can learn more effectively.

R : How is this adaptive curriculum implemented in the learning process?

VP : We have a team of trained teachers who develop this adaptive curriculum. They work closely with parents and children with special needs to determine appropriate learning needs and objectives. Then, this adaptive curriculum is implemented in the classroom.

R : What role does the Learning Outcome Plan play in the implementation of this adaptive curriculum?

VP : The Learning Outcome Plan is crucial in the implementation of this adaptive curriculum. This plan helps teachers set specific and measurable learning

- objectives for children with special needs. This allows teachers to monitor children's progress and make necessary adjustments.*
- R : How are assessments conducted for children with special needs?*
- VP : Assessments for children with special needs are conducted using methods appropriate to the child's individual needs. We use assessments based on the adaptive curriculum and Learning Outcome Plans to determine the child's progress and identify areas for improvement.*
- R : Thank you for the detailed explanation. Is there anything else you would like to add regarding the implementation of the adaptive curriculum and Learning Outcome Plan for children with special needs?*
- VP : We hope that the implementation of the adaptive curriculum and Learning Outcome Plan can help improve the quality of education for children with special needs at this school. We also hope that this research can contribute to the development of more effective educational practices for children with special needs.*

Interviews with the vice principal for student affairs revealed that the adaptive curriculum and Learning Outcomes Plan are implemented in the assessment and learning process for children with special needs in the classroom.

- R : Good morning, Teacher. Thank you for your willingness to be interviewed. Could you please explain the classroom layout in your classroom?*
- Tc : Good morning. Yes, we organize the classroom at least once a week to ensure that the classroom remains comfortable and conducive to learning. However, for children with special needs, the classroom layout will be adjusted to suit their needs.*
- R : How is the classroom layout adjusted for children with special needs?*
- Tc : If children with special needs can participate with regular students, the classroom layout will be adjusted to accommodate their needs. However, for children with special needs, such as deaf children and slow learners who require speech reading skills, the children are placed near the teacher's desk so they can more easily monitor and understand the instructions given.*
- R : Why is placing children with special needs near the teacher's desk considered important?*
- Tc : Placing children with special needs near the teacher's desk allows them to more easily monitor and understand the instructions given. Furthermore, teachers can more easily monitor the needs and progress of children with special needs.*
- R : Are there any other adjustments made to the classroom layout for children with special needs?*
- Tc : Yes, we also make other adjustments, such as providing comfortable seating that meets the needs of children with special needs and ensuring that the classroom is free from distractions that could disrupt the learning process.*
- R : Thank you for the detailed explanation. Is there anything else you would like to add regarding classroom layout for children with special needs?*
- Tc : We hope that classroom layouts that meet the needs of children with special needs can help improve the quality of learning and accommodate their needs. We also hope that this research can contribute to the development of more effective educational practices for children with special needs.*

Building upon interviews, regular teachers have conducted classroom setup at least once a week. For children with special needs, if they can participate with regular students, the classroom setup will be adjusted. However, for children with special needs, such as those with hearing impairments and slow learners who require speechreading, the children are placed near the teacher's desk. Typical classroom setups include U-shapes, theater settings, and pair seating.

The Teachers' Group visits the classroom more than twice a week, bringing additional materials in the form of modified lesson plans for all children with special needs. If special guidance is needed, the child will study in a dedicated room. Additional learning sessions for children with special needs and mentoring with the Teachers' Group are held once a week according to a predetermined schedule.

R : Good morning, Teacher. Thank you for your willingness to be interviewed. Could you please explain the teaching strategies used for children with special needs?

Tc : Good morning. Yes, we have adapted our teaching strategies to meet the needs of all types of children with special needs. We strive to create an inclusive and supportive learning environment for all students.

R : How are teaching strategies adapted for children with special needs?

Tc : We make various adjustments, such as using a variety of learning methods, providing learning materials tailored to the individual needs of each child, and utilizing technology to facilitate learning. We also strive to understand the needs and abilities of each child with special needs.

R : Is peer tutoring also used in the learning process?

Tc : Yes, we utilize peer tutoring during learning. We believe that peer tutoring can help children with special needs better understand the learning material and improve their social skills. We also train regular students to be good and supportive peers for children with special needs.

R : How is peer tutoring implemented in the learning process?

Tc : We combine regular students with children with special needs in study groups. Regular students can help children with special needs understand the learning material and complete the assigned tasks. We also monitor the progress of children with special needs and provide necessary support.

R : Thank you for the detailed explanation. Is there anything else you would like to add regarding teaching strategies for children with special needs?

Tc : We hope that the teaching strategies we use can help improve the quality of learning and accommodate the needs of children with special needs. We also hope that this research can contribute to the development of more effective educational practices for children with special needs.

Based on interviews, teachers' teaching strategies have been adapted to all types of children with special needs. Teachers also utilize peer tutoring during learning. All children with special needs receive peer mentoring. In terms of communication, teachers have implemented communication skills appropriate to the characteristics of children with special needs. But sometimes they still need peer support for children with special needs who are deaf because they need to understand sign language to adjust their communication.

Discussion

Evaluation findings from the installation aspect show that junior high schools in Tangerang City achieved a 29% discrepancy in the process indicator, with the discrepancy reference being categorized as "Moderate/Good." Meanwhile, junior high schools in Tangerang City achieved a 40.4% discrepancy in the content indicator, with the discrepancy reference being categorized as "Moderate/Good."

This data is supported by observations, interviews, and several questions, including: each child with special needs undergoes an initial assessment within one month of the start of school; the Teachers' Group prepares individual learning plans for students with special needs tailored to their needs; homeroom teachers and the Teachers' Group consistently implement teaching practices and communication skills with students with special needs and receive inclusive guidance and support as needed.

Students with special needs receive the same curriculum as other regular students, modified and adapted to their abilities. Furthermore, teachers conduct learning processes within the classroom setting at least once a week and demonstrate communication skills. Students with special needs receive support from their teachers' group and homeroom teachers as well as from their peers. Therefore, the process of inclusive education in Tangerang City is adequate for students with special needs. Thus, this research can make a significant contribution to the development of educational practices and theories of inclusive education in improving the quality of education in junior high schools.

4. CONCLUSION

The conclusion of the evaluation, which the author recommends to the vice principal for curriculum, teachers' group, and homeroom teachers, is the need to modify individual learning plans and inclusive guidance plans by adding individual learning schedules. This initiative aims to provide students with special needs with more individual learning hours. In addition, educators can participate in utilizing the available teaching and learning media at the school. Furthermore, additional teachers' groups are needed to ensure the continuity of inclusive education at junior high schools in Tangerang City.

As a recommendation, this research can provide recommendations for schools to improve the quality of inclusive education and accommodate the needs of students with special needs. This research can help improve the quality of education in junior high schools by emphasizing the importance of inclusive education. Further research can be conducted to develop more inclusive and effective teaching strategies to meet the needs of students with special needs. Furthermore, further research can be conducted to develop more effective tools for measuring the quality of inclusive education in schools.

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