

Evaluation of inclusive education at Quantum Preschool

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Abstract

This research is aimed at evaluating the inclusive education at Quantum Preschool, East Bekasi. Method of research applies mix method by designing CIPP model (Context, Input, Process, Product). The instrument of research utilizes a written guideline by means of observation and interview. Data are collected in accordance with the design of CIPP model. Subsequently, the data are analyzed quantitatively and qualitatively. The result of evaluation (1) percentage of implementation of a component for context, the institutional background is 100% and learning atmosphere is 98.5%. Quantum Preschool has its own vision, mission, objective, the status of the institution, learning atmosphere, and curriculum since the year of 2007 (2) percentage of the component for input, own facility infrastructure is 18.16%. The lack faced by the preschool is non availability of parking area for parents, curriculum is 100%, percentage of educating staff is 62.5% because some teachers do not have the background of Early Childhood Education, educational participants is 57.14%, financing is 92.8%, support of parents is 92% (3) percentage of component for process: planning is 100%, implementation is 92.5%, assessment is 90%, program development is 98.% (4) percentage of component: long-term program is 100% and short-term program is 82%.

Keywords: *evaluation; inclusive education; early childhood*

Introduction

Education is a basic right of every Indonesian citizen, including those with special needs. The Law Number 20 of 2003 Article 5 Paragraph 1 stipulates that: every citizen has an equal right over obtaining a good-quality education. The role of government in organizing general education will certainly have a significant effect in developing the education. Inclusion school is one of the forms of generalizations and realizations of education without discrimination, wherein the children with special needs and normal children have equal rights in obtaining an education.

Each level of education has participation which is greatly needed in implementing the inclusion education. Inclusion education for early childhood emphasizes the development of children with special needs, either physical, mental, social, religion, culture, and as it may be optimized. Early childhood education which has the educational program of inclusion will teach variety, implant the value for appreciating difference and, prepare children with special needs or normal children to have self-adaptation and competition in the circle of community. Vettiveloo et al. (2008) stated that the inclusive education provides many positive benefits for children with special needs, particularly children who are difficult to learn, children with special needs who are involved in social activity at the inclusive school, other than assisting in improving physical capability, it may also train their emotional development because they

feel that they are accepted when having interaction in the classroom. Irena et al. (2011) emphasized that the culture of inclusion has a significant effect on the success of an institution in assisting the generalization of the status of children that they are equal. Moreover, Kang et al. (2017) concluded that the parents and children with special needs face many difficulties, either at home, school, and within the community because of lack of knowledge, facility, and negative viewpoint of the community concerning children with special needs.

At present, there is still few early age educational institution which applies an educational program of inclusion in Indonesia. There are only several schools in Indonesia which have applied the educational program of inclusion for early childhood, one of them is Quantum Preschool, located in East Bekasi. The educational program of inclusion at Quantum Preschool is implemented by receiving early childhood from various backgrounds, including children with special needs, and carry out the learning process with the children with special needs and normal children in a classroom. Children who are educated at Quantum Preschool have good social skill because they may play together without discrimination between children with special needs and normal children.

The fact above attracts the attention of the researcher to conduct a research on the evaluation of an educational program for inclusion at Quantum Preschool which is one of the educational institutions for early childhood which have applied the inclusion education. Moreover, the aspect of the need of an institution to evaluate the educational program of inclusion which have been implemented for 10 years so that the institution may know the extent of attainment of the program in accordance with the purpose and, know about the disadvantage and advantage of the program. Therefore, the researcher conduct a program evaluation at Quantum Preschool.

Materials and Methods

The evaluation research is conducted at Quantum Preschool, exactly on Jalan K. H. Agus Salim No. 71 D, East Bekasi. This activity applies a method of evaluation by means of qualitative and quantitative approach (mix method). The selection of method is aimed at assessing the effectiveness of the program, management of the program, and the advantage and disadvantage of the program. The design of model in this research applies CIPP (Context, Input, Process, Product) (Fig.1).

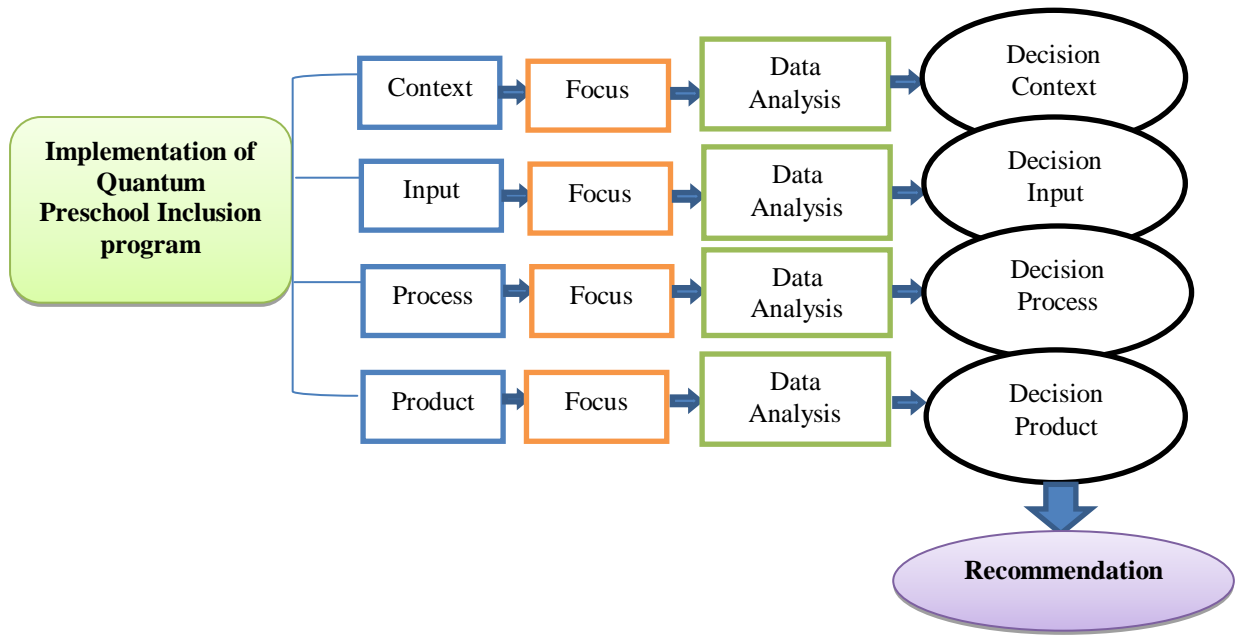


Figure 1. Research Design

The instrument of research utilizes a written guideline, interview, and observation. The data having been collected will be adjusted to the design of model of CIPP research, namely context, including background, vision and mission of institution, learning atmosphere; aspect of input, including: facility and infrastructure, material of curriculum, educating staff, educational participants, financing, support of parents; aspect of process, including: planning, implementation, assessment, program development; aspect of product, including: long-term objective program, short-term objective program, objective which have not been achieved, objective which have been achieved. This evaluation research applies the technique of qualitative analysis and description quantitative analysis.

Results and Discussion

Table 1. Evaluation Program for CIPP Model (Context, Input, Process, and Product).

No	Component	Aspect of observation	Source of Data	Instrument	Result of Observation
1.	Context	Background of institution	File of School	Documentation	Established in 2007, by developing learning model of central

				<p>approach. The school has a focus on a playing and learning facility which is beneficial for children. It is also expected to escort the children toward (Bright Future) and provide them with “Science and Character”</p>
	Learning Atmosphere	File of Documentation School / Head-master	, Observation	<p>The learning environment is very conducive, comfortable, and pleasing. Social relationship between normal children and children with special needs and teachers is harmonious.</p>
2.	Input Facility and infrastructure	Head-master	Observation, interview	<p>Area of land, location, classroom, headmaster’s room, teacher’s room, lavatory for children, furniture, learning media / visual aid, and playing instruments outside and inside the room are in accordance with the reality. The lack is non-</p>

Curriculum	Teacher	Interview	availability of the parking area for vehicles of parents in the school area. - The school has a standard curriculum of inclusion - The school has a curriculum of modification, either for normal children or children with special needs. - Learning time in accordance with in accordance with the standard of early childhood education. - Kindergarten or Play Group has an academic calendar. - The academic calendar is socialized to the concerned stakeholders.
Educating Staff	Head-master	Interview	Qualification of Educators: Teachers Accompanying teachers - The teachers have the academic qualification of S1. However,

				several teachers do not have educational background of <i>PAUD</i> . Qualification of educational staffs: - Headmaster - Staff of administration	
	Educational Participants	Teacher Head-master	Interview	Recruitment process of educational participants is in accordance with the indicator.	
	Financing	Head-master/ Organizer	Interview	The school has the documents of financial bookkeeping (revenue and expenditure) in accordance with the concept.	
	Support of parents	Parents	Interview	Support of parents in the learning process, financial, and communication	
3.	Process	Planning	Head-master/ Organizer/ Teacher	Interview Questionnaire	The planning of learning process is adjusted to the standard of early childhood education and arranged by teachers.
		Implementation	Head-master, Teacher	Interview Questionnaire	Learning activity consists of welcoming, introduction, core, and

				closure, in accordance with the concept.
				The layout of playing environment in accordance with the concept.
				Educative playing facility is sufficient for children and educators, properly arranged.
				Variable and pleasing learning method.
	Assessment	Head-master/ Organizer/ Teacher	Interview	Record/instrument for individual assessment of children
				The technique of assessment through progress record.
	Program Development	Teacher	Interview	The method has the nuance of playing, creative, and innovative.
4.	Product	1. Long-term objective program	File of school Documentation	The semester activity plan, weekly activity plan, and daily activity plan is adjusted to the standard of early childhood education, by modifying the curriculum of 2013 and 2014 for normal children. Meanwhile,
		2. Short-term objective program		

for children with special needs, it is adjusted to the indicator of assessment performed by a psychologist and therapist.

The learning plan is documented.

The learning plan is arranged by the educator.

1.	The Head- objective master which has Teacher not been achieved.	Interview Questionnaire	Document on the extent of the specified achievement of development according to the age of children and aspect of the development of language, cognitive, social, emotional, religion, and moral. Kindergarten has a standard stage of children development.
2.	The objective which has been achieved.		

An institution needs management as administration in managing a system. The management of inclusion education functions as planning, organizing, directing, coordinating, controlling, and evaluation. The analysis on educational management of inclusion at Quantum Preschool is as follows:

a. Human Resources

Human resources in the implementation of early childhood education include teachers, employees, and headmaster. Parents, community, government, therapist and medical personnel also play role in the implementation of inclusion education.

(1) Educational Participants

The object in the sector of education is educational participants existing at the educational institution. The participants of inclusion education consist of children with and without special needs (Miller, 1996). Quantum Preschool has variable participants with the following detail: 52 with the category of children without special needs and 3 children with the category of children with special needs. The school does not limit the age of educational participants and children with special needs. In other words, the school does not deem such matter as a problem. It is because the school deems that the actual age of children with a special need is different from the age of mental of children whose age is far different from the actual age. The school places more focus on the principles of learning in order to be received by the participants with the category of children with special needs. In the implementation of standard inclusion concerning educational participants, the school has met such category.

(2) Educating Staff and Educational Affairs

One of the fundamental matters is educating staff, wherein, pursuant to the Law No. 20 of 2003 concerning National Education System, article 1 paragraph 6, it is mentioned that the educating staffs are teachers, lecturers, counselors, tutors, instructors, facilitators, and other titles which are appropriate to the specificity, who participate in organizing education (Sujiono, 2012). At inclusion school, there is a special competence which must be fulfilled by the educating staffs. It is contained in the general guidelines of inclusion school, including (1) general competence; (2) basic competence; and (3) special competence (Mudjipto et al., 2012). The educating staffs at Quantum Preschool consist of the chairman of the foundation, supervisor of kindergarten, headmaster, the staff of administration, and several other staffs. The latest education of teachers at the school must be, minimally, strata 1 (S1) of early childhood education and have occupational experience in early childhood education for, minimally, 2 years. The purpose is that all teaching staffs/teachers may understand the way in managing the educational participants and comprehend that stages of each aspect of the development of the participants. Other than teachers, the parents are also involved in order to participate in monitoring the development of their children which is proven by attendance in taking connection book on every Friday, without being represented by other person, to check the learning process of children at school by reviewing in accordance with the accompaniment book concerning material of learning for one year, which is held by parents, diligently monitor the development of children through WhatsApp group which is made by the school and, sometimes, direct sharing while picking up their children. The community living around the school will also participate in outdoor learning and, local Public Health

Center is also involved in providing vitamin, every month, to the children and administration of immunization.

b. Facilities and Infrastructures

At the inclusion school, facilities will be an important consideration. It is expected that any facility has easy and safe access for normal children and children with special needs. In the inclusion class, furniture and source of learning must be clearly positioned in order to facilitate the movement of children. There are several matters which must be considered: (1) aspect of safety; (2) in accordance with the condition and stage of development of children; (3) quality of goods which are utilized; (4) may meet various purposes of playing and learning; (5) may be easily arranged and moved so that the room is dynamic; and (6) equilibrium (Yamin and Sanan, 2012). The area of Quantum Preschool is 420 m² and the area of the classroom is 4 x 6 m². There are headmaster room, administration room, School Health Effort room, auditorium which may be used for various activities, such as art platform or parenting activity, and hand washing facility, a toilet which is standardized for children. Quantum Preschool has five classrooms with a model of central learning. Classrooms at Quantum Preschool have a unique design and specific trait in color of the floor which represent the central. Each classroom is made as one central. There are five central at Quantum Preschool, namely preparatory central (blue), role play central (orange), natural material central (yellow), room construction central (red), and art central (green). The purpose of each central which is developed at Quantum Preschool is as follows: art central is intended for developing the creativity of children, preparatory central is intended for preparing children to the next level of education, natural material central is intended for teaching children in order to love their environment, role-playing central is intended for developing self-confidence attitude and teaching the way of socialization, and the room construction central is intended for training the logic of thinking of children.

Learning media existing at Quantum Preschool are very complete, including educative playing instruments, playing instruments which are made of natural materials, and musical instruments. Educative playing instruments such as blocks, letters tree, lego, puzzle, role playing instruments (bed, kitchen, guestroom), *angklung* (bamboo-made musical instrument). All playing instruments existing inside or outside the room are safe and healthy and have obtained the certification of National Standard Indonesia. Inside and outside of the room is equipped with dustbins which are covered, not polluted, and managed every day.

The design of school building is an aspect which is considered by the school in order to support the learning atmosphere by employing the service of an architect so as to

develop a conducive and children-friendly school atmosphere. There are other facilities which exist at Quantum Preschool, namely: air-conditioned classroom, wide outdoor playing area, a performance room, library, playmates, audiovisual, outing (swimming, post office, railroad station, hospital, flower shop, State Palace, et cetera).

c. Financial Management

Another important component of education is finance for financing the education. According to Chon, the cost of education includes direct cost and indirect cost. At Quantum Preschool, the salary of educators is IDR. 1,500,000.00 / teacher and, it will always increase every two years. The educators and educating staffs at Quantum Preschool always obtain stimulus in order to improve their competency and professionalism, such as attending an educational seminar and comparative study to another kindergarten. Other than an activity for improving competency and professionalism, the teachers and educating staffs also attend the activity of strengthening relationship through family gathering which is conducted every end of the semester.

In this standard, there is also personal cost which includes school fee for children. Table 2 shows the detailed school fee of Quantum Preschool for the teaching year of 2017-2018.

Table 2. School Fee of Quantum Preschool for The Teaching Year of 2017-2018.

No	Type	Nursery	Kindergarten A	Kindergarten B
1	Registration Form	130.000	130.000	130.000
2	Down Payment	4.800.000	4.600.000	4.600.000
3	Activity Fee	1.000.000	1.000.000	1.000.000
4	Uniform	450.000	450.000	450.000
5	School Fee of July 2017	300.000	300.000	300.000
6	Field trip	800.000	800.000	800.000
7	Lease of costume for art stage	200.000	200.000	500.000 (Induction)
8	Sport and art fair		450.000 (Ancol)	450.000 (Ancol)
TOTAL		7.680.000	7.930.000	8.230.000

Operating cost and personal cost of Quantum Preschool derives from the local government of Bekasi and the foundation.

1. The curriculum of Inclusion Education

The curriculum is an important reference in the process of learning. The component of the curriculum includes purpose, content, process, and evaluation. Basically, the curriculum which is used in organizing the inclusion education is regular curriculum which is applicable at a public school. However, because of various obstacles faced by the participants with special needs, then, in the implementation, the regular curriculum must be modified (harmonization) so that it is appropriate to the need of participants. Modification of curriculum will be performed by the curriculum development team, consisting of headmaster, class teacher, subject teacher, special education teacher, counselor, psychologist and other related experts. The curriculum which is applied at Quantum Preschool is a curriculum which is modified from the curriculum of 2013 and curriculum of 2014. This curriculum is designed based on the child development theory, which is adjusted based on the stage of child development and experience during the period of teaching. The indicator which is made in the weekly activity plan and daily activity plan refer to the curriculum of Quantum Preschool which has been specified in each semester program. Quantum Preschool is very open for a curriculum designed by the teacher. This curriculum is provided to the parents so that they may understand about the achievement and development of their children during the period of schooling at Quantum Preschool.

a. Standard Content

The school program at Quantum Preschool includes the aspect of child development, consisting of the aspect of cognitive development, social development, emotional development, language development, physical and motor development, moral development, and art development, Quantum Preschool much more focus on the aspect of social and emotional development. It may be seen from the Weekly Learning Plan and Daily Learning Plan.

b. Standard Process

(1) Learning Plan

For leaning plan for children with special needs, the teachers must consider the learning capacity of children in order to perform the activity. The teachers must perform the learning activity by various approaches in order to be appropriate to the need of children. The teachers will only the need and attainment of child development (Brewer, 2007). It will also be a basis for Quantum Preschool, wherein, each child will have an accompanying teacher and each accompanying teacher will have a curriculum which refers to a psychologist wherein the child undergo a therapy.

(2) Implementation of Learning

Learning at the inclusion education must consider the principles of learning which are adjusted to the characteristic of learning, need, and child development. Learning in the inclusion class will involve normal children as a tutor for children with special needs. Learning activity at Quantum Preschool is central in nature, consisting of 5 central rooms, namely: preparatory central, natural material central, role-playing central, design central, and art central. Each central has a teacher as a person-in-charge of the central class. At 08.30 WIB, the initial activity is standing together at the yard. Subsequently, staying at central room together with the central teacher. The material of education will be equally provided for normal children and children with special needs. The learning will also apply various strategies which directly involve the children so that they may be active and enthusiastic. Normal children and children with special needs will be allowed to get together in order to create an interaction and mutual assistance in the learning process.

(3) Assessment of Learning

Assessment in the learning process is performed for children as an evaluation of learning program. Assessment for preschool children is also conducted by utilizing an alternative which includes child observation, representative work in the assessment based on the game, child interview, and visual documentation (Beaty, 2013). The technique of assessment applied by Quantum Preschool is output assessment, wherein the capability of children is adjusted to the aspects of child development, such as assessment rubric, assessment form, anecdote note, and interview. Likewise, assessment for children with special needs is adjusted to the indicator which has been modified based on the result of an assessment conducted by the psychologist and therapist.

Conclusion

The program of inclusive education for early childhood at Quantum Preschool has been implemented for 10 years which continues properly in accordance with the standard, although there are several aspects of each component which must be improved. A recommendation of the researcher is: the evaluation of a program of inclusion education at Quantum Preschool is continued with improvement.

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