

## Conference Paper

# The Evaluation Inclusive Education Program Based Pancasila Values in Giwangan Elementary School Yogyakarta

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## Abstract

This research is educational research and development. The aim is developing an evaluation instrument that implementation inclusive education based on the values of Pancasila in elementary school. The research target is to get the evaluation instrument for inclusion school so that the known effectiveness of inclusive education based on the values of Pancasila in elementary school. Research methods have used research and development. Data collection techniques using an instrument. The object of research is the Giwangan elementary school. The results showed the steps used in developing the evaluation instrument of inclusive education program is analyzing needs, designing development, producing/developing evaluation instrument, to evaluate products, and do the final product testing and quality evaluation instrument of inclusive education program based on the values of Pancasila. Thus, this evaluation instrument can be used to conduct the evaluation in school which would program the inclusive educational based on the values of Pancasila, particularly on the first principle, second principle, and the fifth principle.

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## 1. Introduction

The program of inclusive education in Giwangan Elementary School Yogyakarta was carried out in accordance with article Number 70 years of 2009 about inclusive education. Inclusive education applied to reach education for all elements and components of the community and be part of the process of cultural and economic transformations in the life of the community. At the time of the actual circumstances are certainly still do not reflect the value of virtue. Economic exploitation, as well as racial discrimination, the ability of different children, ethnic, and gender, appeared as part of people's lives who encouraged inclusive education at home.

Results of the survey in the field suggest that between 8 and 10 children with special need come from a family with an economy cannot afford. Consequently to reduce

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the burden experienced by the parents of the child, then the Government through the education burden in assisting children with special need organized by way of inclusive education. [6] explained that “Like many countries of the world, the Kingdom is constitutionally bound to deliver education to its children as their fundamental rights. The educational principles in place in the country are mainly rooted in religious (Islamic) values. The formal educational system of the country consists of two stages: primary and secondary, which covers from the first to twelfth grades. Both stages of education are free for all citizens of the kingdom. Education is mandatory only for students in the primary stage. There is also a pre-school education in effect in the country, which was delivered for free of cost, but available is only in particular areas of the country. It means not only Indonesia which holding the inclusive education program but also in all country in this world. Therefore, evaluating of inclusive education program make to reinforce for policymaker in our country, especially in Giwangan Elementary School of Yogyakarta. Holding of educational inclusion in Giwangan based upon the values of the life of society, nation, and state that based on Pancasila and the 1945 Constitution. However, in practice, this has not been done until now-based evaluation values of Pancasila. Whereas nearly all the schools in Yogyakarta organized educational inclusion and was formed from the forces of the surrounding communities, where the community has to look at other things that are different, including the allowed child in need of a special sitting with normal children in the same class. Of course, this is the nature of the development of education away from the rigid and are true or false.

The evaluation was done base on the values of Pancasila, the particular first principle, the second principle, and the fifth principle to measure the level of appropriateness of inclusive education program. reviewed by three aspects, namely the input, process and output practiced in Giwangan Elementary School Yogyakarta.

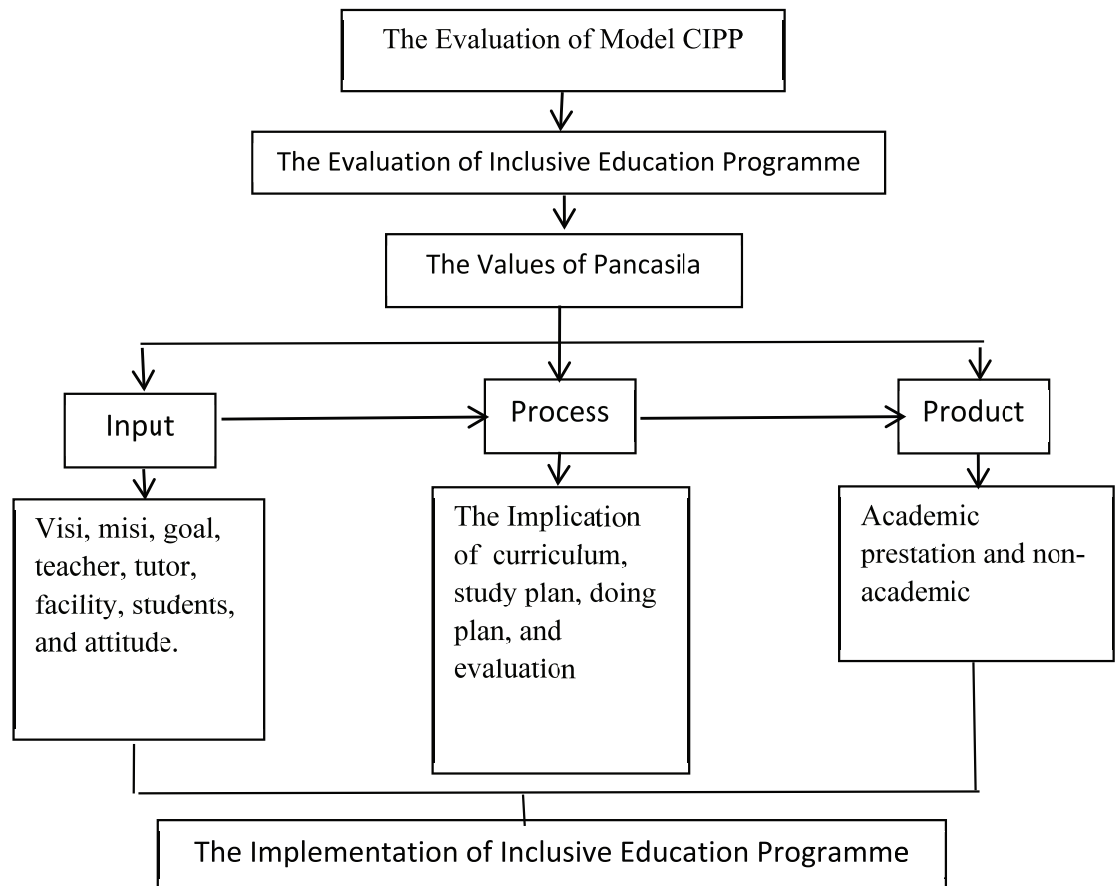
## 2. Material & Methodology

### 2.1. Data

The data was collected by the evaluation instrument. The instrument was validation by an education expert. And then that instrument was evaluation given to teacher and headmaster in Giwangan Elementary School.

## 2.2. Method

This research used the CIPP model developed by Stufflebeam which are: context, input, process, and product [6]. Context is an attempt to describe the children with special needs of the population and sample was served and the purpose of the project. In this study, the intended context is looking at the real conditions that exist in the field and drawing up objectives for conducting the evaluation of the educational program of inclusion in schools. The context also includes a large number of teachers who deal with children special need in school inclusion. Context gives an overview of real conditions in the field to evaluate the Organization of educational inclusion. Input, process, and output continues from the context that is in the field. Input related to the vision, mission, goals, school teacher, guide teacher, facilities, students, and the attitude of self-reliance. Second, the process of with regard to the implications of curriculum planning, learning, learning, implementation, and evaluation of learning. Third, the output is related to academic and non-academic graduates and students who are still in school, the impact for the citizens of the school and the community [4]. So, the CIPP model focuses on the input, process, and output. The purpose of the use of model CIPP is to measure the level of compliance in the inclusive education program base on the values of Pancasila. As for the research framework used is described



### 2.3. Table of result

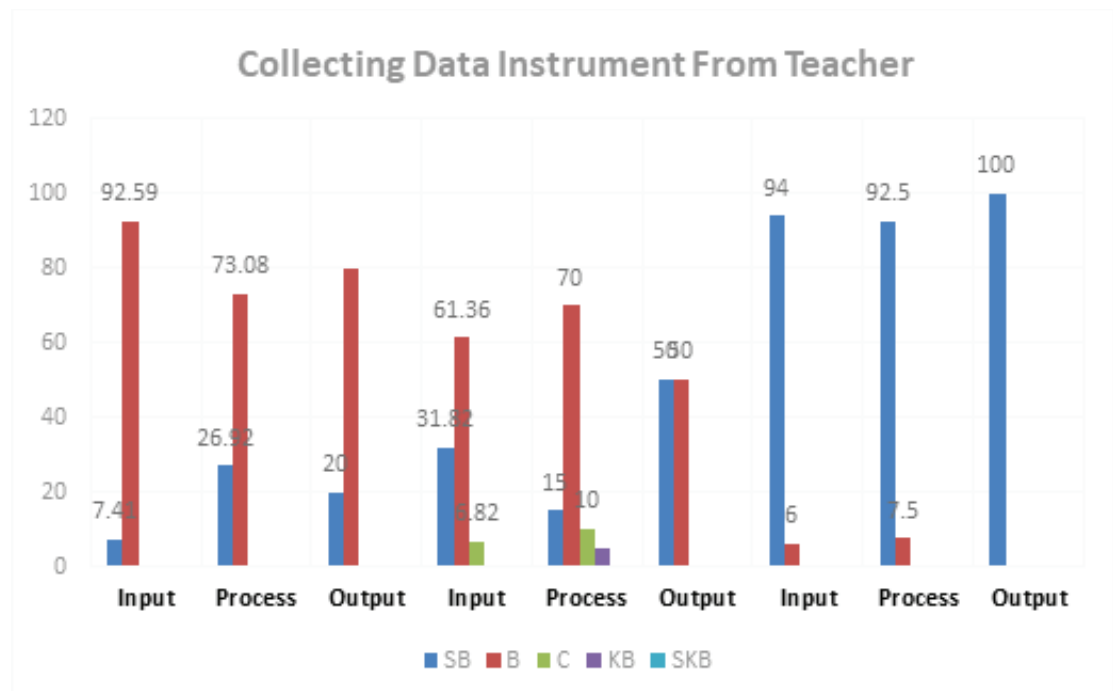
This table showed the result of this research. Tables and Figures are presented center, as shown below and cited in the manuscript.

ASPECT	Category	Giwangan Elementary School				
		1	2	3	4	5
Belief in the One and Only God	Input				25	2
	Process				19	7
	Output				4	1
A just and civilized humanity	Input			3	27	14
	Process		2	4	28	6
	Output			1	1	
Social justice for all the people of Indonesia	Input			3	47	
	Process			3	37	
	Output				4	

## 3. Results and Discussion

### 3.1. Result

The data from the teacher showed in three principle such as the first principle, the second principle, and the fifth principle. The first principle of Pancasila in Giwangan elementary school shows that implementation of Belief in the one and only Good in input criteria is excellent 7.41% and good criteria are 92.59%. The category process with criteria excellent is 26.92% and the good categories either 73.08%. The output for the category excellent criteria is 20%, a good criterion is 80%. The implementation of the second a just and civilized humanity by input, process, and output in Giwangan elementary school input criteria excellent is 31.82% and the other criteria are 61.36%, and enough criteria are 6.82%. The category process with criteria is excellent 15%, 70% good categories, and enough 10% and 5% is some criteria. The category output 50% were good and enough category. And the implementation of the fifth principle: Social justice for all Indonesians by category of input, process, and output in Giwangan elementary school in input criteria excellent is 94% and either criterion is 6% and for the category process with criteria excellent 92.5% and 7.5% good criteria and 100% in output categories.



### 3.2. Discussion

Holding an inclusive education program in Giwangan Elementary School had been an evaluation with three items. It is the input, process, and output. In input including with

the vision, mission, goals, school teacher, guide teacher, facilities, students, and the attitude of self-reliance. When the parents bring their teacher in school they do not only see the vision and mission of the school but also the teacher teaching in that school. [9] explained There was little information related to the systematic evaluation of programs for the preparation of school services personnel (e. g., school principals, supervisors, superintendents, counselors, psychologists, and library media specialists) or of programs that prepare teachers in specialty areas (e. g., vocational education, special education, health and physical education, music education, and visual arts education). It means the recruitment of teacher in the school where holding an inclusive education program also gave a test to management students. On the other hand, the activity can be reinforcement the parents to put their child in the school.

In process including the implications of curriculum planning, learning, learning, implementation, and evaluation of learning. The process of learning also evaluation base on Pancasila and involving teachers. The teachers become the role model of all component because the teachers will teach the child and give them instruction for all they want to do. [10] explained When we delve deeper into why motivation and engagement are such a concern, three reasons surface. First, teachers believe (and rightly so) that education enables individuals to live more fulfilled lives. The second reason teachers focus on motivation is that they have experienced the pleasure associated with learning and they want to pass these feelings of pleasurable learning—a form of intrinsic motivation—along with their students. The third reason, given the current focus on accountability—and particularly the linking of student performance to teacher salaries and their continued employment—teachers' job security may be affected by students' motivation to learn. The teacher is the main key to make children feel comfortable in school. The teachers in this research were observing base on Pancasila.

The last in this research is output evaluation is related to academic and non-academic graduates and students who are still in school, the impact for the citizens of the school and the community. [1] explained Evaluation of Daily Physical Activity (DPA) policy implementation in Ontario: surveys of elementary school administrators and teachers established that “Several factors were found to be significantly associated with implementation fidelity in both school and classroom settings, such as awareness of policy requirements; scheduling; monitoring; use of resources and supports; perception that the policy is realistic and achievable; and specific barriers to implementation”. so the evaluation never stops when the students graduated but it continues to the next when the students turn to society when they are life.

Therefore, the evaluation of inclusive education program based on values of Pancasila has been done in Giwangan Elementary School. Inclusive education base on Salamanca declaration is understood as a developmental approach aiming to meet the educational needs of all children, youth, and adults emphasizing those who are subjected to marginalization and exclusion. The approach provides equal opportunities for all to reach their maximum potential and achievement [7].

The steps in this research such as: analyzing needs, designing development, producing/developing materials, evaluate products, and perform a test run of the final products and can proceed with the process of production and distribution. (1) Analyzing need is the first part of the evaluation presented based on the details on the first principle of Pancasila which is connected to the inputs, processes, and outputs in the system of the inclusive education program. The evaluation tool in the first section aims to provide information about the Organization of the educational inclusion based upon Belief in the One and Only God; (2) Designing is the second part of the evaluation presented based on a grain of Pancasila in principle both associated with the inputs, processes, and outputs in the inclusive education program The evaluation tool in the second part aims to provide information about the Organization of the educational inclusion based on a just and civilized humanity. (3) Producing is the third part of the evaluation presented based on the details on the fifth principle of Pancasila which is connected to the inputs, processes, and outputs in the system of organization of educational inclusion. Evaluation tool on this fifth section aims to provide information about the Organization of the educational inclusion based on social justice for all the people of Indonesia; (4) Developing Evaluation Tools is the fourth step was to produce and develop the tools of evaluation of organization of educational inclusion. In producing an instrument evaluation. It is arranged according to the design of product development that has been made. The products are made in the form of evaluation is based on the principles first, second, and fifth connected with inputs, processes, and outputs in the system of organization of educational inclusion; (5) Evaluating the product is the fourth step is to conduct an evaluation of the product in the form of expert validation of evaluation of education and doing revisions. Experts perform the validation test of the product's book has been compiled. The validation process carried out by the expert evaluation to assess the quality and level of feasibility evaluation tools are developed. Validation expert evaluation of organizing education inclusion-based values of Pancasila is done by the expert in the evaluation of education in University; (6) The field trials of products are the last steps in this research. The field trial of products have been revised on the basis of expert evaluation of education validation then tried out in the

field. In field trials conducted in Giwangan elementary school. Evaluation instrument form question form which is then given to principals and teachers. The reasons for the selection of the object of the research is to get an overview of the implementation of the Organization of the educational inclusion based Pancasila values associated with the inputs, processes, and outputs in the system of organizing education inclusion. The result of the evaluation tool is now charging the end of the implementation of the evaluation of the conduct of educational inclusion. [2] established that “future efforts should emphasize examining safe student-handling ergonomics, formulating policies regarding student-teacher ratio, incorporating mandatory break times at the workplaces, and promoting personal health for preventing work-related injuries”. It means the school supposes to balance receiving new student and the number of the teacher in school. Generally after doing step by step in this research established the implementation of the first principle in Giwangan Elementary school showed good result. It means the school and the teacher in school have been implementing inclusive education program as well as the school can do. On other hand according to [5] established in his research: (1) Both parents and the teachers find “the automatic inclusion” unacceptable; (2) The teachers have more positive attitudes than parents towards the acceptance of children with special needs in regular schools by their schoolmates; (3) Both parents and teachers find the architectonic barriers not overcome; (4) Both parents and teachers find the support of the mobile special teachers in the inclusive process necessary; (5) The patents’ positive attitude towards the inclusion of children with special needs in the regular schools is dominant; (6) The engagement of schoolmates’ parents in the framework of the inclusive process will enable animation of the local community; (7) Both parents and teachers think that the social community does not take enough care of children with special needs; (8) The teachers point out the necessity of the special teachers’ support with the design of IOP; (9) Both parents and teachers accept the realization of the inclusive process. Testing products show that in the input, process and output of the inclusive education program needs to be continued at other schools, including those that are just starting out and have been implementing of the inclusive education program. For schools that are preparing the inclusive education program can make this evaluation tool as a reference for an object that presents in the input, process, output and the inclusive education program. Because the inclusive education program has been created as a form to evaluate school program base on Pancasila, especially the first principle, the second principle, and the fifth principle. [3] established that “we found significant differences in the perception of family communication, family type and parenting styles between parents and children. These findings could be closely



related to the intergenerational acculturation gap, which is the differing rates at which migrant parents and their children acculturate”. Based on the result and discussion of the implementation of the inclusive education program in Giwangan elementary school is good. On the other hands, the implementation of the program needs helping parents to work together. It is in order to create the best implementation of the inclusive education program. The teacher must not leave their children in school and not only become the teacher contradiction. Thus, the evaluation of inclusive education program has to hold in other school using the same instrument. And also the inclusive education program needs support from parents and stakeholder where the schools are..

## 4. Conclusion

The evaluation of inclusive education program in Giwangan elementary school Yogyakarta base on the values of Pancasila especially the first principle, the second principle, and the fifth principle. Three values of Pancasila, in the process of education inclusion as supporters from either side of the input, process, and output. Input related to the vision, mission, the purpose of school, classroom teacher, special escort teachers (GPK), facilities, students, and the attitude of self-reliance. Of the various aspects of this showed that all have been appropriate but special escort teachers haven't been fullest in the accompanying children in school because of time limitations that are owned by the teacher. The result of the lack of the number of teachers there in school inclusion. The process is correlation and the implications of the curriculum, planning of learning, implementation, and evaluation of learning. The compliance is only the absence of teacher influence the learning process in school. Furthermore, the Outputs relating to academic and non-academic graduates and students who are still in school, the impact for the citizens of the school and the community. The output of the school insufficient due to a lack of mentoring from teachers.

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