

## Evaluation of the Implementation of the Inclusive Education Program at Sint Yoseph Elementary School, Central Jakarta, DKI Jakarta Province

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> Inclusive education, Children with special needs, Inclusive curriculum</p>	<p><i>The purpose of this study was to evaluate and find the inequality in the implementation of the inclusive education program at SD Sint Yoseph. Despite having a strong commitment, SD Sint Yoseph has experienced a decrease in the number of students with special needs in the last three years. In 2022, there were 6 students with special needs, in 2023 there were 4 students with special needs, and in 2024 there were 3 students with special needs. This decline is a concern for schools to evaluate the effectiveness of the implementation of the inclusive education program that has been implemented. The research design model used is the Discrepancy Evaluation Model (DEM) model. This study uses an evaluative research design with a quantitative-descriptive approach. This research design was chosen with the consideration of evaluating the implementation of the Inclusive Education program in Elementary Schools. The evaluation subjects used as providers of information or clarity of research data are people who are directly involved in the implementation of the inclusive education program, namely: principals, teachers, parents of students and students. Evaluation of the implementation of the Inclusive Education program at Sint Yoseph Elementary School as follows; Schools have difficulty in recruiting human resources who have special education qualifications or extraordinary education, the implementation of the school's inclusive education program does not yet have partnerships with other parties, the addition of a team of experts and the implementation of training/coaching can accommodate sharing of educators.</i></p>

### INTRODUCTION

Education is a fundamental right for every human being, without exception. Every citizen has the right to receive education as stated in the 1945 Constitution of the Republic of Indonesia Article 31 Paragraph 1. Education aims to enlighten the life of the nation and develop the potential of the Indonesian people to become people who believe and fear God Almighty, have noble morals, are knowledgeable and technological, healthy, fit, intelligent and creative, and independent.

Inclusive education is one of the important strategies in realizing quality and equitable education for all children, including Children with Special Needs (ABK). Through inclusive education, ABK get the same opportunity to learn and develop together with other children in regular schools.

Sint Yoseph Elementary School, Central Jakarta has a strong commitment to provide inclusive education since more than 30 years ago. In the beginning, this school only accepted ABK with learning difficulties in reading and writing. However, in the last 15 years, this school has grown to accept ABK with autism and mild spectrum ADHD who are able to be educated.

Despite having a strong commitment, SD Sint Yoseph has experienced a decline in the number of students with special needs in the last three years. In 2022, there were 6 students with special needs, in 2023 there were 4 students with special needs, and in 2024 there were 3 students with special needs. This decline is a concern for schools to evaluate the effectiveness of the implementation of the inclusive education program that has been implemented. In addition, the author conducted observations of teachers and school committees related to inclusive education. From the results of these observations, the author found obstacles in the lack of varied

therapy facilities and infrastructure, the absence of permanent and continuous psychological assistance, and the lack of parental trust in teachers who do not have a bachelor's degree in PLB (Special Education).

A comprehensive evaluation is needed to assess the effectiveness of the inclusive education program at SD Sint Yoseph. This evaluation is important to determine the extent to which the program has achieved its objectives, analyzing various factors that are considered to influence successes and obstacles faced by the program, as well as providing suggestions for improvements for future program development.

Based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2023 concerning Appropriate Accommodation for Students with Disabilities in Formal Early Childhood Education Units, Elementary Education, Secondary Education, and Higher Education, Evaluation of Inclusive Education Programs Must be Conducted Comprehensively. This evaluation must involve various stakeholders, including school principals, teachers, staff, and school committees.

For this reason, the author will conduct a comprehensive evaluation study on the implementation of the inclusive education program at SD Sint Yoseph Central Jakarta using the *Discrepancy Evaluation Model (DEM) evaluation model*. DEM is an evaluation model that focuses on the comparison between expected conditions and observed conditions. In this evaluation study, the reference for the expected conditions is Permendikbudristek Number 48/2023 which will be compared with the implementation of the inclusive education program at SD Sint Yoseph Central Jakarta.

The use of DEM in this study is expected to provide a comprehensive picture of the implementation of inclusive education programs at SD Sint Yoseph. The results of this study are expected to help schools to improve the effectiveness of inclusive education programs and provide optimal benefits for all students.

## 1. Program Evaluation

### a. Understanding Program Evaluation

Program implementation evaluation is defined as the process of analyzing, interpreting, and assessing data received from various components of educational planning (Billings & Haistead, cited in Kristi D. Menix). To determine how well a program has achieved its objectives, an evaluation of its implementation is needed. This requires methodical data collection and evaluation (Permana Jaya, 2020). Evaluation, according to Widoyoko (2009), is a process that helps decision-making, accountability, and better understanding of phenomena by providing information that can be used to determine the price and service (worth and merit) of the goals achieved, design, implementation, and impact (Agustina & Rahaju, 2021). To determine the success of a policy or program, an assessment of its implementation is needed. The aim is to find out what variables influence the success or failure of program implementation and to measure the extent to which the program has been implemented in accordance with the goals and objectives set. (David Royse, Bruce A. Thyer, 2016). Evaluation steps by designing an evaluation by identifying evaluation questions, data sets, and themes from the literature, data collection and analysis, in this case can use descriptive statistical analysis or surveys. Data is interpreted from the results of the literature review and linked to the evaluation report and finally can be socialized to stakeholders. (Topper & Lancaster, 2016)

### b. Purpose of Program Evaluation

The background and type of program being studied determine the evaluation objectives (Suharsimi, 2022). On the other hand, the following are the main objectives of program evaluation:

1. Program evaluation aims to measure the extent to which a program has achieved its stated goals and objectives. This is useful for knowing whether the software is producing the desired results.
2. Evaluation is useful for finding out which parts of the software are working well and which parts may need some adjustments. A government agency or other group can use this information to improve the software for future use.
3. Program evaluation aims to measure the extent to which a program has achieved its stated goals and objectives. This is useful for knowing whether the software is producing the desired results.
4. Evaluation is useful for finding out which parts of the software are working well and which parts may need some adjustments. A government agency or other group can use this information to improve the software for future use.
5. Measuring impact: Evaluation helps in assessing the impact of a program on the target population or environment being intervened. It helps in determining whether the program is actually delivering the desired benefits or whether there are any unintended impacts that need to be addressed.
6. Determining Efficiency: Evaluation can help in assessing how efficiently the program is using available resources, such as time, manpower and budget. This is important to ensure that the program is delivering the best results for the money spent.
7. Providing information for decision-making: To decide whether to continue a program, make changes, or end it altogether, stakeholders need access to assessment data. This way, we can be sure that the facts and evidence used to make the assessment are correct.
8. Supporting accountability: Program evaluation helps ensure accountability to both funding governments and the public. By regularly evaluating program performance, organizations or

governments can be held accountable for the use of public resources and ensure transparency in policy and program processes.

According to various evaluation theorists, evaluation has the purpose of controlling and accountability or development and quality. It is a means to find out whether the assessment has achieved its objectives and to be able to determine further decisions. (Segerholm, 2020)

#### Evaluation Model

The evaluation model describes the theory behind the evaluation and how to apply it. There are two types of research categorized by the evaluation model: pure research and various forms of applied research. In conducting research, only evaluation uses an evaluation model. Since it is absent in pure research, the model is an evaluative feature. There are two terms that have the same meaning: assessment model and evaluation strategy. (Musringudin et al., 2022).

Some examples of evaluation models are:

1) Goal Based *Evaluation*

*Goal-Based Evaluation* is an evaluation approach that emphasizes the assessment of the achievement of the goals of a program or activity. In goal-based evaluation, the main focus is on comparing the results achieved with the previously set goals.

2) Goal Free *Evaluation*

*Goal-Free Evaluation* is a program assessment method that looks at how well a program is performing without taking its goals into account. In this assessment, the program's goals are not used as the primary standard or reference.

3) CIPP Evaluation

CIPP evaluation is an evaluation approach that includes four main dimensions: *Context*, *Input*, *Process*, and *Product*.

4) Adversary Evaluation

*Adversarial Evaluation* is an evaluation approach that involves parties who have conflicting views or interests regarding the program or policy being evaluated. This approach is often used to evaluate controversial public policies or programs, where there are different opinions or points of view about their effectiveness or impact.

5) Discrepancy *Evaluation Model*

*Discrepancy Evaluation Model* is an evaluation approach that assesses the difference between the actual condition of an entity (such as an individual, group, or organization) and the desired or expected condition. Finding and evaluating the difference between the actual state and the predicted state is the main goal of this method.

6) Evaluation of Analysis System

*System Analysis Evaluation* is an evaluation approach that emphasizes the analysis of the system as a whole to understand the relationships and interactions between various system components. This approach is used to evaluate complex systems, such as education systems, health systems, or organizational systems.

## 2. Inclusive Education

### a. Understanding inclusive education

The English term "inclusive" means "including" and "inclusive", which is the origin of the meaning of "inclusive". The term "inclusive education" refers to the practice of integrating students with disabilities into general classes together with normally developing peers (D. Wijaya, 2019). Every child has the right to a good education, to participate in the classroom community, and to have their strengths and weaknesses taken into account in order to achieve goals tailored to their individual abilities. This is what inclusive education aims to demonstrate. (Rasmitadila, 2022). Educational opportunities for all students are defined as follows by UNESCO (2008): *A primary goal of inclusive education is to ensure that all students, even those who may be at risk of exclusion or marginalization, have equal opportunity to participate in and benefit from educational programs. It is a methodical strategy for ensuring that every student achieves academic achievement. It aims to improve access, participation, and learning outcomes in high-quality basic education for all students, with a specific focus on eliminating human-nightmare exclusion from schooling at the primary level.*

When all students are accepted and supported in meeting their individual learning needs, regardless of their background or abilities, we have what is known as an inclusive education approach. With the help of inclusive education, we can create a school system that welcomes all children, regardless of their background or abilities, and where they can learn together in a supportive and equitable environment. Everyone agrees that all children, regardless of their socioeconomic status, physical or mental abilities, should have equal access to quality education, and the best way to achieve this is by following an inclusive education model (Mahmud et al., nd). Every child, regardless of their unique circumstances, can benefit from inclusive education. In general, educational facilities are accessible to students with special needs. Teachers are required to be able to tolerate differences in terms of varied learning. To ensure that all students have equal access to education, schools must monitor students with special needs to determine when they are ready to enroll in regular classes (Kielblock

& Woodcock, 2023) Success in implementing inclusive education requires the provision of adequate resources for teachers. In its implementation, teachers have a reference in the inclusive school curriculum. Teachers can facilitate the diverse needs of students and can face challenging situations supported by staff provided to support inclusive education (Hussain A. Almkaly, 2024).

b. Key Concepts of Inclusive Education

There are a number of important factors that must be considered if inclusive education is to be successful. The development of a comprehensive education system, with the help of stakeholders, procedures, and easily accessible resources, is a central idea in inclusive practice. Stubbs (2002) suggests the following as the central idea of inclusive education.

a) Concepts about children include:

- 1) Education in the local community is a basic right for every young person.
- 2) Not all children have the same opportunities to learn, and everyone may struggle to get them.
- 3) Helping young people learn is important.
- 4) Teaching with a child-centered approach is very beneficial for every student.

b) Concepts about education and school systems include;

- 1) Formal education is only one aspect of education.
- 2) a curriculum that is adaptable and quickly changing.
- 3) a friendly classroom atmosphere that supports learning.
- 4) strengthening successful educational institutions.
- 5) overall school strategy and collaborative efforts among stakeholders.

c) Concepts about diversity and discrimination, including:

- 1) Ending exclusionary practices and prejudices.
- 2) React to and embrace diversity as an asset, not a burden.
- 3) Students are better prepared for a diverse and inclusive society when they participate in inclusive education programs.

d) Concepts about processes to promote inclusion, including:

- 1) Identifying and addressing barriers to inclusion.
- 2) The real involvement of everyone is continuously improved.
- 3) Work together and form alliances.
- 4) Research methods that involve participants, such as action research and collaborative studies.

e) Concepts about resources include:

- 1) Provide local resources for you.
- 2) Transfer current assets to another area.
- 3) Prioritize communities, including children, parents, educators, members of underrepresented groups, etc.
- 4) For many students, it is important to have accessible resources (such as Braille or assistive devices) both at school and in the community.

c. Principles of Inclusive Education

Conceptually, according to Farel (2008), the following things are defined as the basic principles of inclusive education which guarantee honesty and maximum consideration for students with special needs:

1. Inclusive education opens up opportunities for all types of students. In this scenario, inclusive education does not support group homogeneity, which means not recognizing the existence of academic and non-academic equivalency tests given to prospective students or the practice of expelling students from school due to behavioral or academic problems.
2. All the worst parts of labeling are avoided in inclusive education. The hallmark of inclusive education is a commitment to non-labeling practices.
3. There are checks and balances in an inclusive education system at all times. Parents, community members (through school committees), and special needs specialists all play a vital role in protecting the best interests of children and ensuring that checks and balances are in place.

When children with special needs have access to special programs designed to meet their needs, we can say that all students, regardless of their abilities, are fully engaged in the educational process (Johnson & Mughal, 2024)

d. Implications of Inclusive Education

Children with special needs will benefit greatly from inclusive education programs. To ensure that all students, including those with special needs, have the opportunity to reach their full academic and personal potential, inclusive education must be a key component. Therefore, five learning profiles were proposed by Sunardi (1995) for inclusive schools, namely:

1. The goal of inclusive education is to foster an environment where all students feel accepted and valued, regardless of their background or abilities. Modern online learning environments foster acceptance, tolerance, and inclusion, which helps students with special needs reach their full potential.

2. Modification of curriculum implementation is necessary for classroom teaching. Students in inclusive education range from those who develop normally to those with severe disabilities, so it is important to treat them with great care to provide them with the best possible education.
  3. Preparation for interactive learning is an important part of encouraging educators to offer inclusive education. Whenever there is a change in the way people learn, there is a corresponding change in the curriculum.
  4. Supporting educators and classrooms in their efforts to remove all barriers to student learning is at the heart of inclusive education. Value teamwork and consensus building in the classroom, as well as a variety of approaches to measuring student progress in areas such as knowledge, skills, and individual support.
  5. For an educational program to be truly inclusive, it must involve parents as active participants in its design. With children spending so much time at home, parents must do everything they can to encourage their children to learn.
- e. Types and forms of implementation of inclusive education
- Permendikburistek Number 17 of 2021 regulates various types and forms of inclusive education. The goal is to accommodate the needs of students with special needs (ABK) with various backgrounds and disabilities. Here are some types and forms of inclusive education in Indonesia:
1. Inclusive education in regular schools  
Most inclusive education programs use this model. Students with disabilities attend regular classes with typically developing peers. In order for students with disabilities to fully engage in their education, regular schools must provide the necessary accommodations and supports.  
Forms of Support in Inclusive Education in Regular Schools:
    - 1.1. Special Guidance Teacher (GPK): A teacher who has special competence to assist children with special needs in learning.
    - 1.2. Teacher Assistant: Assists the class teacher in providing supervision and guidance to children with special needs.
    - 1.3. Therapist: Provides special therapy according to the needs of ABK, for example speech therapy, occupational therapy, or physiotherapy.
  2. Learning accommodations: Curriculum modifications, use of special learning aids, and assessments tailored to the needs of children with special needs.
  3. Resource room  
A resource room is a special room in a regular school that is used to provide additional services and support to children with special needs. Children with special needs can attend regular classes and then come to the resource room for individual or small group tutoring.
  4. Integrated classroom ( *Self-contained classroom* )  
Integrated classes are intended for children with disabilities who have severe or complex disabilities. Learning in integrated classes uses a special curriculum that is tailored to the needs of children with disabilities. However, children with disabilities in integrated classes still have the opportunity to interact with other students in regular schools, for example during other joint activities.
  5. Distance education (PJJ) or homeschooling.  
ABK who experience severe physical or health obstacles so that they cannot come to school, can follow Education through PJJ or homeschooling. Distance learning can use various media such as learning modules, learning videos, and video conferencing.  
The selection of the type and form of inclusive education that is appropriate for children with special needs must take into account various factors, including:
    - 5.1. Types and Levels of ABK Disabilities
    - 5.2. Individual learning needs of ABK
    - 5.3. Availability of resources in schools
  6. Students who are entitled to participate in inclusive education  
The following are several categories of students who are entitled to participate in inclusive education:
    - 6.1. Individuals who are classified as students with special needs (ABK) are those who require special education programs due to physical, mental, intellectual, sensory, social, or emotional limitations.
    - 6.2. Some children have extraordinary intelligence and/or special abilities, but they require special educational programs to reach their full potential.
  7. Minority students: All students, including those from low-income families, those living on the streets, and those who have experienced violence, have the right to an inclusive education. In order for all students to learn side by side and develop their full potential, inclusive education seeks to make the classroom a welcoming and welcoming place for all students.

### Relevant Research

A number of academics have investigated the assessment of the implementation of inclusive education programs. However, study program implementation evaluation inclusive education in a way special Which using the

Discrepancy Evaluation *Model* has not been widely found so far. Although Thus, several studies related to the evaluation of the implementation of inclusive education programs are as follows:

1. Titled "Implementation of Inclusive Education Program in Elementary Schools in Serang City," this study was conducted by Sastra Wijaya, Asep Supena, and Yufiarti. The main purpose of this study was to find out how and why schools and teachers work together to serve children with special needs through inclusive education programs and what challenges they face. From October to December 2022, eleven public elementary schools in Serang City were the subjects of this study. Students with special needs, as well as their instructors and administrators, participated in this study. Case study research using observation, interviews, and document analysis is a qualitative approach to descriptive analysis. Sixty percent of educators struggled with early identification and assessment, fifty percent with lesson differentiation, forty percent with understanding how inclusive learning is practiced, seventy percent with making appropriate evaluations and assessments, and thirty percent with time management during lessons, according to the study on the inclusive education service process. The main obstacles to inclusive education in primary schools include the lack of qualified special education assistants, inadequate funding for school-based inclusive education programs, inadequate school-based infrastructure, inadequate communication and collaboration among stakeholders, and lack of socialization of education system service policies through inclusive schools (S. Wijaya et al., 2023).
2. The authors of the study *Who is Included and Who is Not?* are Stephan Kielblock and Stuart Woodcock. A review of tools used to measure educators' perspectives on inclusive education. All children should be able to attend school, be active participants there, and succeed academically; this is what we mean when we talk about inclusive education. The aim of this review was to analyze the assessment tools used in 225 empirical studies that addressed educators' perspectives on inclusive education. The results showed that the majority of assessments targeted specific subgroups of students through the use of narrowly tailored language. Unfortunately, there is no perfect tool that can accommodate everyone. The authors suggest that new measures to measure attitudes towards inclusive education for all students are urgently needed (Kielblock & Woodcock, 2023).
3. Fitriana, Ika Lestari, and Amalia Sapriati compiled a report entitled *Evaluation of Inclusive Education in Elementary Schools in Kojaya District, North Jakarta*. All students, including those with special needs, are encouraged to participate in the educational process through inclusive education practices. Among the exceptional needs, slow learners are the most common. There must be changes in the way schools approach teaching and learning, as well as in the physical space and technology used for teaching. Another thing that hinders its implementation is this. The study that assessed CIPP relied on qualitative descriptive techniques. Principals and instructors were the subjects of the study, which included interviews, observations, questionnaires, and library research. The results of the evaluation revealed that the school development plan and special budget did not include any aspects of inclusive education. As a result, school management was left without financial support or daily materials, and the curriculum was not modified to suit the needs and development of the school. There was a lack of readiness on the part of students and instructors to develop and implement individual learning plans, inadequate school infrastructure and facilities, and a curriculum that did not adequately accommodate all children. At the same time, the evaluation standards did not meet the established requirements. Schools' readiness to adopt inclusive education still needs improvement, according to many components of the CIPP exam (Fitriana et al., 2022).
4. Researchers Evelyn Serwaa Adjei, Ernest Osei, Anthony K. Edusei, and Emmanuel K. Nakua collected data from inclusive educational institutions in Low- and Middle-Income Countries (LMICs) to draw conclusions about the academic performance of children with disabilities (CWD). About 150 million children worldwide are considered to be living with a disability. All students are encouraged to be actively involved in the learning process through inclusive educational practices. Regarding the registration, attendance, and outcomes of children with disabilities, thorough and trustworthy explanations are hard to come by. Children with disabilities (CWD) in low- and middle-income countries (LMICs) are the focus of this academic achievement evaluation, which includes factors such as enrollment, attendance, and outcomes. The researchers who conducted this systematic review adhered to the guidelines set by PRISMA when they reported their findings. The researchers searched Google Scholar, Scopus, Science Direct, and PubMed, two electronic databases. The main results of the study showed that students with disabilities in inclusive classes had worse academic performance than their classmates whose development was normal. Therefore, the researchers recommend a more fundamental study of CWD academic performance and inclusive education advancement in low- and middle-income countries. (Adjei et al., 2024)

While numerous studies have examined the implementation of inclusive education programs, there is limited research that specifically evaluates such programs using the Discrepancy Evaluation Model (DEM) within the Indonesian context. Existing research often focuses on general challenges faced by schools, such as infrastructure limitations and teacher readiness, but lacks a detailed analysis comparing program objectives and actual implementation outcomes, particularly in urban settings like Sint Yoseph Elementary School in Central Jakarta.

This study uniquely applies the Discrepancy Evaluation Model (DEM) to analyze the implementation of inclusive education programs, offering a structured comparison between the expected outcomes based on government regulations and the real-world practices at Sint Yoseph Elementary School. By addressing specific challenges such as the declining enrollment of students with special needs and the lack of specialized resources and partnerships, this research provides innovative insights into optimizing inclusive education in urban elementary schools.

The primary objective of this study is to evaluate the implementation of the inclusive education program at Sint Yoseph Elementary School, focusing on its alignment with Permendikbudristek Number 48/2023. The study aims to identify the gaps and challenges in the program and propose actionable recommendations for improvement. The benefits of this research include guiding policymakers and educators in enhancing inclusive education practices, ensuring equitable learning opportunities for students with special needs, and contributing to the academic discourse on effective program evaluation methodologies.

## **METHOD**

The method used in this program evaluation research is a qualitative method. descriptive Which in inside description on breakdown problem with methodgather data, classify, as well as analyze and interpret it in descriptive narrative.

The research design model used is the Discrepancy model. Evaluation Model (DEM). The main reason for using this evaluation model is because This evaluation model is a relevant evaluation model to answer the formulation problem evaluation compared to model evaluation other, that is compare inclusive education program based on standards set by the government, with program inclusive education Which already implemented in SD Sint Yoseph. A program evaluation approach that focuses on the gap between program expectations and reality. In other words, this model evaluates the extent to which the program achieves its stated goals and identifies areas where the program may not be functioning as intended

## **RESULTS AND DISCUSSION**

From the results of the study, there are several inequalities that occur, becoming an evaluation for the implementation of the inclusive education program at SD Sint Yoseph. Judging from the design of the implementation of the inclusive education program, the implementation of the inclusive education program at SD Sint Yoseph is limited to students with special needs who have a mild spectrum. So not all students with special needs can be accepted. As conveyed by Barriers, that there are gaps and injustices in the equalization of education for students with special needs.

Schools have difficulty recruiting human resources who have special education qualifications or extraordinary education. Schools are expected to have a special team to be able to focus on recruiting human resources who have special education qualifications and extraordinary education. Obstacles in recruiting teachers were also conveyed by Sastra Wijaya in his research.

Schools have not fully attempted to develop their human resources through coaching and training. This human resource development is very important to be able to implement inclusive education programs more optimally. Schools have also not fully equipped facilities and infrastructure according to the various disabilities of their students. Schools are expected to be able to complete the facilities and infrastructure that are very necessary to be provided with a priority scale to support the implementation of inclusive education programs.

Installation of the implementation of the inclusive education program, it can be seen that the school selects students with special needs who are accepted. Due to limited human resources, the school selects students with special needs so that services can be provided optimally. For this reason, school development and readiness are needed to be able to accept students with needs, as conveyed by Stephan Keilblock, that education is a right for all students.

The school limits the criteria for students with special needs who are accepted. Students who are accepted are students with special needs with a mild spectrum (able to learn) and receive a recommendation from a psychologist if the student can follow an inclusive education program.

Student detection according to the government is a basis for making plans while school detection is used to accept or not as students. Partnerships with the private sector in developing the implementation of inclusive education programs need to be developed. With this partnership, it will have a positive impact on development.

The process of implementing the inclusive education program, there are still some things that need to be improved. The need for additional therapy rooms that are needed by schools, namely speech therapy. With the addition of these facilities and infrastructure, the learning process can be maximized so that teachers can discuss the development of students in more detail.

In the process constrained by the lack of human resources who have special education qualifications or extraordinary education. Human resources with appropriate qualifications can also minimize the obstacles faced in handling students with special needs. Schools need to plan supplies and training for teachers. Although schools facilitate sharing forums for teachers, training is also needed with competent resource persons in handling students with special needs. This can add new insights that are more professional and can follow the development

of inclusive education. So that teachers can develop an accommodating curriculum in special learning as written by Fitria.

The hope of parents of students with special needs is that schools can develop the implementation of the inclusive education program to the next level. This hope should be facilitated by schools so as not to be left behind by other schools that also implement inclusive education. According to Evelyn Serwaa Adjel also said to be able to develop the achievements of students with special needs so as not to be left behind by other students.

Schools continue to improve themselves to develop their potential in implementing inclusive education better. Self-development that schools strive for can increase the effectiveness of implementing inclusive education programs.

## **CONCLUSION**

Based on the research results, the author concludes that the evaluation of the inclusive education program implementation at Sint Yoseph Elementary School reveals several findings. First, the design and implementation of inclusive education are limited to students with a mild spectrum who are able to learn. The school faces challenges in recruiting human resources with qualifications in special or extraordinary education and has not optimized efforts to develop or train educators for the program. Second, the admission of special needs students is restricted to those with a mild spectrum, and the school lacks partnerships with other parties to enhance the program. Improving facilities, infrastructure, and the inclusion of expert teams alongside training and coaching for educators can enhance the program's effectiveness. Third, the process of implementing the inclusive education program is relatively good, with a national curriculum modified to accommodate the specificity of students. Teachers understand the needs of students with special needs, enabling them to participate well in the learning process, and existing resources have been optimized despite limitations. Fourth, students with special needs at Sint Yoseph Elementary School are prepared to continue their education inclusively at the junior high school level, either within or outside the institution. Lastly, parents of students with special needs hope the school can further develop the inclusive education program to higher levels and continue evolving in response to similar programs initiated by other schools.

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