

## EVALUATION OF INCLUSIVE EDUCATION IN MADRASAHS: (Study at Madrasah Ibtidaiyah Ma'arif NU Cibirem Banyumas)

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**ABSTRACT:** The government, through the Ministry of Education and Culture and the Ministry of Religious Affairs, continues to provide facilities and fulfill the rights of children with special needs. This policy is constantly emphasized based on the importance of education for children with special needs, which aims to encourage independence in their dynamic lives. This study aims to describe and analyze inclusive education in madrasahs. This is an evaluative study. Regarding the selection of informants, the researcher used purposive sampling. Based on the technique used, the researcher involved the school principal, inclusive class coordinator, classroom teachers, and special assistant teachers. Data collection techniques included interviews, observation, and documentation. The main instruments of this research were the researchers themselves, supported by cameras, interview guidelines, and other incidental tools. In the qualitative data analysis process, the techniques used followed the concepts of Miles and Huberman. The stages of data analysis included data reduction, data display, and conclusions. The results of the study show that the significance of special education at MI Ma'arif NU Cibirem has developed relatively well along with the emergence of awareness of the importance of inclusive education in madrasahs. The competence of special assistant teachers in inclusive services is not yet in accordance with the standards for special assistant teachers, because the existing special assistant teachers do not yet have the appropriate competence. The availability of infrastructure is still relatively minimal and does not meet the needs of children with special needs. Special education is implemented using a full inclusion model. The achievement of inclusive education is not yet optimal. This is because the implementation of inclusive education tends to be carried out as is, without adequate human resources and facilities.

**Keywords** - Evaluation, Inclusive Education, Madrasah

### I. INTRODUCTION

Law No. 20 of 2003 concerning the National Education System, paragraphs 2 and 4, states that: paragraph 2. Individuals with physical, emotional, mental, intellectual, or social limitations have the right to receive special education; and paragraph 4. Individuals with exceptional intelligence and talent have the right to receive special education. The government has an obligation to ensure the realization of the concept of Education for All for its citizens [1]. In recent years, inclusive education has become a special concern for the government, not only because of the large number of students with special needs but also as a form of response and presence of the state as the protector and guardian of its people [2]. Since 2009, the government has launched an inclusive education program, but in reality, it has not been able to run according to expectations and initial plans. There are several obstacles to the optimal operation of inclusive schools. Among the many obstacles, one of the main problems is the lack of preparation of general teachers who still have minimal education for children with disabilities. In Central Java alone, there are 519 madrasah schools that clearly state that inclusive schools need assistance in the form of education and training for general teachers on inclusive education. The lack of knowledge related to inclusive education, inclusive curriculum, and models for implementing inclusive education are the main problems hindering the optimal implementation of inclusive education at the madrasah level [3].

Often described as individuals who deviate from the norm, such as mental, emotional, linguistic, physical, visual, auditory, or other conditions [4]. Meanwhile, according to Mangunsong, children with special needs are children with certain differences, such as mental, emotional, communication, sensory, physical motor, and other characteristics; these children require changes or adjustments oriented towards task adjustments,

methods, or other educational services with the aim of improving and actualizing the children's abilities optimally [5]. Inclusive education is an educational service that aims to integrate all children, including children with special needs/disabilities, into an equal learning process [6]. In Indonesia, inclusive education is defined as an educational service system that involves children with disabilities, so that they can learn together with their normal peers in regular schools located close to their homes.

Indonesian Ministry of Education Regulation No. 70 of 2009 on Inclusive Education explains that inclusive education is the provision of education that focuses on providing fair opportunities to all students with disabilities and exceptional intelligence and/or talents, so that they can participate in educational services alongside other students. Inclusive education in madrasahs has been around for a long time, and in 2013, the Ministry of Religious Affairs (Kemenag) began implementing related policies. Officially, this policy is based on the Decree of the Directorate General of Islamic Education Number 3211 of 2016, which established 22 Inclusive Madrasahs in several provinces, including East Java, Central Java, South Sulawesi, West Nusa Tenggara, and Banten. However, research on 11 of the 22 madrasahs that were used as pilot projects showed limitations in their implementation. Eleven madrasahs from the project had not yet implemented the guidelines for inclusive education in madrasahs. In terms of context, input, process, and output, there were still significant gaps [7].

Previous research related to the evaluation of inclusive education has been conducted by Irada Haira Arni on the Usefulness of the CIPP Model in the Evaluation of Inclusive Education. The results of his research show that the evaluation of inclusive education using the CIPP model goes through four stages in accordance with the abbreviation of CIPP, namely Context, Input, Process and Product [8]. Furthermore, the research was conducted by Ni Luh Putu Gopi Janawati, Asep Supena and, Zarina Akbar with the research title Evaluation of Inclusive Education in Public Elementary Schools. The results showed that the input evaluation showed that there were three types of children with special needs (ABK) in the school, namely slow learning, learning difficulties, and hyperactivity. ABK learns using a curriculum that has been modified by general teachers because they do not have a special supervisor [9].

Another research was conducted by Fitriana, Ika Lestari, and Amalia Sapriati, with the title Evaluation of Inclusive Education in Elementary Schools in Koja District, North Jakarta. The results of his research show that the implementation of inclusive education, especially for children who are slow learners, still needs to be improved due to the many shortcomings in each aspect of CIPP. The lack of readiness of schools to provide services and learning to children with the specificity of slow learning is shown from the curriculum used, budget development, teachers, learning processes, assessment systems and school infrastructure facilities [10]. Research conducted by Rika Widayati. The results of the research show that the evaluation is carried out on the aspects of context, input, process, product [11]. Another research was also conducted by Ni'matul Fauziah, Abidah Munsyifah, and Muhammad Roy Purwanto, with the title Evaluation of the Inclusive Education Curriculum at Madrasah Aliyah Negeri 2 Sleman Yogyakarta. The results show that the inclusion curriculum implemented at MAN 2 Sleman is indeed good in its implementation, it needs to be developed more seriously so that the curriculum that has been designed is realized maturely and developed. Especially in terms of facilities in schools that must be balanced between public facilities and facilities for students with disabilities. Likewise, educator resources must be given training both theoretically and technically to teach and guide children with disabilities [12].

Based on the results of previous research, it is known that there have been many studies that have conducted research related to the evaluation of inclusive education in schools, starting from public elementary schools, to the state Aliyah Madrasah level, but researchers found research gaps where research at the madrasah level ibtida iyah has not been carried out by many researchers. In addition, research on the evaluation of inclusive education in the Banyumas area has also not been carried out much. Because the researcher tried to fill the gap by taking the title of the research Evaluation of Inclusive Education in Madrasah: (Study on MI Ma'arif NU Ciberem Banyumas).

Several madrasahs in Banyumas Regency, including MI Ma'arif NU Ciberem, have implemented inclusive education and are quite serious about organizing inclusive education. The researcher was interested in this educational institution, and the initial interviews conducted with several teachers at the inclusive madrasah added to the findings that led to this research. Based on the preliminary research conducted by the researcher, data shows that inclusive education for children with special needs in madrasahs certainly has different strategies in providing educational services for children with special needs (observations and initial interviews on September 4, 2023, and September 8, 2023). These differences are interesting to explore further in order to find the ideal approach to inclusive education in madrasahs.

This research is important because, to the author's knowledge, information about inclusive education in madrasahs in Indonesia is still very limited, while the need for information about the organization of inclusive education in madrasahs is urgent and necessary. This study aims to describe and analyze inclusive education in

madrasahs on the topic at hand. This is certainly done in an effort to provide a more complete and meaningful understanding of inclusive education in madrasahs, especially at MI Ma'arif NU Ciberem in Banyumas district.

## II. RESEARCH METHODS

This research is descriptive research with an evaluative approach. Descriptive research is a systematic, factual, and accurate description or depiction of the phenomena or relationships between phenomena being investigated [13]. Evaluative research is a research activity that evaluates an activity/program with the aim of measuring the success of an activity/program and determining whether a program has been successful and in line with expectations. This study was designed using the CIPP (Context, Input, Process, and Product) model proposed by Daniele Stufflebeam et al [14]. The use of this model is expected to yield new findings for parties directly involved in the implementation of inclusive education in madrasahs and stakeholders in Banyumas Regency. Data was collected using non-participatory observation techniques, where the researcher only acted as an observer in this research activity. In-depth interviews were conducted with parties directly involved in the implementation of inclusive education. Documentation was also used as a data collection technique, whereby the researchers collected supporting documents in the form of images, learning outcome reports, and previous research results related to this study. After the data was collected, the researchers analyzed it using three stages, starting with data reduction, data presentation, verification, and conclusion drawing [15].

## III. RESULT AND DISCUSSION

### RESULT

Based on interviews, observations, and documentation conducted by the author, the following data can be obtained:

#### 3.1 Context/Significance

The evaluation context includes background, program objectives, program implementation permits, program implementation guidelines, cooperation with agencies that support program implementation, and students. Inclusive education is one model of education for children with special needs. Children with disabilities or special needs will hereinafter be referred to as ABK. Education is a right for all children, including children with disabilities who are particularly vulnerable to marginalization. In relation to educational practice, inclusive education is seen as one way to improve the quality of schools, especially for ABK. Schools that implement inclusive programs are basically public schools appointed by the government agency to provide inclusive education.

MI Ma'arif NU Ciberem has been running an inclusion program since 2022. This madrasah was appointed by the Ministry of Religious Affairs to implement an inclusive school program. There are children in the vicinity of the school who are classified as children with special needs, but their parents are not yet aware of the option of enrolling them in a special needs school. The madrasah then coordinated with the Ma'arif institution. Since then, the school has been implementing an inclusion program to this day.

The main objective is to help children with special needs in the surrounding area to receive an education, as this area is far from special needs schools. In addition, it helps parents who have children with special needs but cannot afford to send them to special needs schools because they are too far away.

To implement inclusive education effectively, schools need support from various parties. Schools collaborate with other institutions or agencies to support the implementation of inclusive education programs. Schools collaborate with designated inclusive madrasahs to assist teachers in teaching children with special needs. There is intensive communication with the inclusive community in madrasahs to provide assistance when serving children with special needs.

The target of this inclusive education program is children with special needs and school-age children around the madrasah and around Ciberem. All children with special needs and school-age children at the madrasah ibtdaiyah level can attend this madrasah. The school does not apply any selection criteria in the admission process for new students. All elementary school-aged children can attend this madrasah without exception, including children with special needs, so that children with special needs can attend school without discrimination. However, children with severe special needs cannot be served at this madrasah due to the limited ability of teachers to serve children with special needs.

#### 3.2 Teacher Input/Competence and Condition of Facilities and Infrastructure

In order to implement optimal inclusive education, various supporting components are needed. The availability of infrastructure is very important to support the smooth running of inclusive education. Good infrastructure is used to support the successful implementation of inclusive education in certain educational units. In essence, educational facilities and infrastructure in educational units can be used in the implementation of inclusive education, but to optimize the learning process, it is necessary to provide facilities for the smooth mobilization of children with special needs, as well as learning media that are appropriate to their needs. The

availability of facilities and infrastructure for children with special needs is often a problem. The government has provided block grant funding through the regional budget to schools that provide inclusive education.

The reality is that this madrasah still has few facilities and infrastructure. The school has received assistance from the local government in the form of tools for students' skills development, such as sewing machines, irons, cooking utensils, musical instruments, and drum band equipment. These tools are used to train students to be more independent, especially children with special needs. The facilities and infrastructure owned by the school do not yet meet the needs of children with special needs. This is because the existing tools are not yet suitable for the needs of children with special needs at the school.

The availability of facilities and infrastructure at MI Ma'arif NU Ciberem is still relatively limited. However, with the facilitation of LP Ma'arif in collaboration with UNICEF, inclusive education services at this MI have been equipped with wheelchairs, walking sticks, special paths for wheelchairs, and toilets for children with special needs (interview with the head of the madrasah). The curriculum used in inclusive education is not much different from the curriculum used in other schools. However, the inclusive education curriculum has been modified to suit children with special needs.

In modifying the curriculum, schools also refer to the SLB curriculum. Schools modify the curriculum by making adjustments to various components in accordance with the characteristics of their students. Modifications range from learning materials, learning media, evaluation, and assessment. This is realized starting from the learning plan made for students with special needs, which is tailored to their abilities. Learning materials are made easier for students with special needs. Additional services for students with special needs are also provided, ranging from extra learning hours, remedial classes, or other special guidance outside of school hours. The same applies to the minimum passing grade (KKM), which is set lower than for normal children.

Schools that provide inclusive education should have educators and educational staff who meet the qualification standards. Teachers have participated in several training sessions on inclusive education. The special assistant teacher shared a similar opinion, stating, "Not all of them. I have never done so. I only looked for information myself on how to teach them through the internet, from special needs teachers, and by reading books myself."

The implementation of inclusive schooling requires special guidance teachers (GPK) with a bachelor's degree in special education and teachers who have participated in inclusive education training. Since the implementation of the inclusive education program in 2022 until now, this madrasah has not had a GPK with the required competencies. Therefore, the madrasah took the initiative to appoint a general teacher as a GPK.

The special assistant teachers at this madrasah do not yet have a special education background (interview with the head of the madrasah). The existing teachers have a background in madrasah ibtdaiyyah education and have been provided with training in special needs education (interview with the head of the madrasah). The special assistant teachers at this madrasah do not yet have a special education background. The existing teachers have a background in madrasah ibtdaiyyah education and have been equipped with training in special needs education, such as teaching the Qur'an to deaf children (interview with special assistant teachers). This is in line with the statement made by the Head of the Madrasah in his interview, which mentioned the existence of special assistant teachers, but their educational backgrounds are still general.

### **3.3 Process (implementation of inclusive education)**

In inclusive schools, teachers are required to plan lessons that are tailored to the characteristics of their students. The lesson plans that have been created have been modified in various aspects to suit the children with special needs in their classes. However, not all teachers modify their lesson plans. In inclusive schooling, special education teachers are required to implement specific principles for students with special needs in accordance with the level of their special needs. In practice, special education teachers have carried out the learning process and performed their duties as companions to students with special needs. Therefore, in providing GPK learning, they must understand the characteristics of students with special needs.

Inclusive education at MI Ma'arif NU Ciberem is carried out alongside other normal children. There is no special treatment for children with special needs compared to other normal children (interview with the head of the madrasah). Inclusive education at this institution is implemented fully with pull-outs at certain times (interview with special assistant teachers). This step was taken after the management conducted an evaluation of the implementation of inclusive education (interview with the head of the madrasah).

Special Assistant Teachers provide instruction in general classrooms as well as in special classrooms for students with disabilities. Children with physical disabilities receive guidance in speaking and writing, while slow learners receive guidance in personal development. Special guidance in the form of PPI (Individual Learning Program) is provided to children with learning disabilities. Good learning will provide opportunities for children with special needs to actualize their potential in accordance with their talents, abilities, and differences.

Evaluations are conducted to determine the level of ability or achievement attained by students with special needs after undergoing the learning process. The assessment conducted by GPK on students with special

needs involves GPK modifying the evaluation system for students with special needs with the assistance of classroom teachers. In implementing the inclusion program in madrasahs, no special funding to serve and assist children with special needs has been received from the relevant agencies. So far, schools have taken and used BOS funds to meet the needs of children with special needs. In addition, another obstacle encountered was the lack of monitoring by the relevant agencies of the implementation of inclusive education programs in schools. However, schools are in dire need of monitoring and assistance in implementing these inclusive programs.

### **3.4 Products/Achievements**

The development or achievements of children with special needs in both academic and non-academic fields are the result of the implementation of inclusive education programs. This demonstrates the success of the programs that have been carried out. Since this madrasah accepted children with special needs in 2022, there have been children with various special needs. The types of students with special needs accepted at this school are not in the severe category and are still able to follow lessons. The academic development or achievement of these students has not yet reached the average or minimum competency standard. Students with special needs can move up a grade when they have met the minimum competency standard. In general, the academic development of students with special needs is in the adequate category.

The achievement of inclusive education at Mi Ma'arif NU Ciberem is still not optimal. Several obstacles, such as limited human resources, very limited facilities, and the perception of some people who view children with special needs as a burden on society, coupled with the minimal awareness of parents regarding the importance of education for children with special needs, have resulted in inclusive education being relatively suboptimal (interview with the head of the madrasah).

## **IV. DISCUSSION**

### **3.1.1 Context (significance of inclusive education)**

The data description shows that the implementation of inclusion began with initiatives from madrasahs and appointments by higher education institutions. However, there has been a gradual change in awareness among the madrasah community. This condition, whereby the implementation of inclusive education is based on madrasah initiatives, has further implications for the implementation of inclusive education. This situation differs from the implementation of inclusive education based on specific instructions, which has certain implications for the implementation of inclusive education.

### **3.1.2 Input (competence of madrasa education providers and availability of facilities and infrastructure)**

The data description shows that teachers implementing inclusive education do not have the appropriate background. This condition is caused by limited institutional funding. The data description shows that the availability of facilities is still relatively minimal. This condition has implications for the implementation of inclusive education, which tends to be poorly organized, exacerbated by the limited infrastructure available.

### **3.1.3 Process (implementation of inclusive education)**

The data description shows that inclusive education services are provided alongside normal children in general (full inclusion), and at certain times are specialized with learning services for children with special needs by special assistant teachers. This condition is in accordance with one of the existing models of inclusive services.

### **3.1.4 Products (achievements of inclusive education)**

The data description shows that the achievement of inclusive education in madrasahs is optimal. This condition is caused by various factors, such as the lack of available human resources and adequate infrastructure (interview with the head of the madrasah).

## **V. CONCLUSION**

Based on the results of the research and discussion, the following conclusions can be drawn: The significance of special education at MI Ma'arif NU Ciberem has developed relatively well in line with the emergence of awareness of the importance of inclusive education in madrasahs. The competence of special assistant teachers in inclusive services is not yet in accordance with the standards for special assistant teachers, because the existing special assistant teachers do not yet have the appropriate competence. The availability of infrastructure is still relatively minimal and does not meet the needs of children with special needs. Special education is implemented using a full inclusion model. The achievement of inclusive education is not yet optimal. This is because the implementation of inclusive education tends to be carried out as it is without adequate human resources and facilities.

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