

CHAPTER III

DISCUSSION

In this chapter, the researcher discusses the core of the research related to the evaluation of Education Agency performance toward the implementation of Inclusive Education in Palu City year 2014-2018. In this part, the researcher explains how the education agency evaluates performance in implementing inclusive education in Palu City year 2014-2018.

In this research, the researcher uses the Dunn's theory to be the indicator of performance evaluation, namely effectiveness, efficiency, adequacy, equality, responsiveness, and accuracy used by the researcher as the benchmark in this research which is accompanied by some supporting data and assisted by the interviews that the researcher has obtained. Therefore, the researcher assumes the results of this research with the measurement indicators used as the references in performance evaluation.

A. Effectiveness

1. Clarity of the objectives of Inclusive education program

The clarity of the objectives is the achievement of goals that use the process, so the achievement of the final goals can be achieved through a stage. The clarity of the objectives is also a prescribed way for an institution to set goals in a short period of time with expectations of getting maximum results from the policies set, in this case the Education and Culture Agency

of Central Sulawesi Province in implementing the Inclusive Education program in Palu City. The clarity of objectives is also intended as the reason why the policy was made.

Inclusive Education in Palu City is one of the programs created as a response from the government to the quality of education in Palu City. This program is created to eliminate the gap between children with special needs (ABK) and other normal children in terms of getting education services. This program is expected to have a good impact on the quality of education in Palu City. Dr. Minarni Nongtji, S.Pd., M.Si as the Head of PKPLK Sub-field Education and Culture Agency of Central Sulawesi Province stated about the clarity of the objectives of inclusive education program. She said,

“Based on the Ministry of National Education Regulation Number 70 year 2009, all children with special needs (ABK), both physically normal and abnormal, all have the right to receive educational services. The education services referred to here are equitable education for all children without exception. Therefore, the government organized an inclusive education program, so all ABK can attend public schools like other normal children” (Monday, June 24, 2019).

The result of the interview above showed that the existence of Ministry of National Education Regulation Number 70 year 2009 concerning Inclusive Education for students who have abnormalities and have the potential of intelligence and / or special talent became a strong reason why the government organized inclusive education programs in terms of fulfilling the rights of children with special needs (ABK) to get education services. This aimed to provide an appropriate and equitable

educational services for all children in Palu City. Dr. Minarni Nongtji, S.Pd., M.Si as the Head of PKPLK Sub-field Education and Culture Agency of Central Sulawesi Province stated:

“Inclusive education does exist in public schools, specifically from the PKPLK Directorate; the program is in special education. The reason why the government is organizing an inclusive education program is that there are some people who think that ABK is only suitable for study in extraordinary school (SLB). It should not be like that; many ABK have physical disabilities, but they have normal thinking skills; the children should not study in SLB, they should study in regular schools because they have the same level of intelligence as normal children in general” (Monday, June 24th, 2019).

Based on the results of the interview above, one of the main objectives of the inclusive education program was that there were still many parties who did not agree if children with special needs (ABK) study in regular schools. Therefore, the Education and Culture Agency of Central Sulawesi Province organized an inclusive education program to fulfill the rights of children with special needs (ABK) in order to be able to participate in learning process in public schools without separation, differentiation and discrimination from various parties.

A policy or program can run well if it has clear objectives. The existence of an inclusive education program is very helpful for children with special needs (ABK) to get decent and non-discriminatory education services. An agency or organization in implementing a policy certainly has a clear purpose. The policy, with the implementation of inclusive education

made by the region as one form of government concern for education for children with special needs (ABK).

2. Target of Achievement in Implementing Inclusive Education Program

A program or policy can be considered successful if it has reached the purpose. The results of the programs that have been implemented can be a reference in determining the success of a policy. Education and Culture of Central Sulawesi Province through the PKPLK Sub-field has several targets to be achieved in the implementation of inclusive education programs. In the implementation of inclusive education programs especially in Palu City, Education and Culture Agency of Central Sulawesi Province has several work programs to be achieved, so the implementation of inclusive education programs in Central Sulawesi, especially Palu City, can run successfully related to the objectives of the implementation of inclusive education programs.

In the implementation of inclusive education program in 2014-2018, Education and Culture Agency of Central Sulawesi Province PKPLK Sub-field, had 10 programs to achieve the objectives of inclusive education program in Central Sulawesi. These are 10 programs of Education and Culture Agency of Central Sulawesi Province in 2014-2018

Table 3.1 10 the programs of Inclusive Education Program in

Central Sulawesi Province year 2014-2018

No	Strategies of the program	Indicator of Success	Name and Description of Activities	Year				
				2014	2015	2016	2017	2018
1	Enhancing the Capacity of Human Resources Related to Inclusive Education		<ol style="list-style-type: none"> 1. Socialization of inclusive education 2. Comparative studies to inclusive schools that can be used as examples 	✓	✓	✓	✓	✓
2	Formulating Policies and Regulations Regarding Inclusive Education		<ol style="list-style-type: none"> 1. Making decree Pokja and Secretariat 2. Workshop on Establishment of Working Group (Pokja) Province/District/ City 3. Issuance of Decree on Appointment of inclusive education Schools 4. Formulation of regional regulations concerning inclusive education 	✓	✓	✓	✓	✓
3	Building Commitments through		<ol style="list-style-type: none"> 1. Seminar inclusive education 	✓				

	Strengthening Networking in the Framework of Creating Concern and Understanding of Education on Seminar Inclusive Education		2. Declaration of inclusive education	✓				
4	Conducting a Trial on the Implementation of inclusive education	Availability of GPK in every inclusive school	<ol style="list-style-type: none"> 1. Inclusive education workshop for GPK 2. Technical coaching for SLB Teachers for GPK Candidates in Inclusive Schools 3. Placement of GPK in Inclusive Schools 4. GPK curriculum training for regular teacher 	✓	✓	✓	✓	✓
					✓	✓	✓	✓
						✓	✓	✓
					✓	✓	✓	✓
5	Compiling data of information and publication (PADATI)	All stakeholders of inclusive education, the community and the bureaucracy understand commitment, and are able to take the role of developing inclusive education	<ol style="list-style-type: none"> 1. Data collection honor and publication 2. Survey of Inclusive School in Every District/City 3. Issuance and distribution of brochures, 	✓	✓	✓	✓	✓
						✓	✓	✓

		towards an inclusive community life	leaflets and posters 4. Exhibition of Works and Performance Appreciation ABK from Schools and SLB 5. Local Radio and TV Talk Show					
6	Structuring and Strengthening Resource Center		1. Procurement Equipment secretariat pokja 2. Pokja meeting	✓				
7	Documentatin g and reporting		Arrangement of Pokja reports	✓	✓	✓	✓	✓
8	Management and Compilation of the Design of Inclusive Development		Strengthening Administration (Official Travel in the Region)	✓	✓	✓	✓	✓
9	Monitoring and evaluation		Monev of Inclusive Education (Official Travel in the Region)	✓				
10	Declaring inclusive District/City/ Province		Declaration of inclusive education	✓				

Sources retrieved from: <https://disdikbud.sultengprov.go.id/PK-PLK/>

(Friday, June 21st, 2019 / 4.16 PM)

From Table 3.1, 10 Inclusive Education Programs in Central Sulawesi Province year 2014-2018 can be seen if Education and Culture

Agency of Central Sulawesi Province has several targets to achieve in order to make the inclusive education program successful. These targets are a form of government seriousness in improving the quality of services of inclusive education program.

One of the seriousness of the government in organizing inclusive education is marked by the establishment of an inclusive Education Working Group (Pokja) in Central Sulawesi which oversees 13 regencies/city in Central Sulawesi including Palu City. Dr. Minarni Nongtji, S.Pd., M.Si as a Head of PKPLK Sub-field Education and Culture Agency of Central Sulawesi Province also stated:

“We created inclusive education working group (pokja) to improve the quality of inclusive education services in Central Sulawesi”(Monday, June 24th, 2019).

From the results of the interview above, it could be seen that the government was really serious in improving the quality of education services in Central Sulawesi, especially inclusive education services for children with special needs (ABK). With the establishment of an inclusive education working group (pokja) in Central Sulawesi, making Central Sulawesi Province became one of the provinces in Indonesia that dared to establish an inclusive education working group (pokja) because not all provinces dared to form inclusive education working groups. Dr. Minarni Nongtji, S.Pd., M.Si as a Head of PKPLK Sub-field Education and Culture Agency of Central Sulawesi Province also said:

“In Indonesia, not all Provinces dare to form working groups; Central Sulawesi is one of the provinces in Indonesia that dares to form working groups because of the consequences. If the province wants to form a working group, the governor must be brave. For example, *Pokja* of inclusive education in Central Sulawesi oversees 13 regencies/city. Therefore, the Governor must circulate letters directly to each Region and city to implement the Inclusive Education Program. Many regions only have the courage to form working groups at the regency level rather than the province because they can only govern those in the regency”(Monday, June 24th, 2019).

In addition to the establishment of inclusive education working groups (*Pokja*), the Government also intensively went socialization to regular schools about the importance of inclusive education. This socialization was carried out to invite other regular schools to jointly realize government policies regarding the implementation of inclusive education programs.

Figure 3.1 *Pokja* Inclusive Education Coordination Meeting



Source: Archive from PK-PLK Sub-Field

Socialization is carried out to every regencies/city in Central Sulawesi to give an introduction and understanding about inclusive education. Nurseha, S.Sos., M.Si as a Head of Curriculum Division of PKPLK Sub-field mentioned:

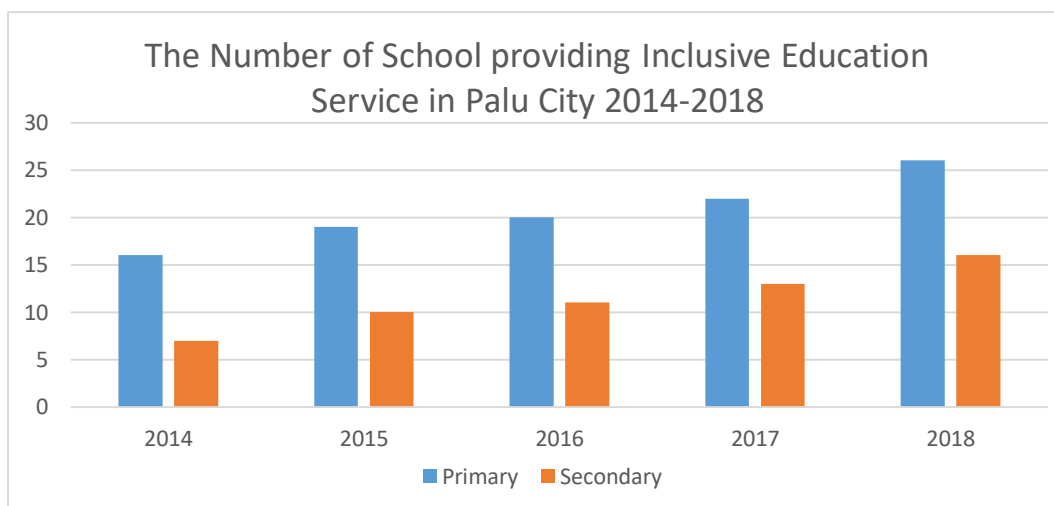
“One of the PKPLK programs is to socialize inclusive education to regular schools which are not only in Palu City, but also in all Regencies in Central Sulawesi. Alhamdulillah, we carry out this Socialization every year. Since 2011, before the Declaration of Inclusive Education in Central Sulawesi, we have begun to socialize the importance of Inclusive Education”(Friday, June 21st, 2019).

The results of the interview above explained that the socialization had been carried out long before the declaration of the implementation of inclusive education in Central Sulawesi was conducted. The implementation of inclusive education was not only carried out in Extraordinary Schools (SLB), but it must be carried out at all levels of education. Therefore, the Education and Culture Agency of Central Sulawesi Province cooperated with all Regencies/City Governments to socialize inclusive education in their regions. These schools got a decree that the school has organized an inclusive education program in accordance with the instruction of their government. It was same as stated by Nurseha, S.Sos., M.Si as a Head of Curriculum Division of PKPLK Sub-field. She said:

“One of the efforts made in the implementation of inclusive education programs is by socializing inclusive education to regular schools; we work together with every Regencies/city governments in Central Sulawesi, so the inclusive education can be implemented at every level of education in those areas with our decree as inclusive school”(Friday, June 21st, 2019)

The results of the socialization carried out greatly influence the development of schools providing the inclusive education. Evidenced by the implementation of socialization every year, the development of the number of schools providing the inclusive education in Palu City had increased every year. The following figure showed the development of the Number of Schools providing inclusive education programs in Palu City.

Figure 3.2 The number of School providing Inclusive Education Service in Palu City 2014-2018



Sources: (Dinas Pendidikan dan Kebudayaan Provinsi Sulawesi Tengah Bidang PK-PLK, 2018)

From Figure 3.1, it could be clearly seen the development of the number of schools providing inclusive education in Palu City every year. This was a remarkable achievement from the Education and Culture Agency of Central Sulawesi Province in implemented inclusive education. The data above showed that the Education and Culture Agency of Central Sulawesi

Province as the provider of inclusive education policies had been successful in socialized Inclusive Education Program to every schools in Central Sulawesi, especially in Palu City.

B. Efficiency

1. Availability of Human Resources in Implementing Inclusive Education Program

Human Resources (HR) is a supporting aspect in implementing inclusive education. In an organization, human resource is a major component in carrying out a program. The Education and Culture of Central Sulawesi Province in implementing inclusive education programs requires quality human resources, and fully understands about inclusive education.

In this case, the government is obliged to place Special Guidance Teachers (GPK) in regular schools providing inclusive education, so the Education and Culture Agency of Central Sulawesi Province strives to prepare Special Guiding Teachers (GPK) in order to assist ABK in learning process in schools providing inclusive education. Dr. Minarni Nongtji, S.Pd., M.Si as a Head of PKPLK Sub-field Education and Culture Agency of Central Sulawesi Province stated:

“We train teachers to become teaching teams or special guiding teachers (GPK) to teach and assist ABK students who study in regular schools”(Monday, June 24th, 2019).

From the interview above, it was clear that the Education and Culture Agency of Central Sulawesi Province was trying to improve the

quality of human resources to implement inclusive education programs. The role of special guiding teachers (GPK) was very important in implementing inclusive education program. Special guiding teacher (GPK) has functions to help teachers in regular schools to interact with ABK and to find out what ABK needs in the learning process.

Increasing the number of GPK in regular schools needs to be done because not all teachers in regular schools have Special Education background (PLB). With the insufficient number of GPK, the Education and Culture Agency of Central Sulawesi Province tried to increase the number of auxiliary teachers who will become GPK in regular schools. Dr. Minarni Nongtji, S.Pd., M.Si as a Head of PKPLK Sub-field Education and Culture Agency of Central Sulawesi Province said,

“GPK actually only exists in special schools (SLB), whereas SLB still needs GPK, and they also cannot bring GPK in SLB to regular schools. Therefore, our effort is to make training for GPK. We invite people who have a background in inclusive education as the speakers. For example, we have invited the Chancellor of Tadulako University, former Chancellor of UNESA and lecturers who have an inclusive education background. The output obtained from the trainings that we carry out is that the teachers become GPK, and we provide certificates and decree as GPK”(Monday, June 24th, 2019).

From the results of the interview above, it was explained that the efforts of the Education and Culture Agency of Central Sulawesi Province in increasing the number of special guiding teachers (GPK) were through training teachers who did not have a special education background (PLB), so they could become GPK in regular schools.

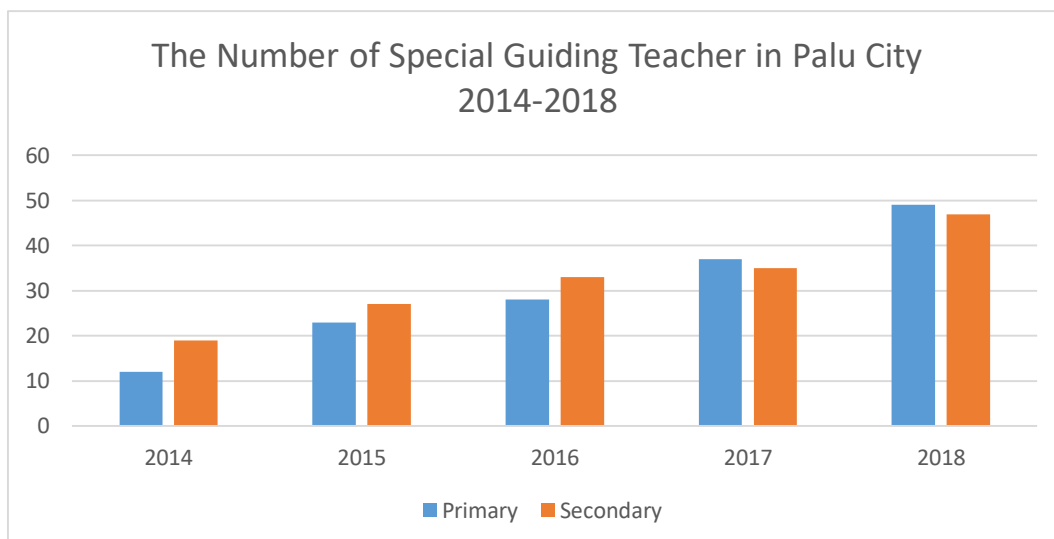
Through the training, the Education and Culture Agency of Central Sulawesi Province wanted the best results, namely the creation of qualified GPK to support the implementation of inclusive education programs in Central Sulawesi. Therefore, the invited speakers were also people who had a background in inclusive education. It was stated above that the teachers who had been trained got a decree as a special guiding teacher (GPK), and were be assigned in inclusive schools.

The training in GPK was done by providing materials and an understanding of how to understand children with special needs (ABK). The teachers were trained to be happy with ABK because if people are happy in doing something surely, the results will be good; if the person does not like something, it will be difficult to do it. Nurseha, S.Sos., M.Si as a Head of Curriculum Division of PKPLK Sub-field stated,

“This training is held at least once a year because we want every school to have (GPK), the more number of GPK will further assist the implementation of inclusive education programs”(Friday, June 21st, 2019).

Based on the results of the interview above, it was explained that the training of GPK was carried out at least once a year because the Education and Culture Agency of Central Sulawesi wanted that in the implementation of inclusive education, GPK could understand all the needs of ABK in regular schools. Training toward GPK was also expected to fulfill the needs of inclusive schools in Palu City. The following figure showed the number of GPK in Palu City:

Figure 3.3 number of GPK in Palu City 2014-2018



Sources: (Dinas Pendidikan dan Kebudayaan Provinsi Sulawesi Tengah Bidang PK-PLK, 2018)

From figure 3.3, it could be seen the overall development of the number of GPK in Palu City, both from the primary school level and secondary school level. Every year, the number of GPK in Palu City had increased, this was due to the running of special training for GPK every year.

2. Funds Used in Implementing Inclusive Education Program

The used funds in implementing inclusive education in Palu City, already have a special fund. In carried out an inclusive education program the Education and Culture Agency of Central Sulawesi Province allocated funds from the Regional Budget (APBD).

The budget is a very important component, so this component is expected to be able to support the activities of implementing inclusive

education. These funds are used to help teaching and learning process in inclusive schools, and also used to fulfill the needs of facilities and infrastructure needed by children with special needs (ABK). Moh Risman, S.Sos., M.Si as the Head of Facilities and Infrastructure Division of PKPLK Sub-field stated,

“In 2012, we were directly funded by the directorate using national budget (APBN) funds, so *Pokja* inclusive education can be formed. However, after the declaration of the implementation of inclusive education, the Education and Culture Agency of Central Sulawesi Province began to allocate funds for inclusive education to the APBD”(Tuesday, June 25th, 2019).

From the interview above, it was explained that at the beginning of the implementation of inclusive education, the Education and Culture Agency of Central Sulawesi Province used funds provided by the Directorate through the National Budget funds (APBN), but after that, the Education and Culture Agency of Central Sulawesi Province used funds budgeted through the Regional Budget (APBD) of Central Sulawesi Province. Moh Risman, S.Sos., M.Si as the Head of Facilities and Infrastructure Division of PKPLK Sub-field mentioned,

“In 2017, we received around 1 billion from the APBD. We used the funds to support the implementation of inclusive education programs in Palu City, such as the training of GPK, the socialization to schools, the fulfillment of supporting facilities for children with special needs (ABK) in schools, official travel, GPK honorariums, and also other activities to support implementation inclusive education. The funds are distributed based on the needs of each activity”(Tuesday, June 25th, 2019).

The interview results explained that the budget were used to fulfill facilities and to carry out programs that had been prepared by the Education and Culture Agency of Central Sulawesi Province. The used of these funds was divided based on the amount needed in each activity.

3. Availability of Facilities that Support the Implementation of Inclusive Education Program

The availability of supporting facilities for inclusive education is an important factor in the implementation of inclusive education programs in Palu City. Generally, inclusive schools can accept inclusive students if the facilities and infrastructure are sufficient to support the implementation of inclusive education programs. If the facilities and infrastructure are inadequate, it is certain that the school will have difficulty in implementing inclusive education programs properly. Salmah, S.Pd as a GPK in SMAN 4 Kota Palu stated,

“The infrastructure in our school is not yet suitable for ABK, and road access is still limited. Therefore, firstly, we ask the ABK who wants to study in here, if they are ready, and do not mind to study with the infrastructure like this; InsyaAllah, we are ready to help, and accept them to come and study in here”(Monday, June 24th, 2019).

Based on the interview above, supporting infrastructure for inclusive education programs in schools was still lacking and need more attention. If it was seen from the results of interviews with GPK in SMAN 4 Palu, infrastructure was still lacking. Especially for students who use wheelchairs, the access road at SMAN 4 Kota Palu was not suitable for ABK. It was

worried that could disrupt the learning process of ABK in school, so the school asked in advance about the readiness of the student whether they were ready or not to study at SMAN 4 Kota Palu.

Until now, the lack of facilities related to the infrastructure is still the problem that cannot be solved in the implementation of inclusive education programs in Palu City. In Palu City, there are no schools that have a suitable infrastructure for ABK. For fulfilling the needs of infrastructure, it needs a lot of budget. Moh Risman, S.Sos., M.Si as the Head of Facilities and Infrastructure Division of PKPLK Sub-field stated,

“For improving infrastructure, it seems that it is still difficult to realize. In Palu City, we have approximately 40 schools that provide inclusive education. It is not possible to make improvements only in one or two schools. All must be done evenly, so for now, it is still very difficult to realize because the budget we have is also limited. Especially now, we have not ask for fees for ABK who wants to study in inclusive school”(Tuesday, June 25th, 2019).

Based on the interview above, it could be concluded that to make improvements to infrastructure in inclusive schools was still difficult to realize. This was due to the limitations of budget; to make an improvements, it requires a lot of budget. Infrastructure improvements like that also can not only be done in one or two schools, but it also must be done evenly in every school providing inclusive education program. Salmah, S.Pd as a GPK in SMAN 4 Kota Palu. She said,

“In this school it is only the infrastructure that is still not supportive. Other facilities, such as wheelchairs, walking stick, study chairs, and sitting toilet for ABK, Alhamdulillah, have already

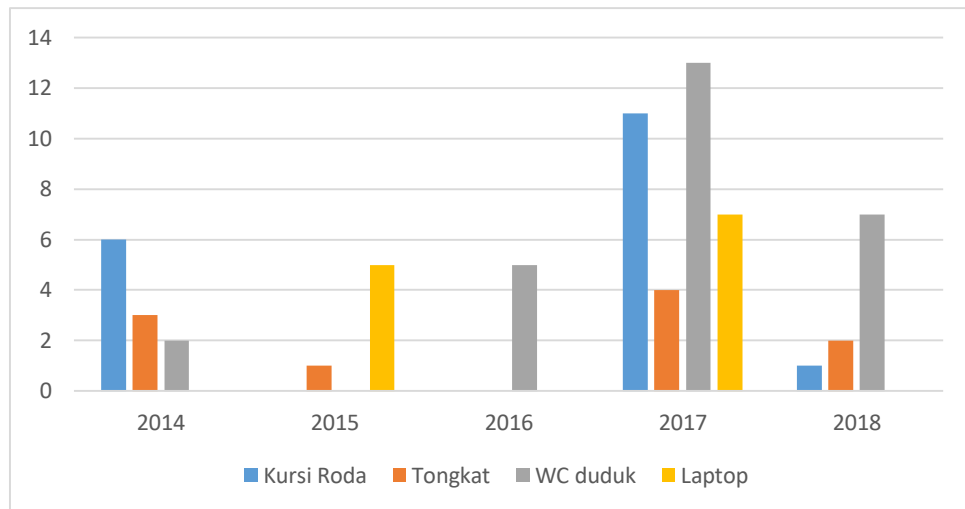
fulfilled. These facility is supported from the Education and Culture Agency of Central Sulawesi Province, and also we are helped by the student who brought his own wheelchair coming to school”(Monday, June 24th, 2019).

The same thing also stated by Moh Risman, S.Sos., M.Si as the Head of Facilities and Infrastucture Division of PKPLK Sub-field. He said,

“We still provide other facilities, such as wheelchairs, walking stick, and also an assistance budget to build sitting toilet in inclusive schools to help ABK with physical disabilities” (Tuesday, June 25, 2019).

From the interview above explained that the Education and Culture Agency of Central Sulawesi Province still tried to fulfill facilities to help the learning process of children with special needs (ABK) in schools such as wheelchairs and walking sticks that made it easy for ABK to learn and interact with their friends at school. This was an effort by the Education and Culture Agency of Central Sulawesi Province to improve the quality of their services in implementing inclusive education programs.

Figure 3.4 the number of facilities and infrastructure supporting implementation of inclusive education in Palu City 2014-2018



Sources: (Dinas Pendidikan dan Kebudayaan Provinsi Sulawesi Tengah Bidang PK-PLK, 2018)

Based on figure 3.4 it could be seen that there have been an additional facilities and infrastructure supported the implementation of inclusive education programs. In 2014-2018, there were addition of 18 wheelchairs, 5 laptops in 2015 and 7 laptops in 2017, 10 walking sticks, and 25 sitting toilet. Based on the chart 3.3, there are a number of developments facilities and infrastructure of inclusive education, which is certainly not comparable with the number of school providing inclusive education in Palu City. The fulfillment of facilities and infrastructure is arguably unfulfilled in inclusive schools.

Here is a figures of the infrastructure of inclusive school in Palu city. Documentation of infrastructure in SMAN 4 Kota Palu:

Figure 3.5 condition of hallway to the class at SMAN 4 Kota Palu



Source: Researcher documentation

Figure 3.6 condition of hallway to the class at SMAN 4 Kota Palu



Source: Researcher documentation

Figure 3.5 and 3.6 showed that the condition of the hallway to the class at SMAN 4 Kota Palu is still inadequate for children with special needs, it can be seen that the ceramics used still use standard ceramics and do not yet have a guiding block as a sign for the blind students to the classroom.

Figure 3.7 Condition of stairs at SMAN 4 Kota Palu



Source: Researcher documentation

Figure 3.7 showed that the conditions of stairs in SMAN 4 Kota Palu still not yet suitable for ABK and make it difficult for ABK to access.

C. Adequacy

1. Sufficient Curriculum in the Implementation of Inclusive Education Program

Curriculum is an educational program that is used as a guide in implementing learning process. The curriculum is also an important point in improving the quality of services to children with special needs (ABK) in inclusive schools. In this case, the Education and Culture Agency of Central Sulawesi Province strives to improve the quality of services to ABK in inclusive schools through the curriculum learning in schools. Nurseha, S.Sos., M.Si as the Head of Curriculum Division of PKPLK Sub-field. She said,

“The curriculum is important as a reference in implementing the learning process in schools. Therefore, the Agency continues to strive to create learning models that are suitable for ABK in inclusive schools; this is a kind of service that we provide for every school”(Friday, June 21st, 2019).

From the interview results above, the curriculum was very important in the implementation of learning process in schools. Education was supported by the existence of a curriculum as a facility from the government for schools. Therefore, the Education and Culture Agency of Central Sulawesi Province had an important role in providing an appropriate learning process in order to facilitate ABK in learning process in schools. Nurseha, S.Sos., M.Si as the Head of Curriculum Division of PKPLK Sub-field stated,

“The curriculum for inclusive students still use the regular school curriculum. Thus, there is no difference; the learning process is adjusted to ABK who study in regular schools. Therefore, it is not like an extraordinary school (SLB) that has their own curriculum.”(Friday, June 21st, 2019).

Based on interview above, there were no differences in the used curriculum in the learning process between ABK and other regular students. ABK who study in regular schools still used the curriculum in regular schools, the learning process was adjusted to the needs of ABK. Therefore, the role of GPK and all teachers who teach in schools was needed to be able to understand the needs of the ABK. Salmah, S.Pd as a GPK in SMAN 4 Kota Palu stated,

“We, as GPK, are required to be able to understand the needs of ABK, we must adjust the curriculum to their needs so that the learning process can run well”(Monday, June 24th, 2019).

Based on the interview above, it explained that there are various types of needs needed by ABK, so it was necessary to make adjustments between the ABK conditions and the learning process in inclusive schools. Therefore, GPK had an important role in understanding ABK needs in schools. Not only GPK, other teachers also must be able to understand the needs of ABK, by providing learning models that could be easily understood by ABK and also that does not complicate the ABK. Salmah, S.Pd as the GPK in SMAN 4 Kota Palu stated,

“The learning process for ABK is adjusted to their abilities and needs. For example, if ABK are with a wheelchair, we cannot asked them to write on the class board. For children who are difficult

to talk, we cannot asked them to answer the questions in front of the class. That will only make their classmates laughing to them. Hence, we just need to make an adjustments to the needs of each ABK”(Monday, June 24th, 2019).

Based on the interview above, it explained that adjustments were made based on the type of needs of each ABK. The GPK must avoid the discriminatory attitudes of normal students towards ABK in school. The role of the Education and Culture Agency of Central Sulawesi Province was needed, the socialization of inclusive education that carried out was expected to provide new insights not only to GPK, but also to all teachers in schools, so they could understand how to teach ABK in school.

2. Activity that Supports the Implementation of Inclusive Education Program

In implementing the inclusive education programs, teachers in schools need to be equipped with the understandings of children with special needs (ABK). Therefore, the Education and Culture Agency of Central Sulawesi Province made an effort by socializing the inclusive education to schools. The same thing is also stated by Nurseha, S.Sos., M.Si as the Head of Curriculum Division of PKPLK Sub-field. She mentioned,

“One of the activities that we do in supporting the implementation of inclusive education programs is by conducting socialization to regular schools. We come to schools to disseminate information of inclusive education, so all components in the school, starting from the Headmaster, teachers, staff, until students can understand about the objectives of inclusive education. (Friday, June 21st, 2019).

Based on the finding of the interview, the Education and Culture Agency of Central Sulawesi Province made efforts in supporting the implementation of inclusive education programs. One of the efforts made was by conducting socialization to schools that aimed to introduce the inclusive education to all components in the school, starting from the Headmaster, teachers, staff, and students. This was done to avoid discriminatory attitudes towards children with special needs (ABK) in regular schools. Dr. Minarni Nongtji, S.Pd., M.Si as the Head of PKPLK Sub-field Education and Culture Agency of Central Sulawesi Province stated,

“We conduct the socialization not only for the school community, but we also ask for the school to socialize the inclusive education to students parents, so they can understand the purpose of implementing an inclusive education program. This aims to provide understanding to students parents, so they do not mind if their children are combined with ABK at school”(Monday, June 24th, 2019).

The result of interview showed that, the Education and Culture Agency of Central Sulawesi Province did not only conduct socialization in schools, but also asked the school to share new insights to students parents, so they did not mind if their children were combined with ABK in carrying out the learning process at school.

This was done in order to change the community's view of the existence and rights of children with special needs (ABK), especially in education sector that children with special needs were also reserved the right

to receive the proper education. Salmah, S.Pd as a GPK in SMAN 4 Kota

Palu stated that:

“Socialization activities like this must be done often to schools, because it really helps us in doing work. In SMAN 4 Kota Palu there are almost no more discriminatory cases, instead other normal students are more socialize with ABK who study in here. This is a very positive result the implementation of inclusive education”(Senin, 24 Juni 2019).

Based on the interview above, the socialization of inclusive education conducted by the Education and Culture Agency of Central Sulawesi Province had good impact towards the implementation of inclusive education programs. The socialization can reduce discriminatory things toward ABK in schools. Parents and other normal students slowly began to accepted the existence of ABK in school.

In addition conducting socialization, the Government through the Education and Culture Agency of Central Sulawesi Province also trained the teachers to become GPK as a form of activity to support the implementation of inclusive education programs in Palu City. This training was conducted by giving special materials to teachers who did not have special educational background (PLB), so they could be a GPK who are assigned in regular schools. It aimed to increase the number of GPK not only in Palu City, but also in Central Sulawesi Province.

Figure 3.8 Competency test of GPK



Source: Archive from PK-PLK Sub-field

Dr. Minarni Nongtji, S.Pd., M.Si as the Head of PKPLK Sub-field Education and Culture Agency of Central Sulawesi Province, also stated,s

“We made this training as an effort from the Education and Culture Agency of Central Sulawesi Province in increasing the number and quality of GPK”(Monday, June 24th, 2019).

Based on the interview above, it explained that the Education and Culture Agency of Central Sulawesi Province held a training of GPK as a government efforts to increase the number and quality of GPK who would be placed in inclusive schools. The training of GPK is a routine activity that was carried out at least once a year because the Education and Culture Agency of Central Sulawesi Province wants every inclusive school have sufficient number of GPK to assist the ABK who study at inclusive school.

Nurseha, S.Sos., M.Si as the Head of Curriculum Division of PKPLK Sub-field claimed,

“This training is held at least once a year because we want every school to have a GPK; the more the number of GPK, is the more it will help the implementation of inclusive education programs”(Friday, June 21st, 2019).

Based on the interview above, it explained that the training of GPK is a continuous activity. The training was an effort of the Education and Culture Agency of Central Sulawesi Province in supporting the implementation of inclusive education programs.

D. Equality

1. An Equity in the Distribution of Facilities to Support the Implementation of Inclusive Education Program

The availability of facilities and infrastructure is one of the supporting factors in implementing programs or policies. The number of facilities and infrastructure supporting the implementation of the inclusive education programs in Palu City since the declaration of the implementation of inclusive education program until 2018 had increased. Providing facilities and infrastructure is intended to give easiness to ABK at inclusive schools. Dr. Minarni Nongtji, S.Pd., M.Si as the Head of PKPLK Sub-field Education and Culture Agency of Central Sulawesi Province stated,

“The availability of facilities is very important in the implementation of inclusive education programs; Education and Culture Agency of Central Sulawesi Province strive to provide facilities to ABK in inclusive schools, but firstly, we ask schools to

submit their needs for facilities to the Education Agency. After that, we will process the procurement of goods”(Monday, June 24th, 2019).

The same thing was also stated by Moh Risman, S.Sos., M.Si as the Head of Facilities and Infrastructure Division of PKPLK Sub-field. She said,

“Thus, for the procurement of facilities, we will ask schools that implement inclusive education to submit their needs to the Education and Culture Agency of Central Sulawesi Province in accordance with the type of disability of ABK in that school. After that, we will come to the school to check whether the school really needs the facilities that have been proposed or not”(Tuesday, June 25th, 2019).

From the interview above, the finding showed that the distribution of facilities was not carried out evenly to schools that implemented the inclusive education in Palu City. The distribution of facilities was adjusted to the type of disability or the needs of children with special needs (ABK) who studied in inclusive schools. The Education and Culture Agency of Central Sulawesi Province strove to provide supporting facilities to children with special needs (ABK) in inclusive schools. The school was asked to submit their needs of facilities to the Education and Culture Agency of Central Sulawesi Province based on the type of needs of children with special needs (ABK) in that school. For the procurement process, the Education and Culture Agency of Central Sulawesi Province would come and check whether the proposed facility was related to the needs of ABK in that school. Moh Risman, S.Sos., M.Si as the Head of Facilities and Infrastructure Division of PKPLK Sub-field said,

“If we talk about needs in the implementation of the inclusive education, there are certainly many needs to be fulfilled, but it cannot be done all at once; we will do it step by step because our budget is also limited”(Tuesday, June 25th, 2019).

From the interview above, it explained that in achieving something, it took time and there was a process. The Education and Culture Agency of Central Sulawesi Province strove to fulfill supporting facilities for implementing inclusive education. There were many facilities needed by inclusive schools. Therefore, the Education and Culture Agency of Central Sulawesi Province requested the schools that implementing inclusive education to submit their needs related to the needs of these schools. It will be realized step by step due to limited budget.

2. An Equity in the Distribution of Human Resources to Support the Implementation of Inclusive Education Program

The availability of Special Guidance Teachers (GPK) is an important element in the implementation of inclusive education programs, so the Education and Culture Agency of Central Sulawesi Province strives to improve the number and quality through training GPK, so they can be placed in schools that implement inclusive education in Palu City.

Since the declaration of the inclusive education was made, the number of GPK in Palu City has increased; this cannot be separated from the target of the Education Agency that wants GPK in schools that implement the inclusive education. Dr. Minarni Nongtji, S.Pd., M.Si as a

Head of PKPLK Sub-field Education and Culture Agency of Central Sulawesi Province mentioned,

“We train Teachers to become special guiding teacher (GPK) to teach and assist ABK in regular schools”(Monday, June 24th, 2019)

Based on the interview above, it explained that the Education and Culture Agency of Central Sulawesi Province conducted training for GPK, so they could be placed in inclusive schools to assist children with special needs (ABK) in the learning process at school.

Training of GPK has become a routine program that has been carried out by the Education and Culture Agency of Central Sulawesi Province. The distribution of GPK to inclusive schools must be carried out evenly, so the needs of ABK in every school providing inclusive education can be fulfilled. Dr. Minarni Nongtji, S.Pd., M.Si as the Head of PKPLK Sub-field Education and Culture Agency of Central Sulawesi Province claimed,

“Every school must have GPK, minimum 2-3 people in each school”(Monday, June 24th, 2019).

The same thing was also stated by Nurseha, S.Sos., M.Si as the Head of Curriculum Division of PKPLK Sub-field who mentioned,

“Alhamdulillah, for now, every inclusive school was already had GPK”(Friday, June 21st, 2019).

Based on the interview above, it revealed that each school that implemented the inclusive education already had GPK. The Education and

Culture Agency in Central Sulawesi Province wanted at least 2-3 GPK in each school implementing inclusive education.

E. Responsiveness

1. Reactions and Responses from the Target Group in Implementing Inclusive Education Program

The reactions and responses are criticisms and suggestions conveyed by who those are involved directly or indirectly. This is a form of community concerning in evaluating an ongoing program. The response can be seen whether the policy is acceptable or even it is not approved by the people who were involved directly or indirectly. Salmah, S.Pd. as a GPK in SMAN 4 Kota Palu. She said,

“Different opinion and points of view often happened everywhere, including in inclusive education. Sometimes, there are people who do not want to know and do not want to understand the conditions of the existence of children with special needs (ABK). However, we, as teachers, have become our duty to teach and accept them”(Monday, June 24th, 2019).

Based on the interview above, it explained that there were still teachers who could not accept the existence of the inclusive education program. However, teachers were expected to be able to support children with special needs (ABK) who studied in inclusive schools, because teachers should be able to teach and educate all children. Salmah, S.Pd. as a GPK in SMAN 4 Kota Palu, stated,

“The implementation of inclusive education in Palu City has been going well; the regulations need to be balanced with the facilities and infrastructure that support the implementation of education, and with support from ABK the parents, inclusive students and all teachers in inclusive schools”(Monday, June 24th, 2019).

From the results of the above interview, it showed that the implementation of inclusive education in Palu City had gone well. Support from various parties was needed in the implementation of inclusive education. such as supported from ABK parents, and also from the school community.

The implementation of inclusive education programs also received positive responses from society groups. The society feels helped by implementing an inclusive education program. Masdiah as a parent of inclusive student at SMAN 4 Kota Palu said,

“As a parent of student, I feel very helped by the implementation of inclusive education programs in regular schools. I am very grateful that an inclusive education program can provide many opportunities for ABK to study at regular school” (Monday, September 16th, 2019).

Based on the interview explained that the inclusive education program is very helpful for ABK in getting the opportunity to study at regular schools, because basically the goal of implementing an inclusive education program is to provide the widest opportunity for ABK to be able to study at regular schools. Defan as an inclusive student at SMAN 4 Kota Palu said,

“The implementation of inclusive education programs give a positive impact to the self-confidence of ABK who have been considered different and are not entitled to study at regular schools. Me as an inclusive student feel helped because the inclusive education program can provide opportunities for me and other ABK to be able to study at regular school and join with other normal children” (Monday, September 16th, 2019).

Based on the interview results it can be concluded that the implementation of inclusive education programs is very helpful in increased the self-confidence of ABK in order to get education. The implementation of inclusive education programs in Palu City indirectly eliminates the nature of community discrimination against ABK in Palu City, ABK in Palu City get the same opportunities as other normal children in getting educational services.

2. Response and Completion of the Education Agency in Implementing Inclusive Education Program

Public complaints is one of public dissatisfaction with the services related to a policy made by the government. Therefore, a policy is needed to take care of community complaints, so the community complaints can be responded quickly and on target. The Education and Culture Agency of Central Sulawesi Province provided that in responding every complaint from the society regarding inclusive education, it is through the access that has been provided by the government, so the community can easily convey their complaints. Dra. Jaohar as the Head Inclusive Student Division of PKPLK Sub-field stated,

“The complaints come from via *sms* or *whatsapp* which are still difficult to be responded, so we make a disability space at the Radio of Republic Indonesia Office (RRI) in Palu City to make it easier for the society to express their complaints about the implementation of inclusive education programs”(Monday, June 25th, 2019).

Based on the interview above, it explained that the Education and Culture Agency of Central Sulawesi Province created the disability room that aimed to facilitate the society in expressing their complaints related to inclusive education programs. These complaints could also be addressed directly when Radio Republik Indonesia (RRI) Palu City doing live broadcasts, and it would be answered by speakers who had been provided by the Education Agency. Dra. Jaohar as a Head Inclusive Student Division of PKPLK Sub-field. She said,

“The society who wants to express complaints can go directly through the disability space that has been provided; complaints that have been accommodated will be answered during the live broadcast”(Tuesday, June 25th, 2019).

The response from the Education and Culture Agency of Central Sulawesi Province in responding to society complaints was very good with the existence of the disability space that could be easily accessed. Dra. Jaohar as the Head Inclusive Student Division of PKPLK Sub-field stated,

“Our job here is indeed to serve society who want to share or express complaints. We strive to provide solutions from the complaints that we have accommodated. However, before that, we identify the problem first in order to give the best solution”(Tuesday, June 25th, 2019).

To realize the inclusive education, the Education and Culture Agency of Central Sulawesi Province strove to recognized and understood complaints and needs required by the society. Then, the Education and Culture Agency of Central Sulawesi Province arrange an agenda related to the issues of existing education problems, and were responded in based on the procedures.

Figure 3.9 Signing MoU with RRI Office



Source: Archive from PK-PLK Sub-field

F. Accuracy

1. The Result of Inclusive Education Program Can be Felt and Useful for the Target

The objectives are the results to be achieved in a program. This objectives is made, so the program can be achieved. A program can be said accurate if the objectives of the program have been achieved related to the

needs of the target society of the program. Dr. Minarni Nongtji, S.Pd., M.Si as the Head of PKPLK Sub-field of Education and Culture Agency of Central Sulawesi Province mentioned,

“Thus, the inclusive education declaration was in 2014, all of the official regional leaders in Central Sulawesi were present at the declaration; all the processes of implementing the inclusive education program were not only in Palu City, but also in 13 districts/city in Central Sulawesi, and we must admit that 50%- 75% of the program was complete. It was proven by one of the provinces that has succeeded in implementing inclusive education; that is Central Sulawesi Province; it means that it is successful. Seeing that success is not going to be successful if you can produce something useful, it also can be said successful”(Monday, June 24th, 2019).

Based on the interview above, it explained that since the declaration of the inclusive education program in Central Sulawesi Province, the implementation of the inclusive education program was quite successfully proven by Central Sulawesi Province as one of the Provinces in Indonesia that had successfully implemented an inclusive education program. Dr. Minarni Nongtji, S.Pd., M.Si as the Head of PKPLK Sub-field of Education and Culture Agency of Central Sulawesi Province claimed,

“The objectives of inclusive education has been achieved based on the plan; the target is also very clear that is children with special needs (ABK) who want to study in regular school. With the regulations governing the fulfillment of the rights of ABK, this makes a special emphasis related to services for ABK. If we talk about achievement, it cannot be measured through the quality, but we still try to improve quality, so the goal can be achieved”(Monday, June 24th, 2019).

From the interview above, it revealed that achievement could not be measured through quality, but the goals that had been achieved needed an

improvement in quality. Therefore, the inclusive education programs became sustainable programs. As we know, inclusive education was a process of responding to the diverse needs of all children through increased participation in learning. Salmah, S.Pd. as a GPK in SMAN 4 Kota Palu stated,

“The benefits of inclusive education are that children with special needs (ABK) have the opportunity to study at regular schools. Also, they can make friends and study with other normal children, and increase their self-confidence, so they no longer feel spared or ashamed. It can create a good impact on children's development”(Monday, June 24th, 2019).

Based on the explanation above, it could be concluded that the performance of the Education and Culture Agency of Central Sulawesi Province in the implementation of inclusive education programs in Palu City can be said being successful and accurate. It was seen from the success of Central Sulawesi Province, becoming one of the provinces that has successfully implemented inclusive education programs in Indonesia. The existence of the inclusive education program in Palu City has given ABK the opportunity to get their rights in getting an education. The implementation of inclusive education programs also provides many benefits for the development of ABK.