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**EVALUATION OF EDUCATION AGENCY PERFORMANCE TOWARD  
THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PALU CITY  
YEAR 2014-2018**

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20150520176


Have been approved as publication page based on the principle of academic writing

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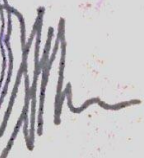


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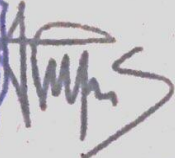
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# EVALUATION OF EDUCATION AGENCY PERFORMANCE TOWARD THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PALU CITY YEAR 2014-2018

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## **ABSTRACT**

*This program aimed to provide quality education services for ABK who have the intelligence potential and/or special talents in Central Sulawesi. The Education and Culture Agency of Central Sulawesi Province strives to improve the quality of education for ABK in Central Sulawesi through the special education and special services (PK-PLK) sub-field with one of their programs, that is inclusive education service. The number of schools providing the inclusive education in Palu City is not comparable to the large number of inclusive students. This shows that public services, especially in the education sector of Palu City, are still inadequate to provide services for ABK, so that the government must be responsive in making policies in order to improve the quality of education services for ABK. This research aimed to understand how the Education Agency evaluate their performance in implementing inclusive education in Palu City year 2014-2018. This research used descriptive qualitative approach based on the results of data from research and measured by using six indicators of performance evaluation from the theory of Dunn. The result of this research revealed the following: first, the clarity of the objectives of the inclusive education program conducted by the Education and Culture Agency of Central Sulawesi Province in carrying out educational program and the achievement target in implementing the inclusive education program has been effective. Second, the availability of human resources in implementing inclusive education program in Palu City has been efficient. The used funds also quite efficient because it is adjusted to the amount needed in each activity that is carried out to support inclusive education program. The availability of supporting facilities for the implementation of inclusive education program is not yet sufficient because there are still many school infrastructures that are not suitable for ABK. Third, the Agency used flexible learning curriculum to ABK by making an adjustment to the curriculum for ABK and regular students, the delivered material are still the same, but in the learning process, some adjustment are made to the needs of each ABK. The activities that support the implementation of inclusive education programs in Palu City has been fulfilled. Fourth, the distribution of supporting facilities for the implementation of inclusive education programs has not been quite evenly distributed, but the distribution of special guiding teacher (GPK) in each school implementing the inclusive education is quite evenly distributed. Fifth, before solving the problems that exist in inclusive education, both in the form of complaints, criticism, and suggestions the Education and Culture Agency strives to explore the problems that occur, and then takes action to provide solutions, and helps to resolve the problems in the society. Sixth, the existence of inclusive education program is very beneficial for ABK that is not only in terms of academic, but also in term of mental and attitude in socializing with the society.*

**Keywords:** ABK, Inclusive Education, Performance

Education is one of the most important aspects and become a priority to guarantee the future of everyone. Education plays an important role in building a country, and becomes the basis of a strong country because the presence of education is expected to improve the quality of human resources (HR). Every citizen has the right to get a decent education as the promise in the opening of the UUD 1945 paragraph IV, which is to educate the life of the nation, so the State should have facilitated or provided education that should be obtained by everyone (education for all).

Education is entitled to be obtained by everyone, including children with special needs (ABK). Discrimination against ABK still occurs. This shows that the level of public awareness of ABK is still very lacking. Discriminatory actions for ABK still often occur in various fields, ranging from education, employment, transportation. This not only include the services, but also inadequate facilities for people with special needs make it difficult for them to access something. According to Purwandari (2009) cited in (Haryono, Syaifudin, & Widiastuti, 2015), children with special needs get different treatment in terms of Education Services because they are considered having obstacles in several dimensions of life, so education services must be separated from "normal" children, so the learning process is not interrupted.

This situation is still far from the expectation of the objective of education in Indonesia, which is education for all. Therefore, to ensure education for everyone, the Government creates an Education Services program to fill the needs of Children with Special Needs (ABK), namely Inclusive Education Services. The inclusive education is important in realizing more specifically national education goals and the purpose of

education for children with special needs with the availability of educators and educational facilities, infrastructure, curriculum adjustments, financial support, and socialization (Faizal, 2017). In implementing the inclusive education, there are several factors that must be considered, including: (1) Policy, Law and legislation, (2) Attitudes, experience and knowledge, (3) National education goals and curriculum level of education, (4) Changes in the educational paradigm (school-based management, regional autonomy, learning design, learning strategies and assessment of learning outcomes), (5) Environmental adaptation, job creation, and company owners, (6) Partnership Cooperation (government, school, parents, community). These factors are interrelated and interdependence between factor and other factors (Choiri & Yusuf, 2009).

According to (UNESCO, 2009), Inclusive Education is a process of strengthening the capacity of the education system to reach out all learners, and it can be understood as a key strategy to achieve Education For All (EFA). In Indonesia, the Regulation at the Inclusive Education is written in the Minister of National Education Regulation (Permendiknas) Number 70 Year 2009 concerning Inclusive Education for students who have abnormalities and have special intelligence and / or talent potential which are expected to be a reference for each government in the region, so they more pay attention to Education Services for ABK in order to get proper education services. The Inclusive Education aims to provide the widest opportunity, and to realize the implementation of education that respects diversity, and it does not discriminate all students who have physical, emotional, mental, and social status abnormalities, or have the intelligence potential and / or special talents to obtain quality education

related to their needs and abilities (Sartica & Ismanto, 2016). With the implementation of the Inclusive Education, it indirectly requires the schools that provide Inclusion Education to make many changes. It can be started from the point of view, attitude, and the process of teaching and learning methods that are not discriminatory.

Palu City was chosen as the object of research because Palu City is one of the cities providing the Inclusive Education program since Central Sulawesi Province declared itself as an inclusive province on December 16, 2014 which was marked by the signing of the MoU done by Head of Regencies and Mayor in Central Sulawesi (Sulteng Raya, 2017). The Education and Local Culture Agency of Central Sulawesi Province strives to improve the quality of education for Special Needs in Central Sulawesi through the Special Education and Special Services Education (PK-PLK) Sub-field with one of their programs, that is Inclusive Education Services.

**Table 1.1 The number of inclusive students in Palu City**

No	Year	Primary	Secondary
1.	2014	312	67
2.	2015	337	54
3.	2016	376	224
4.	2017	362	179
5.	2018	373	196

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

**Table 1.2 The number of schools providing inclusive education program in Palu City**

No	Year	Primary	Secondary
1.	2014	16	7
2.	2015	19	10
3.	2016	20	11
4.	2017	22	13
5.	2018	26	16

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

**Table 1.3 The number of schools in Palu City**

No		Primary	Secondary	Total
1.	Public	133	50	183
2.	Private	55	86	141
				<b>324</b>

*Sources:* (Kementrian Pendidikan dan Kebudayaan, 2019)

The data above shows that the number of schools providing the Inclusive Education is not comparable to the large number of inclusive students. This shows that public services, especially in the education sector of Palu City, are still inadequate to provide services for children with special needs, so that the government must be more responsive in making policies in order to improve the quality of education services for children with special needs.

In realizing the vision of Education and Local Culture Agency of Central Sulawesi, one of their vision is to create equitable education for the whole community; in this case, the Special

Education and Special Service Education (PK-PLK) Sub-field has an important role in ensuring that schools being an organizer of Inclusive education has provided services related to the needs of ABK or not. The Education and Local Culture Agency of Central Sulawesi was chosen as the object of research because it is an agency that has a responsibility to provide Inclusive Education. In the implementation of Inclusive Education, the quality of performance from the related institutions needs to be considered because one of the functions of government agencies is to provide services to the public.

Evaluation is an important thing that must be done, so that can know the extent of the performance of the agency, whether it is in accordance with what is expected or not. Evaluation is carried out to improve and develop an institution in the implementation of programs that are in accordance with the objectives of the program. According to (Sugiyo, 2011), evaluation program is a process of assessing the preparation of programs, implementing programs, evaluating, and analyzing results as well as following up carried out activities. The evaluation was carried out to determine the extent to which successes and constraints could impede the process of running the implementation of Inclusive Education in Palu City.

Based on the description above, the problems that can be formulated in this research is: How does the Education Agency evaluate their performance in implementing inclusive education in Palu City year 2014-2018?

## **RESEARCH METHODS**

### **Types of Research**

This research uses a descriptive qualitative approach. Based on (Moleong, 2005), the qualitative research is research that aims to understand the events experienced by the subject of research such as behavior, attitudes, motivations, and

actions. This research uses descriptive qualitative research based on the results of data from research, which more focus on the interview and observation approaches. Therefore, the research produced descriptive data in the form of speech, writing and the behavior of the people observed. The statement and definition above explains that in this research, the researcher wants to find out how the evaluation of Education and Culture Agency of Central Sulawesi toward the implementation of Inclusive Education in Palu City is.

### **Object of Research**

The object of this research is the Education and Culture Agency of Central Sulawesi. To support the data in conducting performance evaluations, the researcher took samples in one school providing Inclusive Education in Palu City. The school used as sample in this research is SMA Negeri 4 Kota Palu. The reason why the researcher did not take the Education and Culture Agency of Palu City as the object of research was because all policies for the implementation of inclusive education in Palu City were managed by Central Sulawesi Province.

### **Types of Data and Sources**

Primary data is data obtained directly from the informant. The researcher tried to explore all forms of information obtained directly, especially data from the Education and Culture Agency of Central Sulawesi and one school used as research sample, related to the performance of Education and Culture Agency of Central Sulawesi toward the implementation of Inclusive Education in Palu City. Secondary data is data that is obtained indirectly, both from documents and other supporting data, such as data obtained from documents, journals, books, and mass media related to this research.

## **Data Collection Technique**

The researcher used systematic structured interview techniques. The data obtained consists of direct quotes from someone about their experiences, opinions, feelings and knowledge (Suyanto, 2005). According to Moleong cited in (Suyanto, 2005), documentation is written material or film, other than a record, which is not prepared because of the request of an investigator. By using various documents, which can be taken by the researcher from various sources that are recorded. Can be in the form of journals, books, theses, photographs of the conditions in the field and others that support the research.

## **DISCUSSION**

### **Efectiveness**

#### **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 expected to have a good impact on the quality of education in Palu City. 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.

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 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. 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. 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.

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. Socialization is carried out to every regencies/city in Central Sulawesi to give an introduction and understanding about inclusive education. 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.

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.

## **Efficiency**

### **1. Availability of Human Resources in Implementing Inclusive Education 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. 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.

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. 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. Training toward GPK was also expected to fulfill the needs of inclusive schools in Palu City.

### **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). 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). 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. 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. 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. 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. 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.

### **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. 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.

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. 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.

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 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.

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. 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.

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. 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.

## **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. 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.

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.

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. 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.

## **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. 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.

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. 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.

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**

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. 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.

### **Accuracy**

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

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.

## **CONCLUSION**

### **Efectiveness**

#### **1. Clarity of the objectives of Inclusive education program**

The performance of Education and Culture Agency of Central Sulawesi

Province measured by the clarity of the objectives of a program in carrying out educational programs in Palu City, has been already effective. This is proven by the existence of Ministry of National Education Regulation (Permendiknas) number 70 year 2009, and it is in line with the objectives of the implementation of inclusive education programs.

#### **2. Target of Achievement in Implementing Inclusive Education Program**

The performance of the Education and Culture Agency of Central Sulawesi Province toward the achievement target in implementing the Inclusive Education Program has been also effective. It is proven by the establishment of Working Group (Pokja) for Inclusive Education in Central Sulawesi where not all Provinces in Indonesia have the courage to form Pokja of Inclusive Education in their Regions. Moreover, the success of the Education and Culture Agency of Central Sulawesi Province in socializing about the Inclusive Education Program is proven through the increasing number of Schools providing inclusive education each year in Palu City.

### **Efficiency**

#### **1. Availability of Human Resources in Implementing Inclusive Education Program**

The performance of the Education and Culture Agency of Central Sulawesi Province measured by the availability of human resources (SDM) in implementing inclusive education programs in Palu City has been efficient. The government has facilitated the existence of human resources (SDM) in the form of special guiding teachers (GPK) in each inclusive school. In increasing the number of GPK, the Education and Culture Agency of Central Sulawesi Province conducts training of GPK at least once a year. It was done as a breakthrough to train teachers who do not have special educational backgrounds

(PLB) to become GPK for children with special needs (ABK) in inclusive schools. Besides that, the number of GPK is increasing every year.

## **2. Funds Used in Implementing Inclusive Education Program**

The used funds by the Education and Culture Agency of Central Sulawesi Province in implementing inclusive education programs have been budgeted in the APBD. For the use, it is also quite efficient because it is adjusted to the amount needed in each activity that is carried out to support inclusive education programs.

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

The performance of the Education and Culture Agency of Central Sulawesi Province in providing supporting facilities for inclusive education program is not yet efficient because the availability of supporting facilities for the implementation of inclusive education programs is not yet sufficient. There are still many school infrastructures that are not yet suitable for children with special needs (ABK). The Education and Culture Agency strives to provide supporting facilities although it is not proportional with the number of schools that providing inclusive education in Palu City.

### **Adequacy**

#### **1. Sufficient Curriculum in the Implementation of Inclusive Education Program**

The performance of the Education and Culture Agency of Central Sulawesi Province in terms of establishing an inclusive education curriculum is sufficient. As in the indicator adequacy, the government has made it easier for children with special needs (ABK) to access education by using a flexible learning curriculum to ABK. By making an

adjustment to the curriculum for ABK and regular children, the delivered material are still the same, but in the learning process some, adjustments are made to the needs of each ABK.

#### **2. Activity that Supports the Implementation of Inclusive Education Program**

The performance of the Education and Culture Agency of Central Sulawesi Province the activities that support the implementation of inclusive education programs in Palu City has been fulfilled. It can be seen from the socialization carried out to schools, so the community in the school understands the purpose of the implementing of inclusive education program. In addition, the Education and Culture Agency of Central Sulawesi Province has also conducted training of GPK which is a routine activity carried out to increase the number and quality of GPK in Palu City.

### **Equality**

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

The performance of the Education and Culture Agency of Central Sulawesi Province in the distribution of supporting facilities for the implementation of inclusive education programs in the city of Palu has not been quite evenly distributed because the distribution of facilities to inclusive schools must still be adjusted to the needs of children with special needs (ABK) in each inclusive school. The distribution of needs is also not quite evenly distributed because the budget owned by the Education and Culture Agency of Central Sulawesi Province is also still limited.

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

The performance of the Education and Culture Agency of Central Sulawesi Province in the distribution of special guidance teachers (GPK) in each school implementing the inclusive education is quite evenly distributed. This can be seen through the training of GPK conducted by the Education and Culture Agency of Central Sulawesi Province, and they are placed in each school implementing inclusive education program.

### **Responsiveness**

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

In the implementation of inclusive education programs in Palu City, there are various reactions and responses from the target groups. There are some teachers who are not in line with the implementation of inclusive education programs. However, inclusive education programs must continue to run well because it is the duty of a teacher to be able to teach, and educate all children. The implementation of inclusive education programs in Palu City has been going well. The need for supporting factors of inclusive education programs are still lacking, such as facilities and infrastructure, and also support from various parties for children with special needs (ABK) who study in inclusive schools. It is not only regulation, but also in its realization, everything must support it.

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

The Education and Culture Agency of Central Sulawesi Province is assigned as an element of government that serve the society in the education sector before solving the problems that exist in inclusive

education, both in the form of complaints, criticisms, and suggestions. The Education and Culture Agency of Central Sulawesi Province strives to explore the problems that occur, and then takes action to provide solutions, and helps resolve the problems in the society.

### **Accuracy**

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

The implementation of inclusive education programs in Palu City is already on target by providing opportunities for children with special needs (ABK) to get their rights to get education related to existing regulations. The inclusive education also has many benefits for children with special needs (ABK) that can bring so many changes in their development of attitudes, such as increasing self-confidence and no longer feeling spared or ashamed to be able to play and gather with other normal children. The existence of inclusive education program is very beneficial for children with special needs (ABK) that is not only in terms of academic, but also on term of mental and attitude in socializing with the society.

### **RECOMMENDATION**

1. It is expected that the Palu City Government can make special regulations governing the implementation of inclusive education in Palu City because there are no specific local regulations governing the implementation of inclusive education, so far it only refers to the Ministry of National Education Regulation (Permendiknas) number 70 year 2009.
2. Training of special guiding teachers (GPK) must continue to be done in order to improve the quality and number of GPK.
3. All parties involved in implementing inclusive education must support the implementation of inclusive education, including from regular teachers, student

parents, and the whole school community.

4. The socialization of the importance of inclusive education must be continued with expectation that schools can implement inclusive education programs.
5. There needs an effort to increase the parties involved and contribute in implementing inclusive education programs in Palu City with the aim that all inclusive schools in Palu can be fulfilled supporting facilities and deserve to be called as an inclusive schools.
6. There is a need for budgeting for improvements in disability-friendly school infrastructure to make it easier for inclusive students to access the education.

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