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## **Evaluation of the Inclusion Program at The Inclusive Senior High Schools in Bogor, West Java**

**Empirical Study using the Context, Input, Process, and Product (CIPP) Method**

**Nixon<sup>1\*</sup>, Prof. Dr. Bibin Rubini<sup>2</sup>, Dr. Widodo Sunaryo<sup>3</sup>**

<sup>1</sup>[nixonunpak@gmail.com](mailto:nixonunpak@gmail.com), <sup>2</sup>[bibinrubini@unpak.ac.id](mailto:bibinrubini@unpak.ac.id), <sup>3</sup>[widodosunaryo20@gmail.com](mailto:widodosunaryo20@gmail.com)

Postgraduate Education Management Doctoral Program, Universitas Pakuan

\*Corresponding Author: Nixon

Email: [nixonunpak@gmail.com](mailto:nixonunpak@gmail.com)

### **ABSTRACT**

*Education for children with special needs needs to be planned, implemented, monitored and evaluated based on quality standards. Therefore, it is required a successful strategy of providing learning and tutorials to develop progress in autistic children. The purpose of this evaluation research is to describe the results of an assessment of the inclusion program at Inclusive Senior High Schools in Bogor in order to improve and develop the inclusion program which has been implemented since 2010. Method of this research is qualitative with descriptive research type uses the Context, Input, Process, and Product (CIPP) method. Informants were determined using a purposive sampling technique in this study, who were Educators at Inclusive High Schools in Bogor Regency. While data collection techniques are carried out by observation, in-depth interviews with informants, and the use of written documents. Then to ensure the validity of the data in this study a triangulation technique was used. Furthermore, data analysis technique is using data reduction, data presentation and conclusion making. The results obtained from this research indicated that the process of implementing the Inclusion Program at Inclusive Senior High Schools in Bogor, West Java, has been implemented based on good procedures. This is because of the four effectiveness indicators indicate that the program is implementing well in the context, input, and process components, while in the product component the average is "adequate." It means that the output and outcomes components have not fulfilled the CIPP method for the Senior High School Inclusion Program in Bogor.*

**Keywords:** *Evaluation, Inclusion Program, Inclusive Schools*

## INTRODUCTION

Education has been one of the main priorities since Indonesia's independence as stated in the Preamble of the 1945 Constitution as clarified in Article 31, both before and after the amendment. Indonesia guarantees that every citizen has the right and obligation to attend basic education and the government is obliged to finance it without discrimination. The implementation of education is generally accessible to all Indonesian citizens. However, there are still Indonesian citizens who have not had the opportunity to participate in education properly, especially those who fall into the category of children with special needs.

In general, every school-age child has the right and obligation to receive quality education. However, children with special needs have several constraints in participating in education, such as their disability and the community's acceptance of their condition. Education for children with special needs can be conducted in two ways, which are (1) the way of learning is combined with children in regular schools called inclusive education, or (2) following education in special education units or special schools. Inclusive education is one of the strategies to provide access to education to all children with special needs to attend education together with other children. Inclusion is a useful program that is useful for increasing the socialization of children with special needs in order to be independent in the learning environment with their peers. The inclusion program is very important and must be evaluated in order to be sustainable. The inclusion program is expected to minimize the number of those who are unable to attend school. In addition, it will encourage the achievement of compulsory education targets.

Inclusive education is a perspective on education that is open and respectful of human rights. It leads to increased appreciation and recognition of diversity or difference. The view of uniformity and leveling is no longer relevant. Differences are no longer seen as deviations but rather as a source of enrichment (Herawati, 2017). Education is the right of all people (Team, 2021). In realizing the idea that education is for everyone, the most effective way is to develop the ideology and concept of inclusive education (Haug, 2017).

The data from 2014 to 2019 indicated that senior high schools in Bogor that implement the inclusion program are not operating continuously. The results of a preliminary survey conducted through filling out a questionnaire to 30 (thirty) respondents consisting of educators in 5 (five) inclusive senior high schools in Bogor concluded that the inclusion program in senior high schools in Bogor is still found problems. It can be seen in the results of the preliminary survey, as follows:

1. There are 45% of teaching staff who have problems in the basic component (context), which can be seen from the number of teaching staff who have problems in understanding that inclusive high schools are needed by the community, understanding teaching staff about the

- inclusion program, understanding the vision of the inclusion program, and policies for implementing the inclusion program.
2. There are 54% of educators who have problems in the input component, which can be seen from the number of educators who have problems in fulfilling the quality and quantity requirements set, the adequacy of the budget for implementing the inclusion program, and the adequacy of facilities in operating the inclusion program.
  3. There are 48% of educators who have problems in the implementation and process components, which can be seen from the number of educators who have problems in carrying out inclusive teaching and learning procedures, supervision of teaching and learning activities in accordance with the provisions, evaluation of the implementation of teaching and learning programs periodically, and objectivity towards the implementation of inclusive teaching and learning programs.
  4. There are 50% of educators who have problems in the components of work results, benefits, outputs or outcomes (product), which can be seen from the many educators who have problems in the benefits of the results of implementing the inclusion program for students and the benefits of the results of implementing the inclusion program for the benefit of people who need special education services.

Based on the preliminary survey data, it is necessary to conduct further research to evaluate the factors that can influence and affect the aspects that support the achievement of the implementation of inclusion programs in all inclusive high schools in Bogor. According to Haugian et al., (2019) education for children with special needs must be organized because some of them need optimal assistance due to their limitations. This journal compares inclusive learning patterns with segregated learning. The reality in Indonesia is that this has not been accommodated. Finally, the role of the community in implementing regulations and implementation is beginning to emerge. Many factors cause unequal services for children with special needs. In the future, education for children with special needs needs to be planned, implemented, monitored and evaluated based on quality standards. Meanwhile, according to Sally J. Rogers, social dysfunction is a major handicap in autistic developmental disorders. A variety of interventions have been designed, empirically tested and published on a wide range of autistic literacies. A successful strategy of providing shadowing and tutorials from shadowing has seen developmental progress in autistic children. Furthermore, socialization programs have been found to be directly related to important behavioral factors such as language. Then, based on Alderson and Goodey research explained about learners on the autistic spectrum. They range from severe autism to mild autism who are educated in special schools and inclusive schools. This research aims to contribute ideas in the form of a conceptual study of the inclusion program as a learning

strategy that synchronizes the world of education with individuals with special needs.

## **LITERATURE REVIEW**

### **Evaluation**

Evaluation of educational programs can use scientific methods or pragmatic methods. According to Suchman (2014), evaluation is a process of determining the results that have been achieved in some planned activities to support the achievement of goals. This idea indicates that evaluation includes an assessment of a plan, concerning the process and progress of an activity to a certain extent, i.e. the achievement of results. Meanwhile, Worten and Sanders stated that evaluation is the activity of finding a valuable value for something. Evaluation requires the most recent discovery of a value that is highly prioritized in the activity.

Effectiveness is a value in itself to measure the success of an evaluation process. Duncan (2021) states that evaluation is the process of measuring the effectiveness of a strategy used to achieve organizational goals. In evaluation activities, although Duncan wants to achieve results effectively, it is also very important that there is a strategy that requires attention in order to achieve organizational goals will consider more stages of the process to obtain organizational goals.

### **Evaluation Program**

According to Kurniawati (2021) evaluation program is an activity that is conducted systemically to collect, analyze and interpret information relevant to a program. It means that the evaluation program is an effort to conduct research activities that are conducted thoroughly. The evaluation program aims to answer questions that arise during the implementation of the program and after the end of a period of program implementation within a certain period of time.

Pranoto and Muallifah (2022) state that evaluation program is an investigation or data collection activity that produces information about the values embodied in a program. This information is very useful for decision-making. Program evaluation is a process of activity that involves systematic investigation, making judgments about benefits, values or interests, and as an effort to obtain information for decision makers. In relation to learning programs, Soetopo (2021) defines learning evaluation as the estimation of the implementation of learning to determine the effectiveness and progress in order to achieve predetermined learning objectives. There are three components that need to be the object of evaluation, i.e. learning program design, learning program implementation and learning program outcomes.

Based on the previous definitions, an evaluation program is an activity that is conducted systematically to collect information, compile, process, analyze and use the information for decision-making by focusing on the effectiveness and progress

of a program made by internal management and anticipating many changes in order to achieve organizational goals.

### **Goal-based Evaluation Model**

Goal-based evaluation model is the oldest evaluation model developed by Tyler, who defines evaluation as the process of determining the extent of educational objectives actually achieved. This model is generally used to measure the achievement of goals set in a policy, program or project by focusing on gathering information for accountability and decision-making.

### **Goal Free Evaluation Model**

The Goal Free Evaluation Model which was proposed by Scriven in 1973, evaluates the actual effects and goals of the program. Scriven stated that evaluators should not know the objectives of the program before conducting the evaluation because they will be co-opted by the objectives and will not pay attention to the effects of the program beyond these objectives.

### **Inclusion Program**

All learners with special needs are placed in a school close to their home and are educated with other children fully (no segregation or switching classes at any time) and the classroom educator has primary responsibility for the child with special needs (Ariani et al., 2019). The term inclusion actually describes an educational and social philosophy, in which there is a belief that all people (whatever their differences) are valuable parts of the community. In relation to education, all children regardless of ability or disability, such as cultural or linguistic, social, economic, religious or gender background, are integrated into the same school community. In the philosophy of full inclusion, it is not a question of whether the child can follow the regular/general education program, but rather whether teachers and schools and their systems are willing and able to adapt or modify the education program and the needs of the child.

In supporting the rights of children with learning disabilities, an international symposium was held in Bukittinggi in 2005, which produced the Bukittinggi Recommendations, which emphasized the need to develop an inclusive education program as a way to ensure that every child receives quality and appropriate education and care. Since 2000, the Indonesian government has developed an inclusive education program. This program is a continuation of the integrated education program that was actually launched around 1980, but was less developed because it could only be followed by the blind and deaf. Then, in 2000, it was reintroduced following world trends, using the concept of inclusive education. Based on the Circular Letter of the Director General of Disdakmen of the Ministry of Education No. 380/ C.C6/ MN/2003 dated January 20, 2003, regarding Inclusive Education, at least four schools consisting of elementary, junior high, senior high and vocational schools were organized and developed in each district/city.

Inclusive education is an education service for children with special needs who are educated together with other children to maximize their potential. Inclusive schools are regular schools that coordinate and integrate regular learners and learners with disabilities in the same program to prepare education for children with disabilities is an important goal of inclusive education.

## **RESEARCH METHODOLOGY**

This research approach is a program evaluation (Evaluation Research) approach with a descriptive qualitative approach. A qualitative approach is used to research the evaluation of inclusion programs at the high school level because both the subject, object and nature of this research have special characteristics that cannot be approached by statistical procedures (Nassaji, 2015). The source of research data is about inclusive high school educators in Bogor who are involved in the implementation of inclusion programs at the high school level.

According to Sugiyono (2017), qualitative research methods can be interpreted as research methods based on the philosophy of postpositivism which are used to research on natural object conditions, (as opposed to experiments) and researchers as key instruments. Data collection techniques are triangulated (combined). Data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. Descriptive data in the form of written or oral data from respondents and observed behavior. This research was conducted on a natural object, namely on inclusive senior high school educators in Bogor.

This evaluative research is a program evaluation using the case study method. The purpose of a case study is to explore a particular phenomenon or case in a time or activity (program, event, process, institution or container) and make an accurate interpretation of the characteristics of the object under study. The research evaluation of the inclusion program at the high school level in Bogor Regency, which acts as the main instrument, is the researcher himself. The instrument was developed to explain the data described through interview, documentation and observation guidelines.

Interview is a data collection tool used to obtain information regarding opinions, expectations, perceptions carried out by asking questions on activities surrounding the implementation of the inclusion program at the high school level in Bogor related to the context, input, process and product (CIPP) components. The interview method was used to test the truth and stability of the data and to complement the information obtained by observation and documentation.

Data analysis in this study was carried out descriptively qualitative, and interpretation was carried out continuously, repeatedly and continuously until all the data and information needed were fulfilled. Data analysis was carried out by systematically organizing interview guidelines, field notes, literature data to gain knowledge from the data, then formulating descriptively and then processing the



data. Analysis activities are divided into 4 stages, such as (1) analysis during data collection; (2) analysis during data collection; (3) data presentation; and (4) data analysis stages.

## **RESULTS AND DISCUSSION**

### **The Evaluation Result of Senior High School Inclusion Program**

Evaluation of the Senior High School Inclusion Program in Bogor, West Java, as the legal basis for the implementation of senior high school inclusion is the Regulation of the Minister of National Education of the Republic of Indonesia No. 70/2009 concerning inclusion program rules. The evaluation of the implementation of the inclusion program in this research is described as follows:

1. Program evaluation is conducted using the Context, Input, Process and Product Model (Stufflebeam, 2014), which is an evaluation of the components of a program which includes (1) context components consisting of aspects of needs assessment, goals, objectives, and policies; (2) the input component which consists of strategies and targets, work procedures, organizational structure, budget/financial support, partnerships, monitoring and evaluation, organization, resources, facilities & infrastructure, human resource support, and infrastructure support; (3) the process component which consists of aspects of program identification, scheduling, assignment, implementation and assessment; and (4) the product component which consists of aspects of program inputs and outputs.
2. The components of the Senior High School Inclusion Program, which consist of the objectives of the activities to be achieved, the activities taken in achieving the objectives, the rules to be adhered to and the procedures to be followed, the estimated budget needed, and the implementation strategy. Summarized and classified into Context, Input, Process, and Product (CIPP) components as mentioned earlier.
3. Evaluation of each CIPP component is conducted on data and information obtained through interviews with competent informants and sources, and then the data/information is assessed.
4. Using a rating scale that ranges from a low of 1 to a high of 5.

**Table 1.** The Results of CIPP Research Components and Aspects of Senior High School Inclusion Program

No.	Components	Aspects	Components Rating				
			E	G	A	LG	W
I	CONTEXT	1. Requirements Analysis	✓				
		2. The Objectives			✓		
		3. Targets		✓			
		4. Policies		✓			
	Conclusion on the Context Component: The needs analysis aspect is rated excellent because it has been implemented according to procedures. The target and policy aspects have been assessed well in accordance with the procedure, while the objective aspect is assessed adequately because the formulation of objectives is not fully in accordance with the procedure.						
II	INPUT	1. Organization	✓				
		2. Resources		✓			
		3. Infrastructure		✓			
	Conclusion on the Input Component: The organizational aspects are rated excellent because they have been implemented according to procedures. Aspects of resources and infrastructure have been assessed as good in accordance with procedures.						
III	PROCESS	1. Methods/Work Procedures		✓			
		2. Activity Schedule		✓			
		3. Implementation Process			✓		
	Conclusion on the Process Component: Aspects of work methods/procedures and the schedule of inclusion program activities at the senior high school level are considered good according to procedures. While the aspect of the implementation process is considered enough adequately because the assignment process is not fully in accordance with the procedure.						
IV	PRODUCT	1. Output Program		✓			
		2. Outcomes Program				✓	
	Conclusion on the Product Component: Aspects of program outputs and program outcomes are rated as adequate; some component aspects need to be improved.						

**Table 2.** Rating Scale Description

No.	Information Description	Rating Categories
1.	All data/information has met the criteria set for all evaluated components (96%-100%)	Excellent (E)
2.	Almost all data/information has met the criteria set for all components evaluated (80%-95%)	Good (G)
3.	Some of the data/information has met the criteria set out in all components evaluated (60%-79%)	Adequate (A)
4.	Only a small percentage of data/information has met the criteria set out in all components evaluated (40%-59%)	Less Good (LG)
5	There is a lack of data/information that meets the criteria set out in all components evaluated (0%-39%)	Worst (W)

Source: CIPP Model Program Evaluation



## **The Discussion of Research**

### **The Evaluation Results of Context Component**

The results of the evaluation of context component of the implementation of the senior high school inclusion program in Bogor include aspects of requirements analysis, objectives, targets and policies as described below:

#### **1. Requirements Analysis**

The findings in the field and information from policy makers state that the policy on the existence of the Senior High School Inclusion Program has answered the need for the importance of the High School Inclusion Program, which is an inclusive education system designed to identify the ability of students with special needs to carry out learning tasks through measuring mastery of individual competencies shown in their learning needs.

Considering the purpose of this inclusion program is expected to accommodate learning for all students, including students with special needs, it can be stated that this inclusion program is expected to be able to provide educational needs for students with special needs by adapting their learning needs.

Based on the description of the answers from officials in the special education sub-section of the West Java Education Office, most of the answers state that the requirements analysis aspect of the evaluation of the High School Inclusion Program in Bogor has an average rating category of "Excellent," meaning that the evaluation criteria in the requirements analysis are mostly met, namely the program is rolled out in meeting the needs and achieving the objectives of the High School Inclusion Program based on the learning needs of students with special needs.

Triangulation results by PLB supervisors in Bogor on the Context Component The aspect of the need for the importance of the Senior High School Inclusion Program to identify the ability of students with special needs to carry out learning tasks through measuring mastery of individual competencies shown in their learning needs is well fulfilled.

#### **2. The Objectives Aspect**

According to the policy of the Office of Special Education in Bogor, West Java, in general, the high school inclusive education program is part of the national inclusive education system that aims to guarantee education for students with special needs.

Based on the description of the responses from resource persons at the Bogor special education office, most of the responses stated that the objective aspect of the high school inclusion program in Bogor district has an average assessment category of "adequate" which means that the evaluation criteria in the program objectives have been sufficiently

fulfilled that the objectives are clearly formulated to increase the work motivation of inclusive educators and the sustainability of the inclusion program at the senior high school level in Bogor.

Triangulation results by PLB supervisors in Bogor on the Context Component of the Purpose Aspect is that the Senior High School Inclusion Program in Bogor has been well formulated for a sustainable inclusion program in Bogor.

### 3. Targets Aspect

The findings in the field state that the target of the Senior High School Inclusion Program is determined based on the Indonesian Minister of National Education Regulation No. 70/2009 which states that the target of the Senior High School Inclusion Program is all students who have taken the junior high school inclusive education level with disabilities and have the potential for special intelligence and/or talent

In relation to the target aspect criteria, which states that the program targets are clear and in accordance with the types/groupings of students with special needs in order to ensure the sustainability of the inclusive education program in senior high schools and meet the legal provisions of the legislation, the evaluation results are "The target of the Senior High School Inclusion Program is graduates from inclusive junior high schools/the equivalent who will continue their education in inclusive schools to inclusive senior high schools."

Based on triangulation by officials at the special education education office in Bogor, West Java, most of the responses stated that the target aspect of the Senior High School Inclusion Program in Bogor had an average assessment category of "Good", indicating that the evaluation criteria in the program objectives have mostly been fulfilled in that the program objectives are clearly formulated according to the types/groupings of students with special needs in order to ensure the continuity of education for students with special needs and meet the provisions of the legality of the legislation.

### 4. Policies Aspect

The findings in the field show that the policy on the Senior High School Inclusion Program was formulated in accordance with applicable regulations. Learning is the soul of educational institutions whose quality must be improved continuously. This is understandable because students with special needs get the most formal learning experience during the learning process in public school institutions. This condition requires all parties to realize the importance of improving the quality of learning on an ongoing basis, where educators play an important role in learning.

Therefore, learners with special needs must be respected and developed as individuals with quality and dignity.

Learners with special needs have very important rights and targets in achieving the vision of education, which is to create intelligent, comprehensive and competitive Indonesian people. The community and government have an obligation to create conditions that enable learners with special needs to achieve learning targets according to their individual learning needs, for the development of learners with special needs and for the future of the Indonesian nation. In order to build learners with special needs who are independent and able to socialize, namely to achieve the vision of national education through a quality learning process and pay attention to individual learning needs, it is necessary to implement educational programs in a sustainable and regular manner.

The criteria on the policy foundation indicated that the senior high school inclusion program is formulated according to the applicable rules in the regulations of the minister of cultural education and meets the legal requirements of the legislation. The findings from the policy foundation of the program, the evaluation is that the policy on the Senior High School Inclusion Program refers to:

- a. The mandate of the 1945 Constitution, especially Article 32 Paragraph 1 which states, "every citizen has the right to education", and Paragraph 2 which states, "every citizen must attend basic education and the government must pay for it."
- b. Based on Law No. 20/2003 on the National Education System, specifically Article 5 Paragraph 1 which states, "every citizen is obliged to attend basic education and the government is obliged to pay for it." In addition, in its law stated that "every citizen has the same right to a quality education."
- c. In Law No. 23/2002 on Child Protection, specifically Article 51 which states, "children with physical and/or mental disabilities are given equal opportunities and accessibility to obtain ordinary education and special education."
- d. According to West Java Regional Regulation No. 5/2017 on education implementation, specifically Article 49, "education providers are obliged to provide educators and education personnel in secondary and special education units."

Based on the description of the responses from resource officers at the education office of the special education section of Bogor, West Java, most of the answers state that the policy foundation aspect of the high school inclusion program in Bogor has an average rating category of "Good", indicating that the evaluation criteria in the policy foundation are mostly

fulfilled, namely that the program is formulated in the context of developing students with special needs and in accordance with applicable laws and regulations.

The results of triangulation by the head of the West Java Education Office in the Policy Aspect Context Component are that there is a West Java regional regulation that regulates the implementation of senior high school inclusion programs in Bogor. Therefore, this regional regulation can regulate the inclusion program up to the district level. The Bogor education office implements this inclusion program with the applicable rules and regulations.

### **The Evaluation Results of Input Component**

Evaluation of the input component of the implementation of the senior high school inclusion program in Bogor includes organization, resources and infrastructure.

#### **1. Organization**

The findings in the field and information from the implementation of the senior high school inclusion program in Bogor indicate that the organizational aspects of the program concern the position of the inclusion program work unit in the organizational structure of the senior high school and the person responsible for implementing the inclusion program in the senior high school.

Based on the description of the responses of the inclusive high school principals, most of the responses state that the strategic aspects and targets of the high school inclusion program in Bogor, on average, the assessment category is "excellent", indicating that the evaluation criteria in the program strategies and targets have been fulfilled that the strategies and targets are clearly formulated in order to ensure the continuity of communication between supervisors and meet the legal provisions of the legislation. Triangulation results by PLB supervisors in Bogor on the input component of the organizational aspect are the position of the work unit in the organizational structure and the person in charge of the inclusion program has been formulated properly.

#### **2. Resources**

Field findings and information from the implementation of the high school inclusion program in Bogor indicate that the resource aspects of the program are human resources for the implementation of the inclusion program and financial resources in the form of school budgets, sponsorship from other parties and cooperation between institutions.

Based on the description of the answers from the resource persons of the heads of inclusive senior high schools, most of the answers state that

the resource aspects of the senior high school inclusion program in Bogor have an average assessment category of "Good", indicating that the inclusion program resource criteria have been well met in accordance with the learning needs of students with special needs in the context of implementing inclusive senior high schools. Triangulation results by PLB supervisors in Bogor on the context component of the work procedure aspect are human resources and financial resources have been well met.

### 3. Infrastructure

The findings in the field and information from the implementation of the high school inclusion program in Bogor indicate that the infrastructure aspect of the program is about facilities and infrastructure that support the implementation of the inclusion program.

Based on the description of the responses from the inclusive high school principals, most of the answers state that the infrastructure aspect of the high school inclusion program in Bogor has an average assessment category of "Good", indicating that the organizational structure in the program has been fulfilled that the infrastructure for the inclusion program is well supported. Triangulation results by PLB supervisors in Bogor on the input component of the infrastructure facilities aspect have been well supported.

## **The Evaluation Results of Process Component**

Evaluation of the process component of the implementation of the high school inclusion program in Bogor includes aspects of work procedures, activity schedules and implementation process.

### 1. Work Procedures

The findings in the field state that the aspects of the High School Inclusion Program Identification include efforts made and setting targets for the achievement of the High School inclusion program in the form of work procedures used, implementation guidelines and instructions.

Based on the description of the answers from the Bogor inclusive high school educators, most of the responses stated that the identification aspect of the High School Inclusion Program in Bogor, the average assessment category is "Good", meaning that the program identification criteria in the implementation of the High School Inclusion Program have mostly been met and are in accordance with the target.

Triangulation results by the Bogor PLB supervisor on the process component of the work procedure aspect, namely the work procedures used, implementation instructions and technical instructions have been implemented properly.

## 2. Activity Schedules

The findings in the field state that the aspects of the scheduling stage of the Senior High School Inclusion Program include scheduling and scheduling systems in the Senior High School inclusion program in Bogor. Based on the description of the responses from the Bogor inclusive high school educators, most of the answers stated that the scheduling aspect of the high school inclusion program in Bogor, the average assessment category was "Good", meaning that the program identification criteria in the implementation of the Senior High School Inclusion Program have mostly been met and are in accordance with the target.

Triangulation results by the Bogor PLB supervisor on the process component of the activity schedule aspect, namely the stages of program implementation and the target time of the program have been well implemented.

## 3. Implementation Process

The findings in the field state that the assignment aspects of the Senior High School Inclusion Program in Bogor include managing support, resolving obstacles, supervision, evaluation, and information systems.

Based on the description of the answers from the Bogor inclusive high school educators, most of the responses stated that the assignment aspect of the Bogor Senior High School Inclusion Program in the average assessment category is "adequate", which means that the assignment aspect has been partially fulfilled in guiding students with special needs in participating in the senior high school inclusion program. Triangulation results by PLB supervisors in Bogor Regency on the process component of the schedule aspect of the implementation process, namely for managing support, resolving obstacles, supervision, evaluation, and information systems have been well implemented.

## **The Evaluation Results of Product Component**

Evaluation of the product component of the implementation of the Senior High School Inclusion Program in Bogor includes aspects of program outputs and outcomes.

### 1. Output Program

The findings in the field state that the output aspect of the Senior High School Inclusion Program includes output (the results of the implementation of the inclusion program) in terms of the quantity of distribution of the results of the implementation of the inclusion program.

Based on the description of the responses from the parents of the inclusive high school graduates, most of them stated that the output aspect of the Senior High School Inclusion Program in Bogor, on average, the



assessment category was "Good", which means that the evaluation criteria in the program output have been fulfilled.

The results of triangulation by the Bogor Inclusive School Working Group (POKJA) on the product component of the output aspect have been fulfilled, including the output (the results of program implementation in quantity are good and the distribution of the results of program implementation has been evenly distributed in all inclusive high schools well.

## 2. Outcomes Program

The findings in the field state that the outcomes aspect of the Senior High School Inclusion Program is the usability of the results of the implementation of the inclusion program (assessment of graduate users, services/products of the inclusion program) and the impact caused (contribution to society, image enhancement, etc).

Based on the description of the responses from the parents of inclusive senior high school graduates, most of the answers state that the outcomes aspect of the Senior High School Inclusion Program in Bogor has an average assessment category of "less good", meaning that the evaluation criteria in the outcomes of the program have not been met.

Triangulation results by the Bogor Inclusive School Working Group (POKJA) on the product component of the outcomes aspect for the components of the usability aspects of the results of program implementation and the impact of the inclusion program are still insufficient.

## CONCLUSION

Evaluation of the Senior High School Inclusion Program based on the learning needs of students with special needs using the CIPP method as a whole from the Senior High School inclusion program based on the competency test in Bogor has been conducted according to procedures and properly. It is hoped that this senior high school inclusion program will be continued and developed to be even better. The Senior High School Inclusion Program based on the learning needs of students with special needs aims to improve knowledge, life skills, and independent behavior in accordance with the stages of proper development. Based on the evaluation results that have been stated in the previous discussions, the following conclusions were made during research:

1. The Context component of the Senior High School Inclusion Program in Bogor includes aspects of requirements analysis, objectives, targets and policies. Based on the evaluation results, the average for the context component is "Good", indicating that the context component has met the CIPP method for the Senior High School Inclusion Program in Bogor.

2. The Input component of the Senior High School Inclusion Program in Bogor includes aspects of organization, resources and infrastructure. Based on the evaluation results, the average for the input component is "Good", indicating that the input component has complied with the CIPP method for the senior high school inclusion program in Bogor.
3. The Process component of the Senior High School Inclusion Program in Bogor includes work methods/procedures, activity schedules and implementation process. Based on the evaluation results, the average for the process component is "Good", which means that the process component has met the CIPP method for the senior high school inclusion program in Bogor.
4. The product component of the senior high school inclusion program in Bogor includes program outputs and outcomes. Based on the evaluation results, the average for the product component is "adequate", which means that the output and outcomes components have not met the CIPP method for the Senior High School Inclusion Program in Bogor. It is affected by the quantity of implementation outputs, the distribution of the results of the implementation of the inclusion program, the usability of the results of the implementation of the inclusion program and the impact caused by the inclusion program.

Assessment of the effectiveness of the inclusion program in the scope of education in general, is quite effective because the inclusion program at the senior high school level refers to adaptive learning activities and adapts the learning needs of students with special needs related to their functional life. Meanwhile, the contribution of the senior high school inclusion program for students is related to the competence of daily life activity skills, functional abilities and adaptive academics. These competencies have not been obtained in regular education programs where the curriculum is not specific and only refers to the national curriculum. It can be stated that this high school inclusion program meets the learning needs of students with special needs at the senior high school level.

The continuation of the implementation of the inclusion program in the future needs to be adjusted so that graduates of the senior high school inclusion program can continue inclusive education to the next level or be able to become skilled human resources who have competence. Modifications are needed in the individual curriculum of students with special needs so that the outcomes contribute to the surrounding community.

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