

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