

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

From the results of the analysis related to the evaluation of education agency performance toward the implementation of education inclusive in Palu City year 2014-2018, there are six indicators of the implementation of performance evaluation which can be summarized as follows:

a. Effectiveness

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.

b. 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.

c. 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 Support 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.

d. 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.

e. Responsiveness

1. Reaction and Response 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.

f. 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.

B. Recommendations

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.