

# EVALUASI PROGRAM PENYELENGGARAAN PENDIDIKAN INKLUSIF DI SEKOLAH DASAR KOTA BANJARMASIN

## ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pelaksanaan program penyelenggaraan pendidikan inklusif di sekolah dasar Kota Banjarmasin. Penelitian ini menggunakan pendekatan kualitatif, metode evaluasi dengan model evaluasi kesenjangan (discrepancy evaluation model/DEM) yang menerapkan empat tahapan yaitu desain, instalasi, proses, dan produk. Teknik pengumpulan data menggunakan observasi, wawancara, studi dokumentasi, dan kuesioner. Hasil penelitian menunjukkan: (1) Desain program belum seluruhnya sesuai standar. Aspek latarbelakang program, rencana sosialisasi, pedoman pelaksanaan asesmen ABK, kuota ABK dalam satu kelas, aksesibilitas sarana prasarana, dan penilaian yang fleksibel tidak ada dalam program. (2) Instalasi sumber daya program yaitu penetapan sekolah inklusif, asesmen ABK, kualifikasi GPK, aksesibilitas sarana prasarana, PPI, serta tim pengembang kurikulum belum diimplementasikan sesuai standar. (3) Proses penyelenggaraan program yaitu penerimaan terhadap ABK, penggunaan media pembelajaran, penerapan metoda pembelajaran, dan catatan khusus perkembangan anak belum dilaksanakan sesuai standar. (4) Produk dari program yaitu perkembangan aspek kognitif dan kemampuan bina diri belum sesuai standar. Namun produk program yaitu perkembangan sikap sosial sudah sesuai standar dan merupakan aspek yang berkembang lebih optimal dibandingkan aspek kognitif dan kemampuan bina diri. Berdasar hasil temuan ini, perlu pembenahan, keseriusan, dan peningkatan semaksimal mungkin dalam segala aspek sehingga pelayanan dan pembelajaran di sekolah inklusif lebih berkualitas.

Kata Kunci : DEM, evaluasi program, pendidikan inklusif.

**EVALUATION OF INCLUSIVE EDUCATION PROGRAMS  
IN BANJARMASIN ELEMENTARY SCHOOL**

**ABSTRACT**

*The research aimed to know the implementation of an inclusive education program in the elementary school of Banjarmasin City. This research uses a qualitative approach, an evaluation method with a discrepancy evaluation model (DEM) which has four stages: design, installation, process, and results. Data collection techniques used observation, interviews, documentation studies, and questionnaires. The results of the research showed: (1) The program design is not entirely in accordance with the standards. Background program, socialization plans, guidelines for the implementation of ABK assessments, ABK quota in one class, accessibility of infrastructure facilities, and flexible assessment are not included in the program. (2) Installation of program resources, namely the determination of inclusive schools, special needs assessment, qualifications of GPK, accessibility of infrastructure, PPI, and curriculum development teams that have not been implemented according to standards. (3) The process of implementing the program, namely acceptance of ABK, use of learning media, application of learning methods, and special notes on child development have not been carried out according to standards. (4) The product of the program is the development of cognitive aspects and the ability to develop themselves according to standards. But the program product, the development of social attitudes is in accordance with the standards and is an aspect that develops more optimally than the cognitive aspects and the ability to develop themselves. The development of social attitudes is in line with standards and is an aspect that develops more optimally than cognitive aspects and the self-care skill. Based on these findings, it is necessary to improve, seriously, and improve as much as possible in all aspects so that services and learning in inclusive schools are more qualified.*

*Keywords: DEM, program evaluation, inclusive education*