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THE 2nd INTERNATIONAL CONFERENCE ON
SPECIAL EDUCATIONAL NEEDS 2017

“
**OPTIMIZING QUALITY LIFE &
SERVICES FOR DISABILITIES**
”

Bandung, December 2nd 2017



CENTER FOR RESEARCH ON
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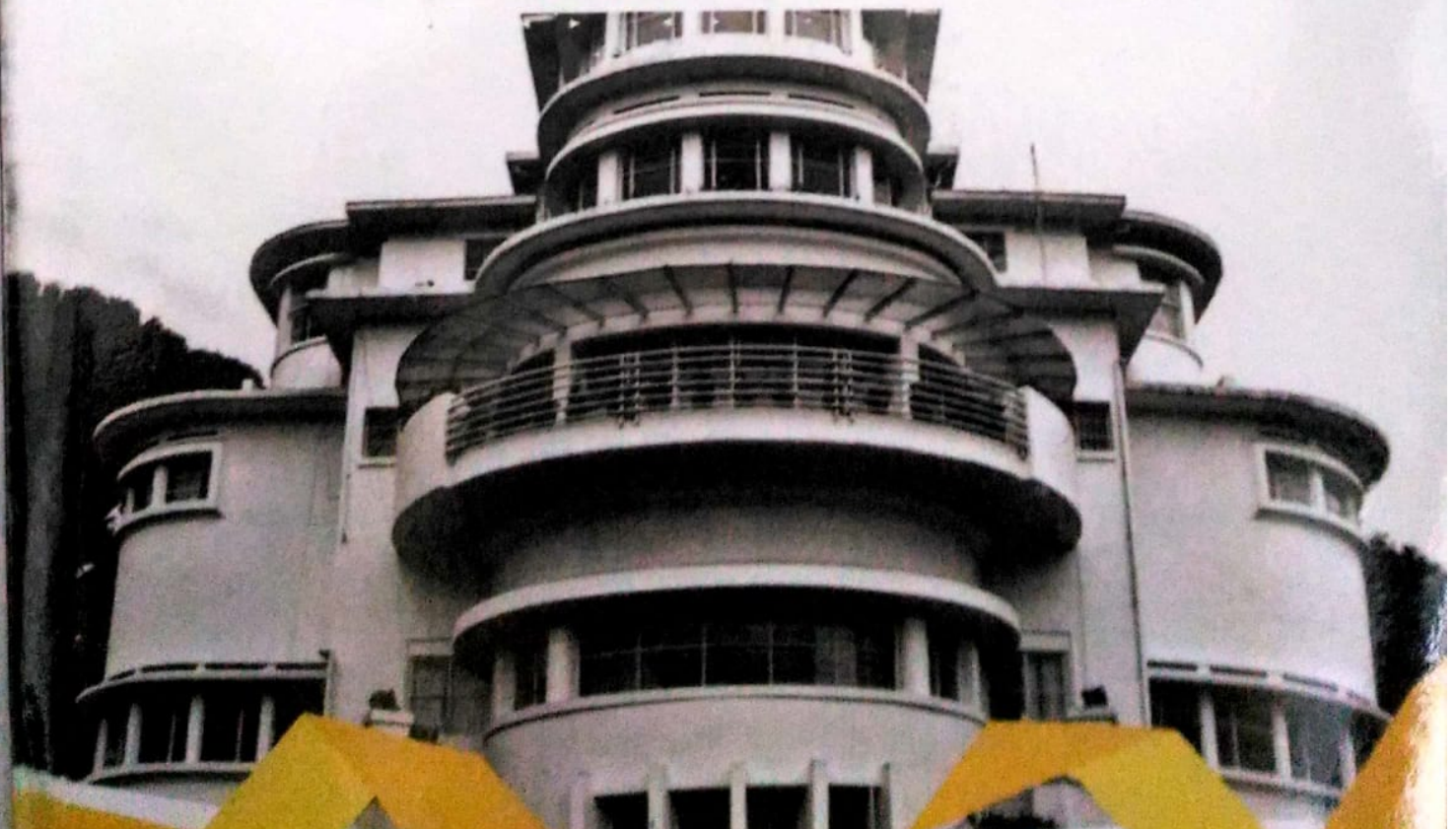
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**THE 2nd INTERNATIONAL CONFERENCE
ON SPECIAL EDUCATIONAL NEEDS**

Universitas Pendidikan Indonesia
Bandung, Indonesia, december 2nd, 2017



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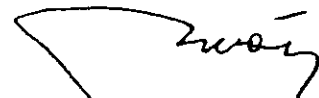
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Message from Coordinator ICSEN 2017

Greetings to all participants in ICSEN 2017 activities with the theme of Optimizing Quality Life and Services. This activity is the second regular activity held by the Center for Research on International Cooperation in Educational Development (CRICED), the Special Education Department of the Faculty of Education, and the Special Education Program of UPI Graduate School on December 2 to commemorate the Day of Persons with Disabilities. Through this conference, it is expected to be a unifying event for governments, educators, practitioners and the parent community in optimizing services for people with disabilities, the availability of services to all children and the realization of an inclusive society. As Coordinator of ICSEN 2017, I would like to thank all participants, guest speakers, and organizing committee so that this activity can be done smoothly.

Bandung, 2 Desember 2017



Dr. Sunardi, M.Pd
Koordinator ICSEN 2017

CONTENTS

Message From Coordinator ICSEN

i

Content

iii

Oral Presentation

Name	Title	Page
Theme 1: Assessment of children with special needs		
Verra Wulandary, Juang Sunanto, Ahmad Nawawi	The Use Of Jarimatika Method To Improve The Division Counting Ability On Low Vision Student In The Fourth-Grade Class At Slbn A Citeureup	1
Yopi Yuliana, Rona Wulandari, Mayasari Manar, Endun Sunanda	Science Learning Assessment For Gifted Students At Schools Implementing Inclusive Education	13
Asep Widijaya, Sunardi, Gunarhadi	Development Activity Of Daily Living Program for Independent Living Skills Of Students with Visual Impairment	22
Erlina Budi Astuti, Edi Purwanta	The Role Of Sheltered Workshop In The Vocasional Skill Of Tunagrahita	31
Swasto Imam Teguh Prabowo	Assessment For Students With Cerebral Palsy Spastic Quadriplegia At Inclusive Schools	38
Rafiudin Nurdin	New Students Admission Of Primary School In Inclusive Education Setting	44
Ragil Dewi Ratih Sulistiani, Ishartiwi	Entrepreneurship Learning For Children With Physical Disability Independence	49
Esdaniar Khoirunisa, Munawir Yusuf, Ravik Karsidi	Diagnosis Issues And Choices Intervention In Children With Child With Multiple Disabilities (Blind & Autism)	54
Fitri Dwi Arini, Sri Yamtinah, Sunardi	Contributing Factors In Effective Intervention Program To Foster Attitude Toward Students With Disabilities	67
Anita Sumirat, Witri Amallia Elvandari, Mamah Halimah, Haeriyah	Cooperative Teaching And Learning Strategy (CTL) For Increase Learning Reading For Children With Special Need	81
Ranti Novianti, Zulfa Rahma Effendi, Prinanda Gustarina Ridwan	Awareness The Ability Of Linguistic On Children With Reading Disabilities At The Elementary School Of Inclusive School	86
Ridha Annisa	Improving Procedures Of Prayer Through Kinesthetic Method For The Students With Visual Impairment In SLB Wacana Asih Padang	95
Harizki Agung Nugroho & Haryanto	Children With Special Needs Identification And Socialization Of Inclusion In Islamic-Based Schools	101

EenRatnengsih	Exploration Problematic Assessment Learning Needs Skills For Children With Special Needs On Teacher At Elementary School	108
Patricia Lestari Taslim, Nur Azizah	The Fundamental Of Identification To Optimize Gifted Child Potential	118
Theme 2: Learning services for children with special needs		
SelianaDwiRahmawati, Syari Yuliana, Annisaa Pertiwi, Siti Musayaroh	Learning Modification Effectivity For Children With Specific Learning Disability At Primary School	127
Rendy Amora Jofipasi & Edi Purwanta	The Implementation Of Activity Daily Living Skill Learning Program Based On Development Aspect On Student With Intellectual Disability	133
Rindi Magneti Rahayu, Zaenal Alimin, Hidayat	The Use Of Direct Experience Approach In Shopping Instruction For Children With Intellectual Disability In SLB-C Terate Bandung	142
NurbaytiRahmah' Dian AprilianiSudrajat, HerdiEgi Perdana, Muhammad KholidNi'amulLu dfi	Implementation Of Alignment Program For Students With Matematics Learning Disabilities	149
HerdiEgi Perdana, Muhammad KholidNi'amulLu dfi, NurbaytiRahmah, Dian AprilianiSudrajat	Parenting Program For Children With Language Development Disorder	161
Isti nurhidayati, Edi purwanta	Problematic Content Of High-Order Thinking On Learning Of Students With Intellectual Disability	172
Ina HerlinaApriani, Rina Maryanti, Rindi Magneti Rahayu, Dina Permata Sari	Cooperative Learning Method In Learning Mathematics For Students With Special Needs Grade III	178
Pradita Rizky Wirawan, Sari Rudiwati	The Implementation Of Learning Module Of Student Centered Learning Approach	181
Juwita Ika Wulandari	Problem Based Learning On Writing ReportLearning For Students Hearing Impairment	187
Elvi Nestia Dirga	Enhancing Mathematic Learning Outcomes In Addition Through Storytelling Method For Student With Moderate Intellectual Disability At Grade VII C1	199

**THE 2nd INTERNATIONAL CONFERENCE ON SPECIAL EDUCATIONAL NEEDS
UNIVERSITAS PENDIDIKAN INDONESIA, SATURDAY, DECEMBER 2ND, 2017**

	(Classroom Action Research At SLB Negeri 02 Jakarta, South Jakarta)	
Iqbal Fahri	Social Constructivity Approach To Skill Of Science Processes And Adaptive Behavior Of Students With Intellectual Disability At Inclusive Classroom	205
Henita Oktavia Marpaung, Nyoman Sumerti	Reducing Echolalia Behavior In Autistic Children Through Economic Token Techniques	213
Nandi Warnandi, Vadisya Rizkimurti, Neni Satriani	Enhancing Children's Dicipline For Children With Emotion And Behavior Disorder Through Value Clarification Technique Method	230
DieniNurfitriandian Erna Rosiani	Share, Care, And Healthy Life To Optimize The Development Of Childre With Cerebral Palsy	236
RiantiNovtasari	The Effort To Improve The Skill Of Brushing The Teeth Through Videos For A Moderate Level Of Children With Mental Disorder In The Class Vi Of Special School	250
Yunia Sri Hartanti, Diana Djawdjatus Sholeha, Supriatin Kuat Yuliyani, Mita Apriyanti	The Implementation Of Group Investigation Learning Model For Student With Learning Disability On Mathematic In Inclusive School	256
Julia Maria van Tiel	The Development Of Asynchronous. A Natural Pattern Growing (Non-Pathological) On Gifted And Talented Children	262
Resha Fitria Suistika, Ishartiwi	Communication Development For Autistic Students In School Through Visual Media	272
Dwi Ari Fathonah, Ishartiwi	Adaptive Behavior Learning For Children With Intellectual Disability	277
Rina Maryanti, Zaenal Alimin, Tjutju Soendari, Rindi Magneti Rahayu	Task Analysis Techniques In Learning Tearing Dental To Children With Inteectual Disability At Grade Iii In Special Education-C Terate Bandung	283
Epni Sudrajat, Indri Retnayu Febriyanti, Siska Syofiana	Fun Drilling Technique To Improve Handwriting Legibility Of The Mild Intellectual Disability	291
Nizar Nata Kusumah, Asep Abdul Aziz, Ramadhan Bayu Pratama	Use Of Bil-Hikmah Method In Increasing Of Reading Ability Of Hijaiyah LettersStudent Cerebral Palsy Spastik In SlbPgriPasarjambu	304
Agus Supriyatna	Constructive Approach In Theater Arts Learning To Help Deaf Students Have Smooth Speaking	307
Thufaila Ariib Naafia, Tressa Thursina Malika,	The Implementation Of Balances Exercise Program Using Wobble Board For Children	331

R. Rina Utharina	Cerebral Palsy	
Maman Abdurahman S.	Effectivity Of Teaching Model Mediated Learning Based To Improve Speaking Ability Of Student With Intellectual Disability	339
Ehan, Neni Meiyani, Mimin Casmini	The Use Of Al-Barqy Method In Improving Pre-Capability Of Reading Braille Al-Qur'an	351
Sunardi and TatikHaryati	Hope Of Parents Of Children With Special Needs Towards The Learning Result Of Their Children And Teachers' Performance Along With The Addressing Effort	360
Theme 3: Science And Technology For Children With Special Needs		
Mamah Halimah,Haeriah	Inclusive Mouse Innovation For Children With Physical Impairment	371
Annisaa Pertiwi, Siti Musayaroh, Seliana Dwi R, Syari Yuliana	The Implementation Of Assistive Technology N'deurs Watch For Children With Hearing Impairment	381
DewiDesmasary, Dwi Agies Yuliany, Dewi Wulandari, Ayu Dwi Yuniarti Rahayuningsih	Learning Multiplication Counting Using Media Garis Perkalian For Children With Developmental Disorder(Researching At X Grade In Slb Agro Industri Bandung Barat Regency)	386
Theme 4: Sex Education In Children With Special Needs		
Devina Rahmadiani Kamaruddin Nur	Sexual Educator Role To Prevent Sexual Behavior For Children With Intellectual Disability	392
Wirdanengsih	Sex Education For Girls With Special Needs	401
Theme 5: Vocational children with special needs		
Erlina budi astuti, Edi purwanta	The Role Of Sheltered Workshop In The Vocational Skill Of Children With Intellectual Disability	408
Deni Artha, NovianaTejasentosa, danNastikaElisyaNadilla	Learning Skill Model Using Money When Shopping For Autistic Spectrum Disorder Children In Homeschooling Taman Sekar Bandung	415
Riska Pertiwi Wulandari	The Empowerment Of Vocational Skills For Children With Special Needs In Post Secondary School Through Partnership	423
Theme 6: Family Counseling		
Adinda Meita Putri, S.Pd, Anugerah Muchlisah, S.Pd	Parents' Parenting Pattern To Deaf Outstanding Children	431
Septiyani Endang Yunitasari	Counseling Approach To Overcome Disharmonis Family Who Have Child With Intellectual Disability (Bowenian Family	439

**THE 2nd INTERNATIONAL CONFERENCE ON SPECIAL EDUCATIONAL NEEDS
UNIVERSITAS PENDIDIKAN INDONESIA, SATURDAY, DECEMBER 2ND, 2017**

	Therapy)	
Nenden Ineu Herawati, Sunaryo Kartadinata, Permanarian Somad	Counseling To Cope With Children With Behavior Disorder In Family And Schools Environment	450
Mita Apriyanti, Sri Rizqi Widasari, Rona Wulandari, Irfan Pratama, Nadya Muniroh, Permanarian Somad	Family-Based Counseling Client Centered Approach To Improve The Social Interaction Relationship In Families Children With Visual Impairment	457
Feny Riany, Hana Dianthika, Nadya Muniroh, Leli Kurniawati	Building Family Role To Improve Social Interaction Skill In Children With Special Needs	464
Renny Sri Herdianty and Djadja Rahardja	Early Intervention Program Development Based On Family For Optimizing Hearing Functions Of Children With Hearing Impairment	470
Hidayat	Differentiated Counseling Model Based On The Needs Of Students With Disability At Elementary School And Junior High School In Bandung	485
Muhammad Muqorrobin Ist, Alwiyah Maulidiyah, Bayu Perdana, Sawitri Retno Hadiati	Acceptance Of Parents As A Part Of Handling Of Children With Special Needs	495
Ayu Dwi Noviyanti	Social Maturity In Mentally Retarded Girls	504
Theme 7: Inclusive Education		
Nurhastuti & Fatmawati	Evaluation Of Implementation Of Inclusive Education In West Sumatera	510
Dede Supriyanto, Ana Lisdiana	Pre-School Teachers' Attitudes Towards Inclusion Of Students With Disabilities In The Classroom: A Systematic Literature Review	520
Waluyo Agum Putrawan, Dody Bakhtiar Al-Anshori, Brillianty Fajri Muslim	Junior High School Teachers' Attitudes Towards The Resource Centers Program Of Inclusive Education In East Jakarta	535
Mayasari Manar	Bullying Phenomenon Towards Students With Disabilities In Inclusive School	541
Filia Nur Ramadhani	Decent Accommodation In School Of Implementers Inclusive Education	548
Melina Lestari	Collaboration Of Teachers And Parents In Creating Inclusion Culture	556
Prima Dea Pangestu,	Educational Services For Children With Autism	567

**THE 2nd INTERNATIONAL CONFERENCE ON SPECIAL EDUCATIONAL NEEDS
UNIVERSITAS PENDIDIKAN INDONESIA, SATURDAY, DECEMBER 2ND, 2017**

Nita Apriyani, Fitri Anjarsari	Disorders In Fitrah Al-Fikri Islamic Elementary School(Descriptive Study At Fitrah Al-Fikri Islamic Elementary School)	
Rina Kartika	Enhancing Self Confident Of Child With Anxiety Disorder Through Secret Paper Of Wayang	577
Fitri Nurkania, Dio Gitarama	The Influence Of Cooperative Learning On Ability Improvement In Reading For Special Need Children In Inclusive Classroom	585
Sistriadini Alamsyah, Arif Wibawanto	Identification Of Social Abilities Students With Behavioral Aberrations Through The Game Peers In School X At Serang City-Indonesia	597
Tati Nurul Hayati	Communication Improve In Learning Activity Using Pictures Symbol (Photos) For Deafblind Students	604
Parallel Session Schedule		610

EVALUATION OF IMPLEMENTATION OF INCLUSIVE EDUCATION IN WEST SUMATERA

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ABSTRACT

The implementation of inclusive education in West Sumatera has been on 6 (six) years. In this period it has shown a fairly long journey. Therefore, the implementation of inclusive education in West Sumatera is comprehensively evaluated for the realization of the inclusive education goals. The evaluation process itself will be useful to see the inclusive values that have occurred in primary schools that serve students with special needs in West Sumatra. This research uses mixed method approach that is combination of qualitative and quantitative approach. The result of this research is the context component which covers the policy aspect of the program implementation, the program objectives and the context of its relation with the social culture of the society has not been fully implemented properly. The input components covering aspects of learners (students), educators (teachers), curriculum, infrastructure facilities, and financing the implementation of programs in inclusive schools have not been fully implemented properly. Process components that include aspects of learning planning activities, implementation of learning, and evaluation of learning and difficulties faced by teachers in teaching children with special needs in inclusive schools have not been fully implemented properly. Product components that include aspects of academic development of children with special needs and aspects of social skills development of students in inclusive schools can be said to have been implemented properly.

Keyword: *Inclusive Education*

INTRODUCTION

Inclusive education is an approach that seeks to transform the educational system by eliminating barriers that can prevent every student from participating fully in education. In other words, inclusive education is the educational service of children with special needs who are educated together with other children (normal) to optimize their potential. The importance of inclusive education is that education is a basic human right, and inclusive education is also a good education and can foster a sense of social well-being.

Increasing attention to inclusive education from many groups, especially education providers, does not automatically run smoothly. However, various views and attitudes can in fact hinder the implementation of inclusive education more diverse. At the level of practice in the field, the implementation of inclusive education encounters various obstacles and challenges. Frequently reported constraints are misconceptions about the inconsistent concepts of inclusive education, inconsistent regulations or policies, an education system that is not flexible and so on.

It is believed that the implementation of inclusive education is a challenge that is not easy to put into practice in school life. There is no magic, efficacious, special or science education that is "magical" in integrating children with special needs into public schools. The movement toward inclusive education in schools is both seen in theory and in practice requires change. Initially, inclusive education requires different learning formats, different methods, in grouping children and in different learning activities. Even when

making learning plans, the results to be achieved were made different. In addition, the leadership of the principal, including his commitment to receive special needs children in school is still a problem. Even the views of the surrounding community on inclusive education can not yet be said to fully support the creation of inclusive education.

Particularly in West Sumatra, the seriousness of the Provincial Government in the implementation of the inclusive education program is marked by the establishment of Special Education and Special Services in the Education Office. In addition, the Provincial Government also built schools that also held inclusive education. The West Sumatera Provincial Government continues to promote and improve the equitable quality of education, providing access to an increasingly open education for the people of West Sumatra, including the poor. Also, it is determined that in 2015 there will be no more school-aged children who are not in school, not to mention children with special needs.

The implementation of inclusive education in West Sumatra has been on 6 (six) years. In this period of time it has shown a fairly long journey. Therefore, the implementation of inclusive education in West Sumatra should be comprehensively evaluated for the realization of the ideals of inclusive education. The evaluation process itself will be useful to see the inclusive values that have occurred in Primary Schools that serve students with special needs in West Sumatra.

Based on the above phenomenon, in this study formulated research problems as follows:

1. What is the context component of inclusive education covering the policy aspects of program implementation, program objectives and the context of its relation to socio-cultural society?
2. What is the input components of inclusive education covering aspects of learners (students), educators (teachers), curriculum, infrastructure facilities, and financing the implementation of programs in inclusive schools?
3. What is the component of the process of inclusive education which includes aspects of learning planning activities, implementation of learning, and evaluation of learning and difficulties faced by teachers in teaching children with special needs in inclusive schools?
4. What is the components of inclusive education products covering aspects of the academic development of children with special needs and aspects of social skills development of students in inclusive schools?

METHODS

In this research, researcher use mix method approach that is combination of qualitative approach with quantitative. In this study, the authors used a quantitative approach to process the data obtained from the research location, where the quantitative data is obtained through secondary data. This research will be conducted in 3 regencies / cities in West Sumatera, namely Padang, Bukittinggi and Payakumbuh. Each region has 3 Elementary Schools that have implemented an inclusive education system. The research variables in this study can be seen in the table below.

Table 1
 Research Instrument Grid

Variabel (1)	Dimensi (2)	Indikator (3)
Evaluation of Implementation of Inclusive Education in West Sumatra	Context Component of the Implementation of Inclusive Education	1. Program implementation policies 2. Program objectives 3. The context of its relationship with the social culture of the community
	Input Component of the Implementation of Inclusive Education	1. Learners (students) 2. Educators (teachers) 3. Curriculum 4. Facilities infrastructure 5. Financing the implementation of programs in inclusive schools
	Process Component of the Implementation of Inclusive Education	1. Learning planning activities 2. Implementation of learning 3. Evaluation of learning 4. Difficulties faced by teachers in teaching children with special needs in inclusive schools
	Product Component of the Implementation of Inclusive Education	1. Results of academic development of children with special needs 2. Development of social skills of students in inclusive schools

Data collection techniques used in this study are questionnaires, interviews, observation and literature study. The data has been collected for easy analysis and concluded then the authors use the analysis that produces descriptive analysis. This research is an evaluation study trying to compare the implementation of inclusion education in the field with certain criteria or standard that should be. The criteria are qualitative criteria. The things considered in determining the qualitative criteria are the indicators in the component of the object under study, ie the constituent indicators of the implementation of inclusive education (Arikunto, 2010). The process of data analysis using inductive thinking that is the process of data processing of the things that are specific and obtained from the respondents then draw conclusions in general.

RESULT AND DISCUSSION

Context Component of the Implementation of Inclusive Education

In the context component of the determination of the success criteria of inclusive education in this study can be seen from the results of questionnaires spread on 9 Principals and 18 teachers as follows.

Table 2
Respondents' Response to Context Component the Implementation of Inclusive Education

No.	Statement	Answer Score										Total Score	
		5		4		3		2		1		F	%
		F	%	F	%	F	%	F	%	F	%		
1.	Local governments support inclusive education programs.	5	18,5	22	81,5	-	-	-	-	-	-	27	100
2.	There is the assistance of special counselors by the government.	-	-	-	-	9	33,3	18	66,7	-	-	27	100
3.	There are socialization activities and policy coordination.	-	-	2	7,4	6	22,2	19	70,4	-	-	27	100
4.	There is guidance and supervision in the implementation of inclusive education.	1	3,7	4	14,8	21	77,8	1	3,7	-	-	27	100
5.	Schools use flexible curriculum.	3	11,1	22	81,5	2	7,4	-	-	-	-	27	100
6.	School has been accredited A.	4	14,8	23	85,2	-	-	-	-	-	-	27	100
7.	There is an evaluation of the implementation of inclusive education.	-	-	-	-	7	25,9	19	70,4	1	3,7	27	100
8.	Supported by human resources involved in organizing inclusion in schools.	1	3,7	1	3,7	5	18,5	20	74,1	-	-	27	100
9.	School land to provide adequate dedicated space.	-	-	3	11,1	7	25,9	17	63,0	-	-	27	100
10.	There are many parents who enroll their children who have special needs in the school.	8	29,6	19	70,4	-	-	-	-	-	-	27	100
Total		22		96		57		94		1		270	
Total x Score		110		384		171		188		1		854	
Ideal Score		1.350											
P (%)		63,3											

Source: Data Processing Results, 2016.

Based on the above table it can be explained that the total score of total responses of respondents to the indicator context component of the implementation of inclusive education is 63.3%. The total score of respondents is categorized fairly well.

Input Component of the Implementation of Inclusive Education

On the input component of determining the success criteria of inclusive education in this study can be seen from the results of questionnaires spread on 9 Principals and 18 teachers as follows.

Table 3

Respondents' Response to Input Component the Implementation of Inclusive Education

No.	Statement	Answer Score										Total Score	
		5		4		3		2		1		F	%
		F	%	F	%	F	%	F	%	F	%		
1.	The process of admission of new students to children with special needs is treated similarly with other children.	6	22,2	19	70,4	2	7,4	-	-	-	-	27	100
2.	In the reception of students with special needs used equipment and special knowledge.	-	-	4	14,8	8	29,6	15	55,6	-	-	27	100
3.	Teachers have the ability to organize teaching and learning process in the implementation of inclusive education program.	9	33,3	15	55,6	3	11,1	-	-	-	-	27	100
4.	Teachers have special educational background and extraordinary education.	-	-	-	-	-	-	24	88,9	3	11,1	27	100
5.	Schools have made curriculum modifications (KTSP) and other learning tools to accommodate special needs for children with disabilities in inclusive education settings.	6	22,2	17	63,0	3	11,1	1	3,7	-	-	27	100
6.	Schools have modified the learning tailored to the special needs of students with disabilities in the setting of inclusive education.	4	14,8	15	55,6	6	22,2	2	7,4	-	-	27	100
7.	Schools have adequate facilities and infrastructure in the implementation of teaching and learning activities in the setting of inclusive education.	6	22,2	12	44,4	5	18,5	4	14,8	-	-	27	100
8.	Schools have special learning tools and tools, or special instructional media based on the type of abilities students with special needs that exist.	1	3,7	6	22,2	-	-	20	74,1	-	-	27	100

**THE 2nd INTERNATIONAL CONFERENCE ON SPECIAL EDUCATIONAL NEEDS
UNIVERSITAS PENDIDIKAN INDONESIA, SATURDAY, DECEMBER 2nd, 2017**

9.	Schools have sufficient funds in the implementation of inclusive education programs.	8	29,6	9	33,3	8	29,6	2	7,4	-	-	27	100
10.	Governments and communities help to provide funding for inclusive schools.	11	40,7	16	59,3	-	-	-	-	-	-	27	100
Total		51		113		35		68		3		270	
Total x Score		255		452		105		136		3		951	
Ideal Score		1.350											
P (%)		70,4											

Source: Data Processing Results, 2016.

Based on the above table it can be explained that the total score of total responses of respondents to the indicator input component of the implementation of inclusive education is 70.4%. The total score of respondents is categorized fairly well.

Process Component of the Implementation of Inclusive Education

On the process component of determining the success criteria of inclusive education in this study can be seen from the results of questionnaires spread on 9 Principals and 18 teachers as follows.

Table 4
Respondents' Response to Process Component the Implementation of Inclusive Education

No.	Statement	Answer Score										Total Score	
		5		4		3		2		1		F	%
		F	%	F	%	F	%	F	%	F	%		
1.	Personal organizers of inclusive education programs plan well with learning activities in inclusive education programs.	5	18,5	19	70,4	3	11,1	-	-	-	-	27	100
2.	Personal organizers of inclusive education programs develop school curricula according to the characteristics of children with special needs.	-	-	4	14,8	5	18,5	18	66,7	-	-	27	100
3.	Personal organizers of inclusive education programs are able to hold good teaching and learning practice.	3	11,1	22	81,5	2	7,4	-	-	-	-	27	100
4.	The process of learning in the classroom tailored to the needs and characteristics of children with special needs.	2	7,4	3	11,1	15	55,6	7	26,0	-	-	27	100
5.	Personal organizers of inclusive education programs do a good evaluation.	12	44,4	15	55,6	-	-	-	-	-	-	27	100
6.	Personal organizers of inclusive education programs carry out learning evaluations to learners using different	1	3,7	6	22,2	18	66,7	2	7,4	-	-	27	100

	graduation standards.												
7.	Personal organizers of inclusive education programs are able to arrange the RPP well.	2	7,4	5	18,5	15	55,6	5	18,5	-	-	27	100
8.	Teacher delivered the learning materials well.	3	11,1	2	7,4	7	26,0	15	55,6	-	-	27	100
Total		28		76		65		47		-	-	216	
Total x Score		140		304		195		94		-		733	
Ideal Score		1.080											
P (%)		67,9											

Source: Data Processing Results, 2016.

Based on the above table it can be explained that the total score of total responses of respondents to the indicator process component of the implementation of inclusive education is 67.9%. The total score of respondents is categorized fairly well.

Product Component of the Implementation of Inclusive Education

On the product component of determining the success criteria of inclusive education in this study can be seen from the results of questionnaires spread on 9 Principals and 18 teachers as follows.

Table 5
Respondents' Response to Product Component the Implementation of Inclusive Education

No.	Statement	Answer Score										Total Score	
		5		4		3		2		1		F	%
		F	%	F	%	F	%	F	%	F	%		
1.	Children with special needs who take the exam can be passed entirely.	11	40,7	16	59,3	-	-	-	-	-	-	27	100
2.	This school produces students with special needs who are able to continue their studies to school at a higher level.	7	26,0	18	66,7	2	7,4	-	-	-	-	27	100
3.	Children with special needs can mingle with their friends at school.	21	77,8	6	22,2	-	-	-	-	-	-	27	100
4.	Normal students can accept the presence of students with special needs in the classroom to carry out teaching and learning activities together.	10	37,0	15	55,6	2	7,4	-	-	-	-	27	100
Total		49		55		4		-		-		108	
Total x Skor		245		220		12		-		-		477	
Skor Ideal		540											
P (%)		88,3											

Source: Data Processing Results, 2016.

Based on the above table it can be explained that the total score of total responses of respondents to the indicator process component of the implementation of inclusive education is 67.9%. The total score of respondents is categorized very good.

Context Component of the Implementation of Inclusive Education

The results of the indicators of the context component of the implementation of inclusive education can be explained from the following aspects:

1. The existence of legislation policy as a formal basis clearly stated and firmly.
2. The purpose of implementing a clear and focused inclusive education program.
3. The existence of socio-cultural conditions of society that support the implementation of inclusive education programs.

Input Component of the Implementation of Inclusive Education

The results of the indicators of the input component of the implementation of inclusive education can be explained from the following aspects:

1. The presence of students with special needs.
2. The presence of an adequate teacher.
3. The existence of a curriculum that is adapted to the needs and characteristics of children with special needs.
4. The existence of sufficient budget provision that comes from the government and society.

Process Component of the Implementation of Inclusive Education

The results of the indicators of the process component of the implementation of inclusive education can be explained from the following aspects:

1. Learning planning activities.
2. Implementation of learning.
3. Evaluation of learning.
4. Difficulties faced by teachers in teaching children with special needs in inclusive schools.

Product Component of the Implementation of Inclusive Education

The results of the indicators of the product component of the implementation of inclusive education can be explained from the following aspects:

1. Aspects of academic development of children with special needs.
2. Aspects of social skills development of students in inclusive schools.

CONCLUSION

1. Components context: policy and legal basis for the implementation of inclusive education have not fully met the criteria seen from the unseen and clearly and firmly found in the Education System Act in our country. The context of the objectives of the implementation of inclusive education is in accordance with national education objectives and has met the criteria, this is seen from the basic goals of national education and the goal of inclusive education equally intellectual life of the nation. While the socio-cultural context of society in the implementation of inclusive education has met the criteria seen from the implementation of inclusive education that is in line with the philosophy of our society is Bhineka Tunggal Ika.

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2. Input component: the admission of new students with special needs has met the criteria, this is seen from the number of children with special needs when enrolled in the same with normal children. Input identification of children with special needs when registering has not fully meet the criteria seen from the teacher just do the observation by looking at the physical types of abnormalities of children with special needs. Input of the number of children with special needs who attend school has not fully met the criteria seen from the number of percentage of children with special needs large enough from the ideal amount. Input types of children with special needs have met the criteria seen from the type of abnormalities of children with special needs are very diverse. Input attitude of normal students have met the criteria seen from the questionnaire results that show all normal students to be positive to children with special needs. The Input teachers have met the criteria seen from most of the number of teachers already Bachelor (S1) and civil servant status. Input the number of teachers with special needs children have not fully meet the criteria seen still small percentage of general teachers as teachers with special needs children. The curriculum input has met the criteria seen in the curriculum model used by the school of special organizers for children with special needs. Input of public facilities is considered sufficient while the input of special facilities for children with special needs is considered inadequate and has not fully meet the criteria seen from the special facilities that most of them are not owned by the school. Input financing of program implementation has not fully met the criteria seen from the type and source of assistance it provides. While the attitude of parents of students have met the criteria seen from the questionnaire that all parents have a positive attitude towards the implementation of inclusive programs.
3. Components of the process of assessment of planning activities, implementation and evaluation of learning in general have met the criteria seen from the score that entered the category good and quite good. The process of difficulty faced by teachers in the planning of learning as in the aspect of pouring the indicators to be subject matter that must be tailored to children with special needs and prepare the material / material and plan the source of learning has not fully meet the criteria seen from the school still use the regular curriculum that is applied equally to the whole students. The process of difficulty faced by teachers in the implementation of learning as in the aspects of presenting the subject matter and using learning resources and tools / learning media has not fully meet the criteria seen from the condition of children with special needs are weak in absorbing the subject matter so that should be explained and demonstrated by teachers repeatedly. While the process of difficulties faced by teachers in the evaluation of learning in the aspect of providing assessment of student learning outcomes of children with special needs has not fully meet the criteria seen condition characteristics of children with special needs different from normal students.
4. Product Components: the development of achievement level of academic learning of children with special needs has met the criteria seen from the acquisition of UAS and UN results that show the results are quite encouraging and included in the category good and good enough. While the product of social aspects of student development shows a very good development and meets the criteria seen from the attitude of all

normal students who want to accept the existence of children with special needs in school.

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Bandung, December 2nd 2017

Rector of
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