PROCEEDING
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Building Nation Character through Inclusive Education
in Global Perspective
Solo, March 19th 2011

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Building Nation Character through Inclusive Education in Global Perspective

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CONCLUSION

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THE EVALUATION OF EDUCATIONAL SERVICE MODELS FOR CHILDREN
WITH SPECIAL NEEDS IN KINDERGARTEN SCHOOL

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ABSTRACT

The objectives of this research are to find out (1) information about kindergarten teachers educational service models for the children with special needs in the classroom, (2) implementation of the special education process, (3) impact of education service models to the children learning development. This study is an evaluation research and using discrepancy model. The research is using questionnaire and interview as instruments of data collection.

Populations of this research are kindergarten teachers who have students with special needs in Yogyakarta Province. The research samples were 14 kindergarten teachers and 16 kindergarten students who were selected by purposive sampling. The data were collected through questionnaire, interview, documentary study, and analyzed by descriptive comparative.

The results of this research are: (1) special education services in the kindergarten school, either partial or general perspective is not good (2) component of planning educational programs does not relevant with special educational needs, there is no individual educational program. (3) The finding in the education service process deal with planning and implementation shows that the classical approach. Thus, the student with special needs did not shown optimum learning progress in the kindergarten classroom.

Keywords: Special education service; Children with special needs in kindergarten

A. BACKGROUND

Evaluation according to Stufflebeam (2003) is "a process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object's merit, worth, probit, and significant in order to guide decision making, support accountability, disseminate effective practices, and increase understanding of the involved phenomena." Meanwhile, Gay (1981) explains that, "evaluation is the systematic process of..."
collecting analyzing data in order to make decisions."

From both explanations generally can be understood that evaluative research is a systematic process of collecting and analyzing data or information in order to increase understanding an object in order to determine the value or benefit from an evaluated object. Evaluation research focuses its activities on the explanation of the impact of education and to find solutions related to instructional strategies.

In the matter of the context of education for children with special needs, Johnsen (2003) explains that the evaluation is intended to draw attention to specific learning obstacles, various possibilities of environment, process, and the results and its contextual relationship. Nevertheless the term evaluation is often understood in a different way between evaluation in the context of research and evaluation in the context of learning, depending on the purpose of its activities.

In the context of research, there are some models that can be used in conduct evaluating programs, especially education programs. Although there are some differences between the models, but generally, it has common goal of collecting data or evaluated object information as a consideration for policy makers. Isaac, Stephen & William B. Michael (1984:7) classify evaluation models into six, those are:

1. **Goal Oriented Evaluation**

In this model, an evaluator continuously conducts monitoring on those objectives. This is done to assess the achieved progress by the program participants and the effectiveness of the findings which reached by a program. One model that can represent this model is *discrepancy model*, which is developed by Provus. This model views more information on to the gap (*Discrepancy*), which exists in every component, which is what should be and what has been achieved in real terms.

2. **Decision Oriented Evaluation**

In this model, evaluation should be able to provide the accurate and objective information for policy makers to decide anything related to the program. CIPP evaluation model which is developed by Stufflebeam is one
example of this evaluation model. This model consists of 4 evaluation components appropriate with the model name itself, which stands for Context, Input, Process and Product. The context evaluation is the basis of an evaluation that aims to provide the reasons (rationale) in the determination of objective; therefore the efforts made by the evaluators in the context of evaluation are to provide a description and details on the environment, needs and purposes (goals). The input evaluation is the evaluation that aims to provide information to determine how to use the available resources in achieving the objectives of the program. The process evaluation is directed at the extent to which planned activities have been done. When a program has been approved and started, then it will need the evaluation process in providing feedback for those who are responsible in implementing the program.

While the product evaluation is the last part of the CIPP model. This evaluation aims to measure and interpret the achievements of the program. The product evaluation showed the changes occur in the input. In this process, product evaluation provide information whether the program will be continued, modified or even suspended.

3. **Transactional Evaluation**

In this model, the evaluation attempted to describe the process of a program and views about the value of the people involved in the program.

4. **Evaluation Research**

As mentioned above, evaluation research focuses its activities on the explanation of the education impact and to find solutions related to instructional strategies.

5. **Goal Free Evaluation**

The model which developed by Michael Scriven is the *Goal Free Evaluation Model* which is not pay attention on the program objectives as the goal-oriented evaluation model. The matter that must be considered is how the process of program implementation, by identifying the events occurred during the execution, either positive or negative.

processes, the input evaluation consists of:

a. **Rationale**

b. **Critical incident**

c. **Transactional Evaluation**

d. **Goal Free Evaluation**

These evaluations are educational in nature, explaining the educational approach in the current educational system, focusing on the educational approach, that is, the basic principles of school management, teaching and learning in an interest-driven manner.
6. Adversary Evaluation

The model is based on the procedures used by legal institutions. In the implementation, adversary model consists of four phases those are:

a. Reveals a broad range of issues by surveying the various groups, which involved in a program to determine the trust as a relevant issue.

b. Reducing the number of issues that can be measured

c. Build two opposite evaluation teams and give them a chance to argue.

d. Conduct a formal hearing. The evaluation team is then put forward their arguments and evidence before making a decision.

In the matter of the evaluation of education services, it should be explained that in general, the orientation of existing service models in the school (including kindergarten) currently still oriented to the school-based management concept. That is a concept which has the main principles that lead to school autonomy. The school has the authority to regulate and manage a variety things related to the interests of the school members according to their own initiative based on the school aspirations in accordance with valid statutory provisions. Depdiknas (2001) explains, that autonomy has to be supported by several capabilities, as follows:

a. The ability to taking the best decisions and the ability to appreciate others,

b. Ability to mobilize resources and the ability to choose the best execution,

c. The ability to communicating effectively and ability in solving school problems,

d. The adaptive and anticipatory ability,

e. Ability to work together and collaborate, and

f. Ability to meet their own needs.

Various components are necessary in efforts of improving and controlling quality of service, such as the community and parental involvement. This component is very important to be involved actively, both in the context of planning or learning process at school. The parent’s school visits allow them to understand and support the achievement of learning goals. Other components are related to
an input that is the student who has the condition and individual characteristics. Curriculum, programs, resources, facilities and infrastructures which are also an input component in the learning processes. The atmosphere, methods and learning strategy are important factors in the learning process to produce a good quality education.

Operationally, in kindergarten, there are many models which conducted in providing education services through the learning process in class. Among them are:

a. *Kindergarten* model (Fröbel, 1782-1852). He said that true education is the education that takes between the needs and the realm of children. The purpose of education is the personality realization through self development, activities, and social cooperation, with the motto "learning by doing".

b. Maria Montessori (1870-1952), Montessori education built based on the belief in three things:
   1) The Absorbent Mind,
   2) Sensitive Periods,
   3) Normalization Process.

c. According to Ki Hajar Dewantara (1889-1959), children under the age of 7 is still in growth phase, both soul and body, so that the children were not yet learning with their thoughts. All energy and birth behavior is very influential for their inner life; in opposite, inner life greatly affects the behavior of birth. The inner sense is the most effective way to import inner education.

d. Davit P. Weikart (1931-2003), High / Scope Philosophy is built on the belief that children are active learners who have the drive from themselves to explore the environment and find his own knowledge. High / Scope Curriculum has 5 elements that support children active learning (objects that can be explored by children, the objects manipulation by children, the choice for children about what to do, the children language, and support from adults).

e. Pamela C. Phelps, with *Beyond Centers and Circle Time* (BCCT) model is an approach to early childhood development since 1973,
at the Creative Pre-school, Tallahassee, Florida, USA lead by Pamela C. Phelps. BCCT developed by a team under supervision of The Creative Center for Childhood Research and Training, Inc. (CCCRT). The BCCT approach using play-based curriculum aimed at children from their birth to kindergarten age, both normal and special needs children.

The process of learning for early childhood with special need is not just intended to improve the individual’s competence, but overall behavioral change with respect to its activities, including their language development. In this learning process, the child with special needs requiring attention or special programs suitable with their conditions and potentials. The teacher plays an important role to accommodate the needs of slow learning children in the learning process.

The importance of learning in the process of behavior change for early childhood with special needs, especially in learning process which is target oriented has been recognized by many parties. But does any placement or the learning settings (schools) followed, will have the same impact on the development of children with special needs as early childhood in general? And does the learning achievement on children with special needs influenced by other factors associated with the background of teachers in learning? The focus of this dissertation research is an attempt to examine the relationship between teacher performance based on their pedagogical competence and the learning achievement of early childhood with special needs, presenting key issues:

*Does the model of services provided by teachers in the learning process in the classroom contribute to the development of early childhood with special needs learning in kindergarten?*

**B. RESEARCH METHODOLOGY**

**1. Research Sample**

The research sample were 14 kindergarten teachers (TK), which is having students with special needs in the Special Province of Yogyakarta and 16 students with special needs, who
were selected by a purposive sampling, with consideration:

a. Has a final level of students with special needs.

b. With rational considerations and facts:
   1) That not all kindergarten (TK) have students with special needs,
   2) That the student is near to completing the learning program at school, and not all kindergarten has children who are categorized with special needs,

c. Samples of both types of institutions are divided into two groups which are assumed heterogeneously based on the placement class, those are general and special class.

d. From each groups were taken based on the agreement which is obtained between researchers, school policy makers, and classroom teacher, the students which can be observed at the time of data collection is considered as a random existence.

2. Approach

The research is using descriptive analytic research, which attempt to explain the obtained data, analysis and interpretation of results are conducted in the next step. The research is conducted by using the casuistic approach through observation and questionnaires techniques on the subject based on the observed information, in accordance with the instruments guidelines that have been developed and tested. In this research, regarding:

a. The factors associated with the context, particularly at the involvement of school committees in planning the learning program.

b. Associated with input which includes teachers, students, curriculum, and facilities,

c. Process, planning, activity of learning, and evaluation

d. About a product, that is the development of teaching students with special needs in kindergarten as well as academic and non-academic.

3. Data collection
This research was descriptive research, by using a case research approach, is conducted especially to obtain information on education services provided by teachers of students with special needs, which is obtained through interviews. Meanwhile the data on learning activities and student learning outcomes acquired through observation that is the observed subject by the researchers in accordance with the observation sheet that has been designed previously.

The data collection was conducted on the components of context, input, process, and product education services for children with special needs in kindergarten (TK). The scores acquired based on the service evaluation criteria which gave by the school to the children with special needs.

4. Analysis

The collected data processed and analyzed in:

a. Descriptive analytic study based on the research object, in service learning, which includes, learning plan, program implementation, and product which formed as the development of students learning outcomes,

b. Interpretation of data was conducted based on the descriptive analysis results by using quantitative and qualitative approach

C. RESULTS AND DISCUSSION

1. Description of Program Planning Data

Results of research of planning aspects includes, programming step, suitability with the curriculum, individual needs, suitability with child development, and sustainability of the program. Furthermore, based on interview results and documentation study on the subject, the five components of the research results can be described the results as follow:
Table 1: Description of Program Planning Data

<table>
<thead>
<tr>
<th>Component Number</th>
<th>Indicator</th>
<th>Research Result (n: 14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Learning Program Planning prepared by School Team</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Program prepared in accordance with the curriculum, without modifications</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Individualized learning program is made up specially for children with special needs</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>The program is made by taking attention to the child's development</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Learning programs are made continuously, daily, weekly, monthly, etc.</td>
<td>3</td>
</tr>
</tbody>
</table>

From the existing data, it can be explained that most of kindergarten teachers who have students with special needs (71%) did not involve the team in preparing the learning program at school. Whereas in the context of inclusive education, in accordance with existing guidelines, the learning program for children with special needs should be designed with the team. Similarly, in terms of curriculum adjustments, most teachers (85%) only refer to the applicable curriculum, and there is no modification or curriculum adjustment.

Individual learning program (PPI) was also not made by teachers in kindergarten who have students with special needs. It is shown only 2 teachers (15%) of the 14 teachers who are trying to create individual learning program. The 2 people who have made these programs are supervisor teachers in inclusive schools. Furthermore, regarding to the continuity of planning program, most teachers which used as subjects (79%) were also not carried out, generally the programs were prepared as daily, weekly and monthly units, and the teacher who makes the daily programs are very seldom. But the interesting thing is that all teachers (100%) have noticed the stages of child development.
development in designing the programs.

It can be concluded that either partially or as a whole in the planning of learning programs in an effort to provide educational services for children with special needs in kindergarten, still does not meet students' developmental needs.

2. Description of Data Implementation Program

Results of research for aspects of planning includes, the delivery of individual learning programs, dialogical interaction, learning through play, learning model, the use of medium, and performed evaluation techniques. Furthermore, based on interview results, and documentation study on the subject, the six components of the research results can be described the results as follow:

Table 2: Description of Program Implementation Data

<table>
<thead>
<tr>
<th>Component Number</th>
<th>Indicator</th>
<th>Research Result (n: 14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual learning program delivered in the classroom</td>
<td>Yes 8 % 13 92</td>
</tr>
<tr>
<td>2</td>
<td>Dialogical interaction conducted in the learning activities</td>
<td>12 85 % 2 15</td>
</tr>
<tr>
<td>3</td>
<td>Learning is carried out through play</td>
<td>14 100 % 0 0</td>
</tr>
<tr>
<td>4</td>
<td>Learning program conducted in the form of &quot;circle time&quot; through the centers</td>
<td>10 71 % 4 29</td>
</tr>
<tr>
<td>5</td>
<td>Learning programs delivered using various educational media</td>
<td>14 100 % 0 0</td>
</tr>
<tr>
<td>6</td>
<td>The evaluation study conducted in the form of portfolio</td>
<td>14 100 % 0 0</td>
</tr>
<tr>
<td>7</td>
<td>Portfolio evaluation conducted regularly to see the development of children with special needs individual learning</td>
<td>1 8 % 13 92</td>
</tr>
</tbody>
</table>
Based on the data description in Table 2 above, it can be explained, that (1) nearly all teachers in kindergarten (92%) did not apply to individual learning program, and only a small proportion of these teachers (8%) who apply for children with special needs in kindergarten, (2) Nevertheless, most of the teachers in kindergarten (85%) who become subjects in this study conducting a learning activity in a dialogue, and only a small portion (15%) who did not show any learning activities in a dialogue.

Regarding to the implementation of learning model in school, suggests that all teachers in kindergarten (100%) carried out the process of learning through play. In addition, major of the subjects (71%) carried out learning activities on the basis of "circle time" as "moving activities" through small centers developed at school, and only a small proportion (29%) that did not apply. Similarly, with respect to the use of media, indeed all kindergarten teachers, which used as subject, were using some variations of educational learning media (APE) (100%) in the learning process.

The process of learning evaluation conducted regularly in schools for all students. Portfolio evaluation process undertook by all teachers in schools (100%), however only a small proportion (8%) were building a portfolio evaluation on a regular basis to see the development of learning for children with special needs at school.

Thus, based on the description of the data result of these studies, it can be concluded that implementation of learning program for children with special needs in kindergarten have been conducted in accordance with the rules of general learning for early childhood, but there are things that still not in accordance with the needs of children with special needs, those are the implementations of individual learning program (PPI), and implementation of portfolio evaluation especially for children with special needs.

3. Data Description Learning Outcomes

The research data especially for aspects of learning are include: academic development (language, numeracy), non-academic (drawing,
motorist skill), and personality (social-emotional, learning motivation). Furthermore, based on the observation, and the documentation study on the subject that conducted for two months, the three main components of this research results can be described as follow:

**Table 3: Description of Program Planning Data**

<table>
<thead>
<tr>
<th>Component</th>
<th>Indicator</th>
<th>Research result (n: 16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>There are positive developments in understanding the concept of numbers</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>There are positive developments in understanding the concept of language</td>
<td>6</td>
</tr>
<tr>
<td>Non-academic</td>
<td>There are appreciation development and artistic expression</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Motorist skill development occurred</td>
<td>10</td>
</tr>
<tr>
<td>Personality</td>
<td>There are emotional stability in social interaction with friends</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>There was improvement in students' motivation to learn in school</td>
<td>5</td>
</tr>
</tbody>
</table>

Based on data in Table 3 above, it can be explained that in terms of academic learners with special needs are still less optimally developed. From 16 students, there were only 7 students (43%) indicating the existence of positive developments in understanding the concept of numbers, and partly of subjects (57%) did not indicate any significant changes. Similarly, regarding to understanding the concept of language, there were only 6 students (37%) of the 16 students who showed positive progress, meanwhile the other 10 students (63%) did not indicate any significant changes.

Instead there are significant positive developments in non-academic terms, there were 10 students (63%) showed significant progress in motorist skills, and only 6 students (37%) which showed no significant developments in terms of motorist skills. The same result is also shown students in
appreciate and expressing art (especially drawing), 8 students (50%) showed significant progress, and the rest did not show any significant progress.

Furthermore, regarding to the learning result in personality components indicate the lack of substantial progress. Most students with special needs (63%) showed no growth in emotional stability, and the opposite things occur only in small part (37%) of subject students. Related to the development of learning motivation, only 5 students (31%) of 16 students with special needs which shows the development of learning motivation, meanwhile the other 11 students (69%) tended to be stagnant or changes in terms of learning motivation.

It can be concluded, that in general the learning outcomes of students with special needs who become subjects in the study showed:

a. No significant change in the aspect of cognitive and personality development,

b. In opposite, there were significant change in non-academic development.

D. DISCUSSION

1. Planning Program

Generally, the teachers have developed a program plan in providing educational services to children with special needs in kindergarten. As the results showed, most of the subjects had been drafted a learning program, but only a small fraction of them involves the development team at school in drafting the learning programs. It is actually less in accordance with the guidelines of developing program, which must involve the various components of schools and experts. This happens because generally kindergarten teachers did not have quite understanding on the education service model of education for children with special needs. This condition can be seen in the preliminary study, that there were only 12 people (14%) of 84 kindergarten teachers who were understand the educational services for children with special needs.

Similarly, in the preparation of learning programs that almost all of them were referred to the applicable curriculum, but there are no modifications at all. Curriculum modification is very need is very well to reduce some rather look development aspect did teachers understand in accordance supervisors.

2. Program Implementation

Implementing the program contains a teacher with models which childhood is development and the learning model is still too classical and the individual children with special needs. Then individual from child childhood is still too classical and the individual children with special needs. Therefore, individual from child childhood is still too classical and the individual children with special needs.

There is still too classical and the individual children with special needs.
modification for children with special need is very important, the aim was not to reduce standards of competence, but rather look for other alternatives in the development of competence. This aspect did not applied by kindergarten teachers. Besides the lack of understanding and skills, it is also in accordance with "instructions" of the supervisors in their respective schools.

2. Program Implementation

Implementation of the learning program conducted by the kindergarten teacher with the principles and learning models which is suitable for early childhood in general as; based on child development, learning through play, and the use of various educative learning media. But the implementation is still too general, and tends to be classical and has not related to individual learners, especially for children with special needs.

There is incompatibility with the individual needs of children with special needs which can be viewed from failure in applying the individual learning program implementation, and regular evaluation to view the development of individual learning of children with special needs. The teachers claimed "do not understand" how to service children with special needs.

E. CONCLUSIONS AND SUGGESTIONS

1. Conclusion

a. In partial or general, the kindergarten teachers has provided education for children with special needs based on the principles and learning models that appropriate to early childhood, but still not appropriate to the individual needs of children with special needs.

b. There are two important things in providing education for children with special needs in general education settings that not applied by the teachers in kindergarten those are, the implementation of individual learning programs within the context of accommodated curriculum (adapted), and evaluation of individual learning progress of individual students with special needs.
c. Model of educational services which provided by a kindergarten teacher still not provide a significant impact on the learning development of children with special needs, especially in the academic field of cognitive development and personality.

2. Suggestion

a. It will need a special program to improve the competence of kindergarten teachers in providing education for early childhood with special needs.

b. It will need a wider and deeper study about the possible development of educational services for children with special needs in kindergarten.
REFERENCES


