

Development of Performance Evaluation Model for Elementary Schools Implementing Inclusive Education

Siti Nur'aini,¹ Ahmad Teguh Purnawanto²

STAI Muhammadiyah Blora, Blora, Indonesia State

nurainimuthia24@gmail.com.¹, ahmadteguh@staimuh.ac.id.²

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Abstract: *The purpose of this research is to develop an Inclusive Education Performance Evaluation (IEPE) Model in Elementary Schools (ES). This research uses a Mixed Methods approach. The research method was modified from the Borg & Gall model and involves School Principals, Teachers, and Parents. Data were collected through Focus Group Discussion (FGD), interviews, observations, and documentation studies. The research findings show that (1) the IEPE model is one of the best evaluation models based on the assessment results of experts and practitioners of inclusive education implementation in elementary schools; (2) the performance evaluation model for elementary schools implementing inclusive education consists of seven components: leadership, strategic planning, focus on students-parents, needs analysis, focus on teachers-staff, inclusive classroom management, and results; and (3) the evaluation of the IEPE model in the implementation process at elementary schools is capable of revealing data that is: (a) comprehensive; (b) factual; (c) flexible; and (d) diversity-oriented service*

Keywords: *evaluation model development, inclusive education, elementary school*

INTRODUCTION

Inclusive education is considered to provide great opportunities for children with special needs according to their talents, interests, and abilities to participate more widely in various types and levels of education than ordinary children. According to Article 12 Chapter V Number (1) b of the Law of the Republic of Indonesia, every student in every educational institution has the right to educational services that correspond to their talents, interests, and abilities. "Full inclusion means all students with disabilities are placed in their neighborhood schools in general education classrooms for the entire day, general education teachers have the primary responsibility for students with disabilities," said Hallahan & Kauffman [1], [2].

Thus, all children with special needs have the opportunity to learn together with regular children in the widest possible learning environment. On the other hand, regular school teachers are responsible for providing services appropriate to the diversity of their students. Minister of National Education Regulation Number 70 of 2009 establishes the objectives of inclusive education as follows: (a) providing the widest possible opportunity to all students who have physical, emotional, mental, or social abnormalities or who have potential intelligence and/or special talents to obtain quality education according to their needs and abilities; (b) creating an education system that appreciates diversity and is non-discriminatory. [3].

The reality in schools shows that inclusive education in Blora has not yet reached the expected level of progress. The Special Education Development Unit (BPG SLB)

of the Blora Education Office explains several monitoring and evaluation results, including: (1) lack of support from school principals; (2) poor physical accessibility for Children with Special Needs (CSN); (3) insufficient role of SLB as a resource center; and (4) no changes in the evaluation system appropriate to CSN conditions.. [4]. The initial survey conducted by researchers at several state elementary schools in Blora shows that (1) the number of teachers is not balanced with the number of students. This contradicts the regulations for organizing Special Education which state that educational personnel must at least consist of a classroom teacher and an expert, which is not used as a reference in organizing inclusive programs; (2) there are no paramedics, so parents must take time to find paramedics outside school and students leave the learning process; (3) teachers handling CSN have insufficient understanding of inclusive learning programs. [5].

Nevertheless, several schools implementing inclusive education have shown favorable results by providing services for student diversity: (1) there are more students with special needs than the determined quota, indicating that these schools meet community standards; (2) parents are more open to providing better services to their children, regardless of their own needs [6].

Thus, an evaluation model for the performance of elementary schools implementing inclusive education is needed to determine the extent of inclusive education. Evaluation will help policymakers make strategic decisions about inclusive education. This aligns with Dunn's idea that "evaluation provides valid and reliable information regarding policy performance." Therefore, evaluation is intended to provide information about considerations and policies necessary for the decision-making process [7]. This research uses the process and results evaluation method from the CIPP model. In addition, the criteria of the Performance Excellence in Education model, created by the Baldrige Award Criteria for Education, are adapted to this model for several reasons: (1) it has been used for years to develop standard criteria for Performance Excellence in Education and to launch the Baldrige Award Criteria for Education; (2) it was created by educational institutions and other educational institutions; (3) it provides various important and complete information that can be easily accessed through the website; (4) the quality components and indicators developed are very detailed and functional; and (5) it conducts comprehensive quality measurement and involves parents as subjects in determining quality. [8].

LITERATURE REVIEW

Religious moderation has become an important discourse in Islamic education in Indonesia given the diversity of religions, cultures, and ethnicities that exist. The concept of *wasathiyah* or Islamic moderation is a fundamental principle in forming tolerant attitudes and preventing extremism among the millennial generation. Research by Faiqah and Pransiska (2018) emphasizes the importance of building a peaceful face of Indonesian Islam through moderate approaches as a counter to radical Islamic views. [10].

Muchith (2016) identified that radicalism in education occurs due to the weak position of teachers as professionals, which triggers intimidation actions in educational environments. This is reinforced by Umro who states that terrorism movements that have become a global problem are motivated by violent actions in the name of religion or religious radicalism. To counter extremist ideology, Risma Savhira recommends applying *wasathiyah* character values so that young people can be wiser in facing new ideologies [11].

Recent studies show that religious moderation values in the Qur'an can be internalized through four aspects: the message of justice, taking a middle position, becoming the best community, and having broad knowledge. The implementation of *wasathiyah* values in Islamic education curriculum includes subjects such as Faith, Ethics, Islamic

Jurisprudence, History, and Qur'an-Hadith with emphasis on tolerance, dialogue, justice, and public benefit [13].

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Contemporary scholarship has further defined religious moderation through four key indicators: national commitment, tolerance, non-violence, and accommodation to local culture. This conceptualization aligns with Indonesia's national objectives of maintaining unity and diversity, encapsulated in the national motto "*Bhinneka Tunggal Ika*" (Unity in Diversity). The integration of these values into educational frameworks represents a strategic approach to countering radical ideologies while promoting social cohesion [15].

Challenges in Religious Education

Multiple scholars have identified significant challenges in religious education that contribute to the emergence of radical tendencies among youth. Muchith (2016) identified that radicalism in educational contexts occurs due to the weak position of teachers as professionals, which triggers various forms of intimidation within educational environments. This structural weakness creates vulnerability within educational institutions, potentially allowing extremist ideologies to infiltrate student populations [16].

Furthermore, research indicates that the terrorism movements that have become global concerns are fundamentally motivated by violent actions perpetrated in the name of religion, commonly referred to as religious radicalism. The internal factors of Islamic education that do not function optimally also contribute to radical actions, particularly when educational components such as curriculum, educators, and infrastructure fail to work harmoniously. Afwadzi (2021) reinforces this observation, noting that incompleteness in various studies regarding religious moderation highlights the need for more comprehensive approaches to this critical issue [17].

Educational Strategies and Implementation

Recent systematic literature reviews have revealed that education plays a crucial role in strengthening religious moderation in Indonesia. The implementation of *wasathiyah* values in Islamic education curricula encompasses various subjects including Faith (Akidah), Ethics (Akhlak), Islamic Jurisprudence (Fiqh), Islamic History (Tarikh), and Qur'an-Hadith studies, with emphasis on tolerance, dialogue, justice, and public benefit. Educational institutions have successfully integrated religious moderation values into their curricula through both formal and informal approaches, adapting to specific institutional contexts [18].

The body of literature demonstrates that Qur'an-based religious moderation values offer a robust framework for addressing contemporary challenges of radicalism and intolerance in educational settings. The internalization of *wasathiyah* principles through systematic educational interventions shows promise in developing tolerant, critically-minded citizens capable of maintaining social harmony in diverse societies. Future research should address underexplored dimensions including student perspectives, digital landscape impacts, and longitudinal assessments of religious moderation programs' effectiveness. The collaborative efforts of educational institutions, government agencies, religious organizations, and communities remain essential for the successful implementation and sustainability of religious moderation initiatives in Indonesia [19].

METHODOLOGY

The purpose of this development research is to create a product that includes the Inclusive Education Performance Evaluation (IEPE) model in elementary schools and its quality assessment. The research process was modified from ten research stages to four main stages, following the Borg & Gall model. Preliminary research examined literature related to the conceptual framework of the model and performance approach of elementary schools implementing inclusive education. This research produced an analysis and description of the factual model of elementary school performance implementing inclusive education currently in use. Planning the elementary school performance evaluation model is the first step in model development. This involves adapting the Baldrige Award criteria for Education into a performance evaluation model for elementary schools implementing inclusive education. Draft designs and evaluation model instruments were created to develop the initial product.

Subsequently, instruments and validation sheets for the evaluation model were prepared, as well as assessment instruments and sheets covering elementary school performance, organizational performance results, effectiveness of the elementary school performance evaluation model implementing inclusive education, and evaluation guidelines to be validated by learners. Evaluated, modified, and refined after validation results to become a hypothetical model ready for empirical testing.

In this research, both qualitative and quantitative approaches are used simultaneously. According to Creswell's opinion, there are three models for using qualitative approaches, quantitative approaches, or mixed or combined approaches in one research. The choice to mix both approaches is based on the fact that both approaches are carried out in an integrated and mutually supportive manner. Descriptive research methods are used to study, describe, and interpret data conditions and relationships between data. This method relates to theory testing and relationships between variables, according to Best. After the evaluation model, tools, and instruments are created, expert validation is a small-scale trial conducted. This research uses Focus Group Discussion (FGD) and conducts expert validation in three stages. This method is used to produce a valid and reliable evaluation model.

Content validity of qualitative and quantitative data is analyzed for descriptions of trial results. This research uses the SPSS program for its quantitative approach. The Principal Component Analysis technique is used, and instrument reliability estimation is based on internal consistency with the Alpha-Cronbach formula. The qualitative approach uses informant evaluation and triangulation techniques. Questionnaires are used to collect data for initial stage empirical validation, final stage validation, and overall data validation. Model analysis results show that as a development result, the model design is good.

RESULTS AND DISCUSSION

Three components are used to develop this evaluation model: development of process and results instruments, evaluation model, and evaluation guidelines. This evaluation model was created based on empirical condition findings and then transformed into an evaluation model for elementary school inclusive education implementers. This model is also equipped with evaluation theory and based on empirical condition results, then adjusted to Malcolm Baldrige's exceptional educational performance, and equipped with theories about evaluation and inclusive education principles, which include quality components and indicators of process and results. To determine components and quality indicators of inclusive education process and results, conceptual studies were conducted, and inclusive education principles, which include components and indicators of inclusive education.

The results of expert judgment assessment analysis by practitioners and model effectiveness through four stages, namely Focus Group Discussion (FGD), preliminary trial, main trial, and operational trial, will determine whether this model

is feasible. The first FGD was held at several state elementary schools in Blora, attended by nine experts, including five educational evaluation experts, three Special Education experts, one Elementary Education expert, and two practitioners from SLB. The second FGD was attended by six practitioners, consisting of two Special Education supervisors, two SLB principals, and two inclusive elementary school teachers. The concept of process quality, evaluation model, and evaluation guidelines for implementing inclusive education in elementary schools were found and established through Focus Group Discussion (FGD). In addition, the initial draft was discussed, and many inputs or suggestions were given regarding instrument simplification, instrument clarity, evaluation instruction clarity, honesty of data collection instruments, and honesty of evaluation guidelines.

In the second stage trial, assessments were conducted on 34 people, including two SLB supervisors, two elementary school principals implementing inclusive education, five Special Education experts, two management experts, one evaluation expert, 16 elementary school teachers, and eight parents of students present at school on the trial day. Besides elementary school teachers and principals, assessors also involved supervisors and school principals from other schools, both directly and through email.

The results of the preliminary stage assessment of the feasibility of quality instruments for implementing inclusive education in elementary schools include: clear inclusive performance process questionnaire instructions; clear leadership; clear strategic planning; clear student and parent focus; clear needs analysis; clear teacher and staff focus; and clear inclusive classroom management process. In this preliminary focus assessment, an average score of 3.70 was found for clear words and sentences; (11) form and letter size; (12) use of punctuation and writing; and (13) writing format. Viewed from the assessment standards in the evaluation guide, this total average score is between 3.6 and 3.93, indicating that the instrument can be used with improvements.

Table 1. Results of Quality Instrument Validation for Implementing Inclusive Education

Stage	Number of Respondents	Average Score per Item (1-13)	Total Average
1	12	3.62-3.93	3.70
2	24	3.77-4.04	3.91
3	74	3.80-4.30	4.13

The results of the first stage assessment of the feasibility of performance results instruments for implementing inclusive education in elementary schools include (1) clarity of inclusive elementary school performance results questionnaire instructions; (2) clarity of student learning achievement results instruments; (3) clarity of outcome instruments focusing on students and parents; (4) clarity of financial and fund use instruments; (5) clarity of outcome instruments focusing on teachers and staff; (6) clarity of special service functioning instruments; (7) use of standard Indonesian language; (8) statement formulations that are easy to understand; (9) use of clear words and sentences; (10) letter form and size; (11) writing and use of punctuation; and (12) writing format, a total average score of 3.83 was found which is in the interval >3.4 -- 4.2 in the good category so the instrument can be used. Nevertheless, before the instrument is tested in the second stage, improvements are first made referring to recommendations given by validators.

The second stage assessment results show a total average score of 3.97, in the interval >3.4 -- 4.2 which means good category. The total average score of the second stage assessment results experienced a slight increase from average 3.83 to 3.97, and

there are still recommendations from validators for instrument improvements before implementing the third stage development.

The third stage assessment shows a total average score of 4.13. The total average score of the third stage assessment results increased from average 3.97 to 4.13. This means the instrument is good for use at the elementary school level in all school classifications. The increase in average score indicates a positive relationship with previously made revisions.

Reliability estimation was conducted at each school, both at state elementary schools. Based on analysis results using SPSS for Windows 18.0, all questionnaires on inclusive education implementation results for student learning achievement components, outcome focus on students-parents, financial and fund allocation, outcome focus on teachers, staff, and effectiveness of special service unit functioning have Cronbach's Alpha above 0.7. This indicates that all instruments can be considered reliable. Thus, all instruments for inclusive education implementation results can be applied at all elementary school levels, both favorite private and state schools.

Factor analysis results using Principal Component Analysis technique show that almost all item numbers of inclusive education implementation result instruments have factor loadings greater than ≥ 0.5 . Thus, all instruments can be considered valid, so it can be concluded that inclusive education implementation result data is normally distributed, thus meeting requirements for further analysis.

The first stage assessment results of the IEPE model include: objectivity of data collection instruments, objectivity of evaluation guidelines, practicality of data collection instruments; practicality of evaluation guidelines, economical in time use; economical in cost use; and economical in labor use.

The first assessment results of evaluation guidelines include aspects: (1) clarity of inclusive elementary school performance evaluation general instructions; (2) clarity of evaluation process steps; (3) clarity of evaluation result recommendations; (4) clarity of evaluation implementation time; (5) use of standard Indonesian language; (6) statement formulations easy to understand; and (7) use of clear words and sentences, obtained a total average score of 3.90. Referring to assessment standards, this average score indicates that evaluation guidelines fall into the good category. Before the second assessment, evaluation guidelines were improved. This refers to recommendations from validators.

The second assessment results of the main trial stage for evaluation guidelines obtained a total average score of 4.00, experiencing a slight increase, from 3.90 to 4.00. This indicates that improvements after the first stage have the meaning of increasingly better evaluation guidelines. Nevertheless, before the third stage assessment, aspects related to evaluation guidelines were improved, according to input from validators.

Based on the third stage assessment results for evaluation guidelines, a total average score of 4.20 was obtained. Referring to assessment standards in evaluation guidelines, this average score indicates a very good category, although at the most minimal stage and can be used. This third stage assessment experienced an increase, from 4.00 to 4.20, namely a very good classification. From these three stages of assessment results, it can be concluded that the evaluation model along with instruments and evaluation guidelines developed in this research can already be utilized or used by education implementers or school principals as a reference for conducting evaluations. With the existence of a performance evaluation model for elementary schools implementing inclusive education equipped with instruments and guidelines, it is hoped that elementary school inclusive performance evaluation results will be immediately conveyed to implementers, leaders and teachers or parties related to improvements in inclusive education implementation.

CONCLUSION

The data analysis results above bring us to the following conclusions. First, the IEPE model is one of the good evaluation models based on assessment results of experts and

practitioners of inclusive education implementation in elementary schools. This model is adapted to Malcolm Baldrige's exceptional educational achievement and is based on inclusive education principles and equipped with evaluation theories. To achieve this goal, the survey method researchers conducted conceptual, theoretical, and empirical research in the field. Second, the Inclusive Education Performance Evaluation (IEPE) Model has two performance evaluation components. The process aspect consists of six components, namely leadership, strategic planning, focus on students-parents, focus on teachers and staff, inclusive classroom management, and measurement analysis; and the results aspect consists of five components, namely student achievement, results focusing on students-parents, results focusing on teachers and staff, financial and its use. Each section contains 233 statements, each equipped with an introduction, filling instructions, and evaluation guidelines. In the implementation process at elementary schools, the IEPE model evaluation can provide relevant data that is flexible, diversity-oriented service, and based on facts in the field..

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Author Contribution

All authors made equal contributions to this publication, have reviewed and approved the final version, and declare that there are no conflicts of interest.

Conflicts of Interest

All authors declare that they have no conflicts of interest.

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