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EVALUATION OF INCLUSIVE LEARNING PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS (AUTISM)

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Abstract

Inclusive education from primary to higher education has been implemented in many countries around the world, even before the issuance of the UN Convention in 2008. In Indonesia, the UN Convention immediately received a response from the Government and the public through the DPR, in the form of ratification into Law of the Republic of Indonesia no 19 of 2011. The purpose of this study is to elaborate on the form of evaluation of inclusive learning programs for students with special needs (autism). The research method used is the qualitative research method. The results of the study show that good evaluation activities are activities that are able to provide feedback as a form of improvement for a program from all aspects. The CIPP model is considered suitable for evaluation studies on the implementation of inclusion studies for autistic students. Program evaluation has a measure of success called a criterion. With the reference criteria, various components in the program that have been achieved can be considered. The criteria are said to be successful and successful if they meet the established success criteria.

Keywords: Evaluation, Inclusion, Autism, Learning

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INTRODUCTION

Education is a crucial element in improving the quality of human resources (HR) as a form of sustainable development efforts. Education aims to provide a place for humans to develop skills, attitudes, potential, and intelligence to become skilled and ethical humans. Article 31 paragraph 1 of the 1945 Constitution states that every citizen has the right to education. Education is the right of citizens without exception in the form of formal education or non-formal education, regardless of origin, social status, economy, even the physical condition of a person including children who have disorders. Education for All (EFA) known as Education for All (EFA) has been agreed as one of the government's policies through the Dakar Declaration in 2000. EFA offers an education concept that is evenly distributed to all levels of society regardless of ethnicity, race, religion, and group. Education For All (PUS) also encourages someone with disabilities to participate in the implementation of quality education, including in universities. As stipulated in Law number 12 of 2012 which states: "Higher education is held with democratic and fair principles and is not discriminatory by upholding human rights, religious values, cultural values, pluralism, unity and

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unity of the nation (Kemendikbud, 2012). Among the contents of the article that need to be underlined is that in continuous education, the principle that must be upheld is the absence of discriminatory terms, namely efforts to discriminate, exclude, limit, harass, exclude on the basis of disability that intend or have an impact on limiting or eliminating the recognition, enjoyment, or implementation of the rights of persons with disabilities including education. Namely the inherent right of persons with disabilities to obtain quality education in education units in all types, pathways, and levels of education in an inclusive and special manner (Kemendikbud, 2016).

Disability according to the Convention on the Rights of Persons with Disabilities is people who have mental, physical, intellectual, or sensory limitations and are experienced for a long time. A person is called a disability if they cannot participate fully in the community environment. The education system is no exception to education in higher education needs to be oriented towards inclusion to build an inclusive society and fight discriminatory attitudes. Education for all is an education system that is 'accessible' to all, including people who are rich, poor, old, young, disabled, non-disabled, and with all kinds of differences. There is no discrimination in between, so that an inclusive society can be realized where differences can be valued in one unity of life.

Inclusive education from primary to higher education has been implemented in many countries in the world, even before the issuance of the UN Convention in 2008. In Indonesia, the UN Convention immediately received a response from the Government and the public through the DPR, in the form of ratification into Law of the Republic of Indonesia no 19 of 2011. Thus, all provisions on the rights of persons with disabilities are guaranteed by law and must be implemented. One of the basic human rights, namely education, must be implemented at all levels in the form of inclusive education, no longer exclusive as in special schools.

In a journal article written by (Gurbuz dkk., 2019) in the United States the number of autistic students is 0.7 to 1.9% of the student population diagnosed with ASD (White dkk., 2011) and in the UK it was reported to have a slightly higher increase from 1.8% in 2004 to 2.4% of the student population in 2008 (MacLeod & Green, 2009). And the number of students with disabilities, including those with Autism Spectrum Disorder (ASD), asking for support in education to has increased in many countries (Ames dkk., 2016; Gobbo & Shmulsky, 2012; Hastwell dkk., 2012; Quinn dkk., 2014). In Indonesia there is no accurate data on the prevalence of autism. However, the Ministry of Health in the account depkes.go.id and (Labola, 2017) Estimates an increase every year. UNESCO itself in 2011 released that people with autism reached 35 million people in all parts of the world. While in Indonesia it is estimated that there are 12,800 people with autism and 134,000 people with autism spectrum between the ages of 5 – 19 years. Even data from the Ministry of National Education (Depdiknas) in 2010 there were 638,000 children diagnosed with autism in Indonesian special schools (SLB) in 2008, and the Ministry of National Education stated that the prevalence of autistic children in Indonesia increased by 15% every year (Riany dkk., 2016).

However, the disorders experienced in autistic children do not always show low academic performance (Soeparman, 2014). Several research publications in higher education also state that the achievement of students with disabilities varies, between high and low levels of academic achievement. Research by (Foreman dkk., 2001) shows that the average academic achievement of students with disabilities is significantly lower than that of non-disabled students. Students with disabilities also complete college longer, academic achievement (Grade Point Average) is low, and the proportion of dropouts is also high due to absenteeism (MURRAY, 2021), lack of confidence, and feel unsuccessful in their studies (McKenzie & Schweitzer, 2001), and feeling isolated (Shevlin dkk., 2004), also low resistance (Lombardi dkk., 2012). But other research studies were conducted (Horn dkk., 1999) shows that academic achievement in the form of GPA of students with disabilities is no different from non-disabled students. Some studies have even found that the academic achievement of students with disabilities is higher than that of non-disabled students (Jorgensen dkk., 2005; Willett, 2002).

Inclusion education is education that unites all children in one learning process regardless of differences in student backgrounds in an educational service that is feasible and in accordance with the individual needs of students. In inclusion classes, students are not differentiated based on their level of intelligence or physical or mental limitations but rather all children are treated equally. The

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basic principle in inclusive education is as long as it is possible for all children to learn together with non-disabled students. They get all the same educational learning and evaluation processes. Deficiencies in students with disabilities must get special assistance, so that they can follow all educational activities well. For people with disabilities and blind people assisted in access to the location of activities. In the classroom, assistance is provided to receive educational materials, for the blind, deaf, and mentally impaired, including people with autism.

Inclusive education is considered the right solution in fulfilling the right of every child to get education. This education is intended as an educational service system that includes children with special needs. It is expected that they can study together with their peers in the regular school closest to where they live. Thus, it is hoped that there will be no more discriminatory treatment in educational services, especially for children with disabilities and / or children with special needs including autistic students.

Research conducted by M. Kanerlay, M. Kanakri (2017) and Hosny &; Anous (2015) in (Ghazali dkk., 2020) pointed out that the environment is critical to autism treatment because it will affect behavior and suggested that architects and educational designers should modify the settings for these learning communities. Failure to implement the right environment will have a negative impact on the behavioral development of autistic children. That is a learning environment that suits the needs of autistic children. Even though educators are still lacking in terms of sensory issues regarding planning learning environments, especially in physical teaching environments.

Inclusive education is relatively new, so it will face various problems in its implementation. In the social environment, public perception of disabled people has not supported the development process. The presence of people with disabilities is often not desired by their parents, and their existence is considered a family disgrace. Society also considers the existence of disability as a burden, and cannot be developed to play a role and contribute to the life of the community as a whole. This situation tends to become complex, because then people with disabilities tend to consider themselves helpless, useless, and increasingly isolated. The understanding of inclusive schools among educators is still diverse. Some understand that inclusion schools are schools that already have an inclusion predicate, but there are also those who understand that all public schools, which accept and provide services to students with disabilities are referred to as inclusion schools. So that problems can arise in many ways, ranging from accessibility, acceptance by non-disabled students, minimal readiness of organizing schools including lack of competent teachers, differentiated curriculum according to the capacity of ABK students, awareness and understanding of peers and parents about the presence of students with special needs at school, employees and other educational environments, to the learning process of academic material.

To see the relevance, effectiveness, and efficiency of student learning programs in regular classes at the LSPR Institute of Communication and Business Jakarta campus, it is necessary to evaluate. The evaluation process starts from planning on the structure and carrying capacity of the program, the effectiveness of the process of implementing activities, to the products produced from the implemented program. Thus, complete information will be obtained to find out the weaknesses and strengths of the program as a basis for making improvements. Furthermore, it can be used by all stakeholders as policy recommendations for the sustainability of the next program.

Based on the background of the problem and the focus of research that has been formulated above, the formulation of the problem in this study focuses on the evaluation of inclusive education programs for students with special needs on the LSPR Institute of Communication and Business campus which focuses on the effectiveness of planning, implementing and learning program results based on objective standards or predetermined criteria in terms of context (contxt), input, process, and product.

In general, the purpose of this study is to determine the effectiveness of inclusive learning programs for students with special needs on the campus of The London School of Public Relations (IKB LSPR) Jakarta. Specifically, this study will provide recommendations in order to improve inclusion learning programs based on the data obtained and the results of analysis carried out from planning to impact.

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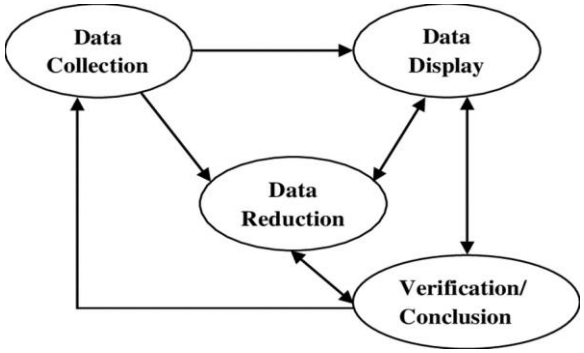
METHODOLOGY

This research uses evaluative research, where this research is not to prove a hypothesis but the goal is to improve a program or policy. In general, evaluation has the aim of improving (to improve) not to prove (to prove). As stated by (Goyol, 2014) that "Evaluation utilizes many of the same methodologies (qualitative and quantitative), used in traditional social research". The evaluation uses several methodologies (qualitative and quantitative) as used in social research. Based on this explanation, it can be concluded that qualitative research methods are research methods used to examine conditions in naturalistic objects, both human objects, phenomena, situations, and social processes, whose data are analyzed inductively, with data collection techniques in the form of observation and documentation. This evaluation research is oriented to see the effectiveness and implementation of the implementation of inclusive learning programs for students with special needs using the CIPP model developed by Stufflebeam.

This research is included in the type of qualitative research that requires researchers to be more creative in terms of data collection and analysis. Some data collection techniques in qualitative research that highlight diversity in the field include: surveys, interviews, observations, focus groups and documentation (Hammersley, 2009). The data collection techniques in this study were carried out through participant observation and document analysis. According to (Roulston, 2010) Data collection techniques such as field notes or observations, documentation studies are important when carrying out research using a qualitative approach. Furthermore, in extracting data, researchers play the role of instruments (Berger, 2015), Meanwhile, for the sake of smooth and directed research, researchers are guided by research instruments in the form of interview guidelines and observation guidelines.

The data analysis technique used in this study is an interactive inductive model (Miles dkk., 2014) which includes three stages; Data reduction, data display, and inference or verification. (Schutt, 2012) Explaining that data reduction is done by summarizing, choosing things that are important, and removing irrelevant data, focusing on things that are important, then looking for themes and patterns. Data display is done by displaying all relevant data into the research report in the form of short descriptions, relationships between categories, and narrative text descriptions. While conclusions and verification are made by comparing, collecting, and synchronizing strong evidence in answering research questions that have been posed. The purpose of this data analysis is to turn large amounts of raw data into a coherent account. Whether the data is quantitative or qualitative, the task is to sort, organize and process it and understand its configuration. The goal is to produce readings that accurately represent the raw data and integrate them into a meaningful record of events (Weiss, 2009). In evaluative research, data analysis serves to answer questions that must be answered to determine the success of a program or service, the quality of resources, and others. These questions are closely related to the nature of what is being evaluated and the goals and objectives of the program or service (Powell, 2006). Qualitative analysis during the data collection process and analysis after data is collected using the Miles and Huberman model. According to (Miles dkk., 2014), that data analysis consists of three lines of activities that occur simultaneously, namely data collection, data reduction, data presentation (display data), and conclusion making / verification.



Picture 1. Data Analysis Component of the Miles and Hubermen model

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In the early stages, researchers collect data (data collection). Data collection activities are carried out from the time the researcher enters the research location until all the necessary data is collected. Data collection is obtained from observations, interviews, and documentation. After the researcher collects data through observation, interviews, and documentation, the researcher analyzes the data with steps as described in the scheme above.

RESULTS AND DISCUSSION

Program Evaluation Concept

Many people assume that program evaluation is seen as a current phenomenon. However, program evaluation has a long and interesting history since at least the early 19th century. Arrive at a better understanding of how and why the field of evaluation evolved to become a profession. Based on the event then (Madaus dkk., 1983) and (Reeve & Peerbhoy, 2007) defines the definition of evaluation as a study designed to assist in conducting performance appraisals.

Furthermore, the notion of evaluation continues to develop along with the times. This is due to the need for evaluation activities in all sectors of life. This includes education, trade, agriculture, industry, communication, and so on. Therefore, the understanding of evaluation then develops according to the needs of program users in each sector. Grounlund in (Djaali & Muljono, 2007) Evaluation is a systematic process of determining or making decisions to what extent a goal or program has been achieved. Therefore, evaluation is always related to decision making, because the results of evaluation are a basis for assessing a program and deciding whether the program can be continued or still needs to be improved.

While Scriven defines evaluation as the process of determining the benefit, value, or value of something, or the product of a process whose purpose is to make improvements in the things being evaluated or to determine the overall quality of what is being evaluated (Scriven, 1980). According to the Joint Committee on Standards for Educational Evaluation in (Secolsky & Denison, 2012), Evaluation is defined as a systematic investigation of the value or benefits of an object. The object here refers to the program under study.

The term "program evaluation" came into widespread use in the mid-1960s, when there were efforts to systematically implement programs (Stavropoulou & Stroubouki, 2014) (Kaimal & Blank, 2015). Program evaluation is a data collection activity which is then analyzed to produce information as a reference in conducting assessments (Zohrabi, 2011; (Karim dkk., 2019). Program evaluation is an activity designed to investigate and analyze the actual development of the program, assessing how well the implementation of the planning that has been designed. As well as establishing the means in which further development can be realized. Furthermore, a broader definition of program evaluation is as an activity carried out in order to systematically collect information about program activities, characteristics, and results to make assessments about the program, improve program effectiveness, and or inform decisions about future program development. Program evaluations must be fit for purpose, conducted ethically, and produce accurate findings that will be used to make decisions (Şahin & Kılıç, 2018).

(Denzin & Lincoln, 2017) said that program evaluation is oriented around the attention of policymakers from funders characteristically includes causal questions about which programs have achieved the desired objectives. The decisions taken are used as indicators of performance appraisal or performance assessment at each stage of evaluation in three categories, namely low, moderate, and high. Zohrabi (2011) and Larke (2013), said that the evaluation of a program is not only to photograph a picture of effectiveness, but also look for the impact and side effects caused or resulting from a program, especially negative ones. This is because not all aspects of the program evaluated always show effective results (Zandniapour & Deterding, 2018). The results of the evaluation obtained can then be used as a consideration of whether a program can be implemented, continued or even stopped. According to (Carman, 2011), Ideally, a good organization will conduct an evaluation as a self-improvement activity to monitor and see whether the goals that have been set can be implemented properly. The improvements made are the result of the identification process or in the form of studies carried out. An evaluation should provide information based on

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credible and useful evidence, and be able to provide recommendations and lessons learned in the decision-making process.

According to Christie (Christie, 2012) Many failures often occur in program evaluation activities due to undirected understanding and poorly maintained communication both internally such as organizers, staff with evaluators and externally, namely between evaluators and program users. The primary purpose of program evaluation is to provide useful feedback to a variety of audiences including sponsors, donors, client groups, administrators, staff, and other stakeholders (Goyol, 2014; Larke, 2013). The feedback obtained should influence decision making and subsequent policy formulation. (Roberts & Steele, 2005) Clarify the function of feedback in program evaluation by identifying six specific objectives: (a) clarify the identity of a program, (b) adjust or improve program components, (c) check that services meet quality standards, (d) improve rationality and organization in the service delivery system, (e) transfer or initiate interventions, and (f) to provide implementation information about a program. Usta & Hakan (2018) further stated that after summarizing implementation information about a program in detail and accurately, the next step is that evaluators can provide important recommendations for program sustainability based on existing evidence to stakeholders. So that with this evidence, stakeholders can easily make decisions about the continued condition of a program to be implemented, improved, or terminated. Based on some of the above understandings, it can be concluded that the definition of program evaluation is an activity designed to analyze an activity systematically from planning to results. So as to be able to provide information about the achievement of a program. Good evaluation activities are activities that are able to provide feedback as a form of improvement for a program from all aspects. Therefore, it is important in an evaluation activity that an evaluator understands in detail what is the goal, how the form of planning, to what impact is produced.

Relevant Evaluation Models Used

When designing an evaluation activity, an evaluator must be able to ensure that frequently asked questions about the suitability of the evaluation model used and the dimensions contained in the model are answered correctly (Hansen, 2005). These questions arise due to the many evaluation models that develop so that sometimes deceive evaluators in determining the model to be used. An evaluation model is an idea or idea that serves as a guide to help evaluators collect data from a program. Then the existing data can be interpreted as a relevant reference in drawing conclusions (Khaleel, 1988). According to (Anh, 2018), Evaluation models were mostly created in the period 1940-1960s. However, the rapid development of evaluation models only began in the 1970-1980s. During this period, several evaluation models were born specifically designed to be applied in the world of education such as the CIPP model developed by Stufflebeam, Responsive and Countenance developed by Robert Stake, the Objective model developed by Tyler, the Discrepancy model developed by Provus, and many more (Anh, 2018; Ubulom, 2012).

Each evaluation model developed has its own advantages and disadvantages. So the second task of an evaluator after understanding well the planning of a program to be evaluated, then is to determine the evaluation model appropriately. There are 3 things that must be considered in choosing an evaluation model to be used: (1) the determination of the evaluation design can be based on the purpose of conducting an evaluation, (2) pay attention to the characteristics in the evaluation model, and (3) pay attention to the characteristics of the problem to be solved; (Hansen, 2005).

After paying attention to the things that are required to determine a model in an in-depth evaluation, then an evaluation model is determined that is in accordance with the problem being studied in this study. The model that fits the problem under study is the CIPP model developed by Stufflebeam. The selection of the model is not only based on the suggested considerations, but also based on considerations about the advantages and disadvantages possessed by the evaluation model.

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The concept of evaluation of the CIPP evaluation model was first introduced by Stufflebeam in 1965 (Daniel L. Stufflebeam &; Shlnkfleld, 1985), as a result of his efforts to evaluate ESEA (the Elementary and Secondary Education Act). This model was originally intended to evaluate the educational curriculum at the primary and secondary school levels. But over time, the evaluation model developed by Stufflebeam was not only applied to evaluate the curriculum but to evaluate educational programs more broadly. This is because the CIPP model is able to provide an assessment by looking at the problem comprehensively, because the object of evaluation is not only on results alone but also includes context, input, and process (Carden & Alkin, 2012).

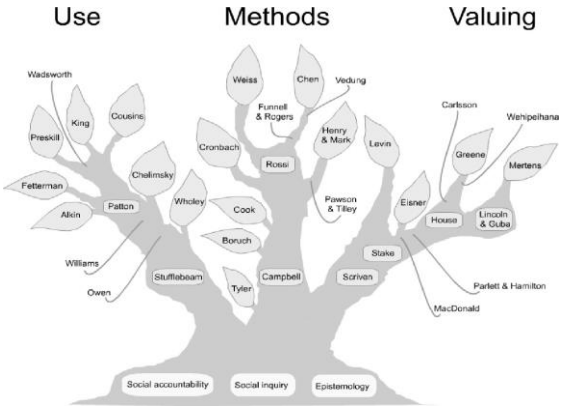

Figure 2. Location of the Staufflebeam Evaluation Model

In its design, Stufflebeam structured CIPP as a frame work to systematically guide the concept, design, implementation, and assessment of learning services, as well as provide feedback and effective judgment for continuous improvement (Zhang & Griffith, 2011). Namely systematically guiding evaluators and stakeholders in asking relevant questions in conducting assessments at the beginning of the project (context evaluation and input evaluation), when the evaluation is in progress (input and process evaluation), and when the evaluation ends (product evaluation). This CIPP evaluation model emphasizes "learning by doing" to identify things that need to be corrected in problematic evaluation objects. It is thus particularly suitable for evaluating activities that arise in a dynamic social context. It is as Stufflebeam points out, that the most fundamental principle of this model is "not to *prove, but to improve*". This model is used to carry out an evaluation activity.

Context evaluation is an evaluation that aims to determine the relevant context, identify the target population and assess its needs, identify opportunities to address needs, diagnose underlying problems of the condition, and assess whether the objectives of the activity are sufficiently responsive to the needs assessed. This is in accordance with what was said by (Stufflebeam & T, 2000) That said, context evaluation seeks to evaluate the status of the object as a whole, identify deficiencies, strengths, diagnose problems, and provide solutions, testing whether goals and priorities are tailored to the needs to be implemented. While (Lee dkk., 2019) Simply say that context evalauation is concerned with evaluating needs, problems, assets, and opportunities in a situation.

Input evaluation helps in making decisions about how facilities and infrastructure, human resources, and budgets are determined and shaped to achieve educational goals. As stated by Daniel L. Stufflebeam &; Shlnkfleld (1985) that the main orientation of input evaluation is to determine the way in which program objectives can be achieved. Evaluation of these inputs can help make decisions, determine available resources, what alternatives are taken, what plans and strategies to achieve goals, how workflows to achieve them. The components of input evaluation include: (a) human resources, (b) facilities and infrastructure, (c) funding sources, and (d) various procedures and rules required.

Process evaluation is an evaluation intended to see the implementation process of a program. As explained by (Lee dkk., 2019) that process evaluation is an ongoing examination of program

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implementation plans and process records. Likewise with (Zhang & Griffith, 2011) That the most important of the objectives of process evaluation is to document and provide feedback on (a) the extent to which the planned activities are carried out, and (b) whether adaptation or revision of the plan is required. This includes assessing the extent to which program participants accept and perform their roles. This opinion is in line with Stufflebeam who said that process evaluation is looking at procedural bottlenecks of a program, identifying program adjustments in the process, obtaining additional information for program changes, and interacting regularly by observing the activities of program participants (Daniel L. Stufflebeam &; Shlnkfleld, 1985). From some of these opinions, it can be concluded that process evaluation is evaluating the implementation and procedures of the program being implemented in addition to predicting deficiencies in the design of procedures for an activity.

Product evaluation, which is the fourth component of the CIPP model, serves to assist evaluators in analyzing all previous information to decide the effectiveness of the program in meeting its goals and objectives. The purpose of product evaluation is to answer the question "Does it work?" (D.L. Stufflebeam &; T, 2000), where according to Brewer in (Sams, 2016) Program evaluators make judgments about program objectives, benefits, and values by looking at quantitative data sets to assess whether programs should be continued, discontinued, modified, or refocused. Dubrowski and Morin said program evaluators need to determine whether the program meets the needs of the program beneficiaries to be served (Sams, 2016). Based on this opinion, it can be concluded that product evaluation is an evaluation carried out to measure the achievement of evaluation criteria and objectives that have been set. The resulting data will largely determine whether the program is continued, modified or terminated.

For the author, the evaluation of inclusive learning programs requires the appropriate type of model to carry out these evaluation activities. So that the CIPP model is considered suitable with the evaluation study of the implementation of autistic student inclusion learning with several considerations. First, this model has systematic steps in disclosing each program sequence. Second, it can be analyzed in detail starting from the things behind the program (context), the form of program planning (input), program implementation (process) and also the output resulting from the implementation of the program (product). Third, this model is widely known and applied by evaluators in conducting evaluation activities. The end of the evaluation activity will provide judgment and recommendations on the existence of the program program. So that the implementation of the inclusion education program on the LSPR campus uses evaluation with the CIPP model.

Autism and Inclusion Education

Autism comes from the Greek word "autos" which means everything that leads to oneself, they avoid/do not respond to social contact and prefer to be alone. Sometimes the term autism is used to describe autistic disorders and is sometimes used to describe all five ASDs including Autistic Disorder, Asperger Syndrome, and ADHD and two more rare conditions namely Rett Syndrome and Childhood Disintegrative Disorder (Turkington & Anan, 2007). Autistic disorder is a disorder or developmental abnormality in social interaction and communication and is characterized by limited activities and interests. The appearance of this disorder largely depends on the stage of development and the chronological age of the individual. Autistic disorder is considered early infantile autism, childhood autism, or Kanner's autism (Kupfer & Regier, 2013).

Furthermore IDEA (Individuals with Disabilities Education Act) defines autism as: "a developmental disability affecting verbal and non verbal communication and social interction, generally evident before age 3, that affects a child's performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped moments, resistance to environmental change or change in daily routines, and unusual reponses to sensory experiences". Namely a person's developmental disorders that affect both verbal and non-verbal communication and social interaction, which are generally seen before the age of 3 years that affect performance. Other characteristics are limited and often repetitive activities (stereotypes), rejection of the

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environment or changes in daily routine, and unusual responses to sesnsoric experiences (Hallahan & Kauffman, 2006).

The term autism was first introduced by LeoKanner, a scientist from Vienna at Johns Hopkins University in 1943. According to him, there are characteristics inherent in children with the Autism spectrum, namely like to be alone, desire for same, behavior that is often repetitive, mutism or reversal of pronouns, and extraordinary skills in certain areas but lacking in other areas (Frith, 2020). Furthermore, in 1944, another scientist from Vienna, Hans Asperger, reported four cases of children he observed at summer camp who preferred to play alone rather than interact with other children. The traits of these children are similar to those of normal children, although they channel their intelligence with obsessive interest in certain narrower areas, and their language is normal (Frith, 2020). Both scientists use the term autistic to refer to the condition of the children they observe and are used to refer to individuals who have very narrow relationships with other people and the other world (Hallahan & Kauffman, 2006).

The term "inclusive education" is formed from two words, namely education and inclusive. Inclusive comes from the word include (English) which means "many things or everything". Thus, in simple terms, the definition of inclusive education is education that involves everyone, so that they can learn together, not separating between those who have different abilities or needs. This inclusive education is an education system with a rights-based approach. It is a human right for all children to get an education. The implementation of this inclusive education system has benefits in terms of education, social and economic. As stated in the Salamanca Statement of 1994: Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system". That educational institutions with an inclusive orientation are at most effective means to combat discriminatory attitudes, create friendly communities, build inclusive communities and achieve education for all. In addition, it will provide effective education to the majority of children and increase the efficiency and cost-effectiveness of the entire education system (UNESCO, 1994). Thus, inclusive education is the involvement of children's rights and the obligation of educational institutions to rethink and restructure strategies, curricula, cultures, and procedures in classrooms and learning environments. This includes changes in the way educators teach and how students learn, changes in the way students communicate and connect with each other with and without special needs.

Inclusion Education in Higher Education

To expand opportunities and improve the quality of special education and special services for students in universities who have difficulty in participating in the learning process for students with disabilities, the government has provided inclusive education. Inclusive education as stated in Law number 8 of 2016 article 10 letter (a) is education for students with disabilities to learn together with students who are not disabled in regular schools or colleges (Kemendikbud, 2016). Furthermore, according to Moriña (2017), it is explained that inclusive education can be defined as an approach where all students can participate and all are treated like other school members. The philosophy is that education aims to enhance the learning and active participation of all students in the same educational context.

Initially, inclusive education was developed for students in primary and secondary schools. However, as more students with disabilities successfully complete their schooling, the need for inclusive education practices in higher education is increasing. And that number is expected to increase significantly over the next few years. This increasing number is a challenge in inclusive education in higher education (Brown, 2017; Grogan, 2015; Gurbuz dkk., 2019; Hillier dkk., 2018; Longtin, 2013).

Based on data released by the World Health Organization (WHO), the prevalence of autism in Indonesia has increased tremendously, from 1 per 1000 population to 8 per 1000 population and exceeds the world average of 6 per 1000 population. In 2009 it was reported that children with autism reached 150-200 thousand. Other data in 2015 in Indonesia estimated more than 12,800

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children with autism and 134,000 people with autism spectrum (autisme.com clinic). The intersection of data related to autism in Indonesia requires the participation of all institutions (both private and government), families and communities so that they are recorded and efforts are made to handle them (Labola, 2017). From these data, it is possible that children and adolescents with special needs in Indonesia are increasing significantly.

Based on the presentation of the data mentioned above, in general, the implementation of inclusive learning in higher education is a learning activity carried out in a system where students without seeing differences, learn together in one learning environment. Inclusive education requires support and participation from all parties, not only in the academic environment but also must involve families or parents. Inclusive education as an educational program requires schools to be able to create a comfortable learning environment and atmosphere for all academics, starting from the leadership and staff, accommodating planning and expanding the implementation of the program in a sustainable manner. Educators accept individual differences wholeheartedly, encouraging efforts to improve the way they teach and understand the learning styles of learners with different abilities. Non-disabled students feel comfortable with the presence of other students who are different in the sense of accepting the obstacles that friends have, and the most important thing is how students with special needs feel safe and comfortable being themselves to learn and socialize with friends and their environment.

According to Barnett, Robbins, and Habermas in (Topping & Maloney, 2008) It explained that the purpose of inclusive education is to zero in on an education system that seeks to create greater participation, democracy, equality, and emancipation for all, involving the development of self-reflection and social criticism. Higher education should be concerned with societal criticism and have a commitment to social justice. Based on these regulations and descriptions, it can be concluded that inclusive education aims to provide the widest possible opportunity for students with special needs to obtain the same learning opportunities as other normal students. The hope is to reduce discrimination, create emancipation and community participation so that social justice is realized.

The 1945 Constitution mandates that every citizen has the right to quality education. In Law Number 20 of 2003 concerning the National Education System in article 5 (2) also mandates that "Citizens who have physical, emotional, mental, intellectual, and/or social disorders are entitled to special education". The mandate of Law Number 12 of 2012 article 32 paragraph (1) states that educational services for people with disabilities in universities can be carried out in the form of special education and special service education. In the world convention on the rights of persons with disabilities which has been ratified into Law Number 19 of 2011 concerning the Ratification of the Convention on the Rights of Persons with Disabilities also states the same thing. Regarding education for citizens with disabilities or disabilities, Law Number 8 of 2016 article 10 states that "Persons with disabilities have the right to receive quality education in educational units at all types, pathways, and levels of education in an inclusive and special manner". Furthermore, article 42 paragraph (4a) states that one of the functions of disability service units in universities is "to improve the competence of educators and education personnel in higher education in dealing with students with disabilities. It is also affirmed in paragraph (5) that the provision and improvement of the competence of educators and education personnel in handling students with disabilities in Higher Education can be carried out through certain programs and activities. Regulation of the Minister of Research, Technology and Higher Education (Permenristekdikti) Number 46 of 2017 reaffirms the expansion of opportunities and improving the quality of special education and special service education for students in universities. For students with disabilities, certain accommodations are needed both at the time of student admission, teaching and learning processes and in the assessment evaluation as confirmed in Government Regulation of the Republic of Indonesia Number 13 of 2020. The Directorate General of Learning and Student Affairs (Belmawa) also made more detailed guidelines. This guidebook aims to provide direction for standard education services for students with disabilities in universities, including new student admissions, graduate competencies, content standards, teaching and learning processes, assessment, lecturers and education staff, facilities and infrastructure, management and financing.

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In the implementation of inclusive education, a flexible curriculum is needed for the conditions of children with special needs who have different characters. As stated by Lismaya in (Handayani & Rahadian, 2013) Yang said that "the inclusive education curriculum is a national curriculum and a local curriculum with an emphasis on essential materials and is developed through a learning system that can spur and accommodate integrity between spiritual, logical, ethical, and aesthetic development according to the level of potential of each student". Flexibility is meant by making appropriate adaptations or modifications to the curriculum. This is at the core of inclusive education and is a challenge educators must face in creating inclusive spaces.

While T. Jonsson in (Mitchell, 2008) menjelaskan kurikulum pendidikan inklusif: The curriculum in an inclusive class room has the following features: (1) it is a single curriculum that is, as far as possible, accessible to all learners, including those with special educational needs. (Conversely, special educational needs are created when a curriculum is not accessible to all learners); (2) it includes activities that are age-appropriate, but are pitched at a developmentally appropriate level; (3) within your inclusive classroom, it is likely that you will have learners who are functioning at two or three levels of the curriculum. This means that you will have to use multi-level teaching or, at a minimum, make adaptations to take account of the diversity within your classroom; (4) to make the curriculum accessible consider the following alternatives in relation to content, teaching materials and the responses expected from the learners: modification, substitution, omission and compensation.

The inclusive education curriculum follows several features, namely: (1) a curriculum that is as accessible as possible to all learners, including those with special educational needs; (2) the curriculum is an age-adjusted activity, but must be adjusted to the level of development; (3) curricula that use multi-level teaching or at least make adaptations to account for various diversity; and (4) for the curriculum to be accessible, alternatives must be considered in relation to the content, teaching materials, and expectations of learners in the form of modifications, substitutions, emissions, and compensation.

Evaluation of Student Inclusion Learning Programs with the CIPP Model

Based on the explanation of the model described earlier, it can be concluded that the greatest strength of the CIPP model is that this model is widely used for educational programs or projects in various fields not only for accountability but also improvement. The overall CIPP model is suitable for universities that are being accredited because the model provides an opportunity for evaluators to assess not only the implementation of the program but also the college as a system (Anh, 2018).

The use of the CIPP evaluation model in this study is based on: First, there are sensitive issues related to the effectiveness of the implementation of inclusive learning for students with special needs that require evaluation activities. Requires researchers to be able to provide really clear information about the learning conditions implemented by referring to the specified standard criteria. Second, universities have the duty and responsibility to protect the rights of students who have psychological problems such as protection in communication and social environment. So that researchers are required to be directly involved in the process of searching and analyzing data to obtain in-depth and accurate information that will be presented in the research results. Researchers must be able to build closeness and understand the condition of respondents well directly. So that data analysis and review must be carried out by researchers. This will make it easier for stakeholders with non-educational backgrounds to be able to easily about the conditions and situations of things being evaluated. Based on this, the evaluation research on the inclusion learning program of students with special needs (autism) in the university will be carried out using the CIPP model, which is a model that stands for Context, Imput, Process and Product. Here are some aspects that will be highlighted according to the four dimensions of CIPP.

1.Context

In context evaluation, evaluators assess needs, problems, assets, and opportunities, coupled with relevant contextual conditions and dynamics (Daniel L. Stufflebeam & Coryn, 2014). Stufflebeam further explains that such needs include things that are necessary or useful to fulfill a

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defensible purpose. Problems are insurmountable obstacles in meeting and continuing to meet targeted needs. Assets include accessible expertise and services that can be used to help meet targeted goals. Opportunities include funding programs that can be leveraged to support efforts to meet needs and solve related problems. Context evaluation objectives according to (Zhang & Griffith, 2011) is to determine the relevant context, identify the target population and assess its needs, identify opportunities to address needs, diagnose underlying problems of needs, and assess whether program objectives are sufficiently responsive to the needs assessed. So it can be interpreted that context evaluation is assessing or analyzing needs, problems faced, resources owned and opportunities, as well as relevant and dynamic conditions to assist in decision making, determining goals and priorities and expected results. Thus, the implementation of inclusive learning programs at LSPR is analyzed against program objectives, identifying various needs, along with policy directions.

2. Input

Evaluation of inputs is primarily oriented to help determine the program approach used to make the necessary changes. The goal is to seek out and critically examine relevant approaches, including those already in use. Its effect on the success or failure rate on change efforts. As for (Zhang & Griffith, 2011), Evaluation of inputs helps prescribe programs to address needs and identify procedural designs and educational strategies that are most likely to achieve desired results. Furthermore according to (Lee dkk., 2019) Recipes to address program needs include material resources, facilities (facilities and infrastructure), human resources, and curriculum content. The same thing is also explained by (Mertens, 2009) which said that to meet the needs of the program requires facilities and infrastructure, staffing (human resources), and funding sources.

3.Process

Process evaluation is essentially a continuation of the implementation of the plan coupled with process documentation, including changes that occur in the plan as well as major errors in poor procedures. The aim is to provide feedback to staff and managers on the extent to which staff carry out planned activities according to the planned schedule and use resources efficiently. The evaluation of this process contributes to the implementation guidelines (Lee dkk., 2019) (Mertens, 2009). So that it can be given an illustration that the evaluation of the process in the learning program of students with special needs is to find out the extent to which the program is implemented, especially related to planning, along with the evaluation of ongoing activities.

4. Product

According to (Zhang & Griffith, 2011) Product evaluation identifies and assesses the results of a program. The aim is to measure, interpret, and assess program outcomes by assessing their achievements, values, and significance, i.e. ensuring the extent to which the needs of all program participants are met. This is in line with what is explained by (Daniel L. Stufflebeam &; Shlnkfleld, 1985) that the purpose of product evaluation is to measure, interpret, and assess the achievement of a program. Feedback on achievements is very important throughout the program cycle to its conclusion. Product evaluation is also often extended to assessing long-term effects, both desirable and undesirable, both positively and negatively successful.

Further (Mertens, 2009) says that whether the program should be stopped, resumed, or revised. Should there be reduced and supplemented funds. Or even combine it with other programs. While (Lee dkk., 2019) It measures global satisfaction, student and service achievement, and program performance. Based on these opinions, product evaluation in this study focused on the level of satisfaction from lecturers and education staff, the level of stakeholder satisfaction, and the academic performance (results) of students with special needs.

Program evaluation has a measure of success called a criterion. With the reference criteria, various components in the program that have been achieved can be considered. The criteria are said to be successful and successful if they meet the established success criteria. Criteria or known as benchmarks or standards are something that is used as a benchmark or minimum limit for something measured (Arikunto, 2010). In this case, the criteria show gradations or levels and are shown in the form of words circumstances or predicates. Criteria make evaluators more confident in conducting evaluations because there are benchmarks or references that are followed, the criteria

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that have been made can be used to answer or account for the results of the assessment carried out, with the criteria can minimize subjectivity in the evaluator, the criteria make the evaluation results more reliable even though they are used at different times or different evaluator conditions, Criteria or benchmarks give direction to evaluators, although the number of evaluators more than one person will be interpreted the same by whoever the user is.

The Criteria table creates an evaluator

Dimension	Component	Sub Components	Success Criteria
Context	Objectives, Policy and Needs Analysis	Purpose	• There is a compatibility between the objectives and inclusive education service programs with parties stakeholders (community).
		Policy	• The implementation of inclusive learning programs refers to good regulations that are global as well as national.
		Needs Analysis	• There is a needs analysis of inclusive learning programs that are in accordance with the conditions of institutional and community *needs (stakeholders).* • There is a student inclusive learning guideline document issued by Ministry of Education.
Input	Curriculum	Competence of Graduates	• Have a curriculum that refers to learning outcomes in the form of affective, cognitive and Skills.
		Learning Content	• Have modified or substituted learning material documents for students with autism.
		Learning Process	• The Institute provides orientation regarding

CONCLUSION

Good evaluation activities are activities that are able to provide feedback as a form of improvement for a program from all aspects. Evaluation of inclusive learning programs requires the appropriate type of model to carry out these evaluation activities. The CIPP model is considered suitable for evaluation studies on the implementation of inclusion studies for autistic students. The implementation of inclusive learning in higher education is a learning activity carried out in a system where students without seeing differences, learn together in one learning environment. Program evaluation has a measure of success called a criterion. With the reference criteria, various

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components in the program that have been achieved can be considered. The criteria are said to be successful and successful if they meet the established success criteria.

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