

## Evaluation of Inclusive Elementary School Learning in Yogyakarta

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### ABSTRACT

This study aims to evaluate inclusive school learning at inclusive elementary schools in Yogyakarta. This is an evaluative study using the discrepancy evaluation model by Malcolm Provus through 5 steps of evaluation (design, installation, process, measurement, and comparison) to classify constructs in research papers. Data collection techniques using observation, interviews, and documentation. The validity of the data is done through data triangulation. The evaluation uses a discrepancy evaluation model. The results showed that: 1) inclusive school learning planning in this school used a curriculum and RPI tailored to students' needs. So that the evaluation of the implementation of the curriculum and RPI follows the practice of curriculum planning at other inclusive schools, 2) the implementation of inclusive school learning, which includes the application of teaching strategies, and inclusive student learning assistance, there are no gaps by the practice of curriculum planning at other inclusive schools, 3) there is no gap in the assessment of inclusive school learning following curriculum planning practices at other inclusive schools because the comparison is based on procedures that have been carried out at other inclusive schools.

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## 1. INTRODUCTION

Education is a basic need for every human to ensure his life's survival. It means that nowadays, education in schools is not only concerned with exclusive but also inclusive education. The main thing is that all children as a student should have a place and be accepted in regular classes. Educators in the whole teaching and learning do not only focus on non-special needs, but also on people with special needs or children who have barriers. Therefore, the state should provide quality educational services to every citizen without exception, including those with differences in ability or special needs, as stated in the 1945 Constitution Article 31 paragraph 1, which states that every citizen gets teaching. The implementation of special education and special service education is also stated in the Regulation of the Minister of National Education Number 70 of 2009 concerning exceptional opportunities or

opportunities for children with special needs to obtain education in regular classes at all levels education in Indonesia. This school is known as an inclusive education provider school which is appointed with the education authority's region. Inclusive schools are expected to be suitable educational facilities and can provide educational services to children with special needs to obtain equal educational rights and socialize in different environments.

Even though the presence of inclusive schools is highly expected, in practice, there are still problems in learning. Festival and Iswari (2018) mention that teachers, students, schools, communities, and the government experience problems implementing inclusive education. For example, the results of research conducted by Latifa (2016) showed that, in general, the availability of teaching staff still needs to be following the guidelines for implementing inclusive education because some inclusive schools have yet to receive the support of special supervising teachers or experts. In addition, one of the obstacles to implementing inclusive education is represented by teachers' understanding of inclusive education. This is the same as Dewi (2016), which states that teachers do not use unique learning methods for subject matter given to slow learner students and still use the same media or learning resources for all students. Besides media, activities such as playing help the developmental domain and serve other goals for young students with delays and disabilities (Lifter et al., 2011).

The presentation of the research results proves that there are still obstacles to implementing inclusive education. These problems are experienced by more than just some schools; as schools provide inclusive education, these schools experience difficulties in implementation, especially in learning. The results of initial observations at inclusive elementary schools in Yogyakarta showed some problems arise in knowledge, namely 1) the need for special accompanying teachers who do not come from extraordinary education graduates or the like. The lack of special accompanying teachers who do not come from appropriate education, it is feared that students will not receive reasonable learning assistance, 2) the learning materials provided are still equated between children with special needs and other students, 3) in the implementation of inclusive education, schools have not cooperated with parties that support the implementation of inclusive education, such as doctors, psychologists, and others, 4) there are more disabled and mentally disabled students so that accessibility follows the presence of students with special needs, 5) when taking the National Examination, the questions given to children with special needs are the same as the questions for regular students, so that in this case the teacher tries to help students in completing exams so that students get grades with predetermined criteria.

It is necessary to review the standards for implementing inclusive education. Based on these considerations, the researcher is interested in evaluating inclusive education learning in this school. Evaluation of inclusive learning is research conducted to complement studies related to inclusion, whereas, in previous studies, more research was conducted on implementing inclusive education and its inhibiting factors.

## **2. METHODS**

This type of evaluative research is used to obtain information by comparing the suitability of conditions with predetermined standards. The evaluation model used in this evaluation is the Discrepancy evaluation model developed by Malcolm Provus (Steinmetz, 1983) with five stages, namely: 1) the design stage is limited to the preparation of completeness to carry out the data collection process by determining evaluation objectives, compiling research instruments, and determining the object of evaluation, 2) the installation stage referred to in this evaluation is knowing learning through initial observation, as well as reviewing learning practices in inclusive schools based on scientific research from previous studies, 3) the process stage in this evaluation is collecting data related to learning of the evaluation object. This data collection was carried out using interview techniques, observation, and documentation through school principals, homeroom teachers, and special accompanying teachers, 4) the measurement stage in this evaluation is to analyze data that has been

obtained from data sources with research that is relevant to inclusive school learning, 5) the comparison stage in this study was carried out to evaluate whether the learning described was following the practice or facts found in the field.

The object of evaluation is inclusive school learning, namely lesson planning, implementation of education, and assessment of inclusive school learning in this inclusive school is one of the organizers of inclusive schools. The evaluation population consisted of school principals (Mrs. AR), homeroom teachers (Mrs. DI), and special accompanying teachers (Ms. SR) who had an undergraduate education background.

Data collection techniques used are interviews, observation, and documentation. Data collection begins April 5-15, 2021, in the teacher's room; the time for data collection is carried out according to the willingness of the school principal, homeroom teacher, and special accompanying teachers. After getting the data, then the data is analyzed for about 30 days from the time the information was collected. Then the researcher triangulated between the interview data and the observation data. Because there weren't many things that could be observed, the researchers triangulated the interview data with the document data to obtain reliable data.

### 3. FINDINGS AND DISCUSSION

The description of the results of this evaluation emphasizes the stages of design, installation, process, measurement, and comparison of inclusive school learning in one of Yogyakarta's elementary schools. The presentation of the evaluation result data is described in five categories, namely: 1) the design stage is limited to the preparation of completeness for carrying out the data collection process, including evaluation objectives, instruments, and data sources, as well as data sources, 2) the installation stage, namely reviewing ongoing learning and standards used, 3) the process stage that is carried out is to retrieve data from predetermined data sources, 4) the measurement stage that is carried out is to analyze the data that has been obtained, 5) the comparison stage seen from data analysis is to compare ongoing learning with criteria and standards.

**Table 1.** The result of the research

No	Evaluation	Result
1	Design	<p>The in-depth observation regarding the learning process</p> <p>Interview with SR (Special Assistance Teacher), AR (Principal), DI (Homeroom Teacher)</p> <p>Documentation Study by looking at RPP documents, RPI, ABK learning achievements, government regulations</p>
2	Installation	<p>The review results regarding ongoing learning in one of the inclusive schools in Yogyakarta have been running according to the needs and abilities of each child with special needs.</p>
3	Process	<p><b>Learning Plan</b></p> <p>The curriculum used is a combination curriculum that adjusts students' abilities.</p> <p><b>Implementation of Learning</b></p> <ul style="list-style-type: none"> <li>- The learning process applies mixed class settings so children with special needs can socialize with other students.</li> <li>- Homeroom teachers and Special Assistance: Teachers provide learning assistance for children with special needs.</li> <li>- Some talent development programs, such as painting, batik, and holding outings, aim to foster interest in things other than learning material.</li> </ul>

		<ul style="list-style-type: none"> <li>- The GPK available has yet to come from Special Education graduates. For this reason, schools include teachers in inclusion training held by campuses or other institutions.</li> <li>- Available accessibility adjusts to the number of students with specific special needs. The accessibility is an elevator, a sloping ramp for the disabled, and a separate bathroom for the mentally disabled.</li> </ul>
		<b>Learning Assessment</b> <ul style="list-style-type: none"> <li>- The determination between inclusion and regular is the same; the difference is only in the indicators. For example, the hand applied to regular students is 10, while the hand for inclusion is lower than ordinary seen from the abilities of children with special needs.</li> <li>- The school conducts an initial assessment and assessment of learning outcomes. The initial inspection is carried out to see students initial abilities in the form of an IQ test to see students' initial skills before participating in learning; students also get independence tests and others. In addition, the results of the IQ test are also crucial for determining teaching strategies and determining learning assessments. Further evaluation can be seen from the implementation of the National Examination and School Examination.</li> </ul>
4	Measurement	In this measurement stage, researchers analyze empirical data found as the primary data source to be measured based on standards. The inclusive school learning standards used are based on evidence-based practice from scientific research.
5	Comparison	<ul style="list-style-type: none"> <li>- Comparison of data sources from schools and evidence of best practices related to lesson planning which includes modified curriculum and inclusive learning RPI, it can be concluded that there are no gaps in the application of curriculum and RPI.</li> <li>- The implementation of inclusive school learning, which includes teaching strategies, learning assistance, the role of special accompanying teachers, provision of talent development programs, and accessibility, has no gaps with the implementation of learning in various schools based on practices that have been carried out in inclusive schools in several studies that have been conducted.</li> <li>- The learning assessment has been carried out following the general evaluation of children with needs in inclusive schools. This means that there is no gap between the implementation of the review and the assessment carried out in several inclusive schools that the researchers analyzed from the results of other relevant studies.</li> </ul>

### 3.1 Design

The design stage in this study is to prepare equipment to evaluate inclusive school learning. The background to this evaluation research started with a government regulation that required each district or city to implement inclusive schools. Many regions have organized inclusive schools, but in terms of implementation, especially in learning, has it been going well or not? The results of research from several researchers stated that teachers did not use unique learning methods and still used the same media or learning resources for all students. The school had not conducted socialization and training on modifying the curriculum, syllabus, RPI, and RPI for each child with special needs. Seeing these problems, researchers are interested in evaluating inclusive school learning. The purpose of this

evaluation is to find out how far the suitability of inclusive education learning is with the existing standard criteria.

This evaluation was carried out in an inclusive elementary school in Yogyakarta. The population in this evaluation are school principals, homeroom teachers, and special assistant teachers. The selected population is parties who have an essential role in inclusive school learning, such as the principal, who has a policy on what will be done at school. At the same time, a homeroom teacher is a person who has a role in designing learning, carrying out learning, and conducting assessments. Student learning outcomes. The homeroom teacher works with others to handle children with special needs; the homeroom teacher coordinates with special accompanying teachers regarding matters relating to children with special needs.

The completeness of the evaluation used in this study is in the form of data collection techniques. Data collection techniques used are observation, interviews, and documentation. Comments were made to directly see the statement's object or target in inclusive elementary school learning in Yogyakarta. Still, in practice, the researcher could not make more in-depth observations regarding the learning process because, currently, students are carrying out online education. Next were the interviews, which were conducted alternately in the teacher's room. The first informant interviewed was the school principal, homeroom teacher, and special assistant teacher. The following technique is documentation; the documents that are the source of this research data are curriculum documents that contain lesson plans and RPIs, learning achievements of children with special needs, government regulations, and other relevant literature related to learning in Yogyakarta inclusive elementary schools.

### **3.2 Installation**

The installation stage is the stage for conducting a review of the ongoing program and reviewing the standards that will be used to see the gap between what has been planned and what has been achieved. At this installation stage, researchers first check the program for evaluation, namely inclusive school learning. Review of learning in this school includes lesson planning, implementation of education, and assessment of inclusive school learning. The results of the researcher's study regarding ongoing learning at this school have been running according to the needs and abilities of each child with special needs.

Overall, it has been running according to the needs of children with special needs. To be more convincing, the researchers reviewed the standard setting to become a reference in inclusive school learning. There are no specific standards set for inclusive schools yet, so researchers measure the level of learning gaps in ongoing inclusive schools by referring to evidence-based practice. Cook, Smith, and Tankersley (2012:495) state that evidence-based practice is effective through research to improve student learning outcomes. Based on the statement above, to see the gap between inclusive school learning and standards, the researchers used evidence-based practice based on scientific research from studies that support the results of the researchers' analysis.

### **3.3 Process**

The stage of this evaluation research process is to collect data related to inclusive school learning in Yogyakarta elementary schools, which includes lesson planning, learning implementation, and learning assessment.

#### **1) Learning Plan**

Planning for providing inclusive elementary schools in Yogyakarta in carrying out learning using a combination curriculum, where schools have two curricula, namely the curriculum for inclusion, and the national curriculum. This national curriculum is used as a reference for schools in making an inclusive curriculum, but in practice what is stated in the curriculum may not necessarily be implemented. learnqn "Kami ada kurikulum kombinasi, jadi ada kurikulum inklusi,

kurikulum nasional, tetapi kita menjadikan satu. tetapi apa yang ada dikurikulum belum tentu sama ketika diimplementasikan. Misalnya, garis-garis besarnya kayak dasar hukumnya mulai dari provinsi, sampai daerah itu ada. Tapi untuk implementasinya kita buat dari sekolah"

Based on the interview results above, the school uses a combination curriculum, where schools have two curricula, namely the inclusion curriculum and the national curriculum. This national curriculum is used as a reference for schools in making an inclusive curriculum, but in practice, what is stated in the curriculum may only sometimes be implemented because implementation for inclusion follows the capabilities and needs of children with special needs. The results of the research interview with the special accompanying teacher (GPK) on Tuesday, April 6, 2021. The following is the transcript of the interview with the special accompanying teacher regarding the implementation of the adaptive curriculum as follows:

*"For the curriculum, we are the same as the regular one, but the grade is slightly lowered. For example, if for regular he cannot read yet, and for inclusion, it shows. That grade is lowered. Incidentally, there are many mild mental retardations here."*

This is the same as the statement from the school principal that the school uses an inclusive curriculum which is essentially the same as the regular one. However, there are differences in achievement, as stated in that traditional students are required to be able to read. Whereas for inclusive students, the level of student achievement is lowered; for example, students can only show. The results of the research interview with the homeroom teacher on Wednesday, April 7, 2021. The following is the transcript of the interview with the homeroom teacher regarding the implementation of the adaptive curriculum as follows:

*"So the combination isn't far off; it adjusts to the child. For example, in basic competition, the sound is the same, but the indicators are different; for example, for regular children, the indicator must reach 4 or 3, and for children with 1 or 2 needs, it is enough, and it is also seen from their abilities or disabilities."*

Almost the same statements from school principals and special accompanying teachers reports from homeroom teachers are also the same regarding curriculum implementation. That the school implements a combination curriculum whose implementation conforms to the regular, but the indicators applied for inclusion are lower than the normal. The homeroom teacher also added the RPI (Individual Learning Plan).

*"If it's difficult subjects like math and the language that he has to learn, we'll do it ourselves at that time. But in the place where he studied, he only studied partially, but there were some games and icebreaking. But for easy lessons, he combines them into one because if you put them together, it's a pity for regular students. After all, they are distracted. But here we have a shadow, so each child is given a shadow."*

If it's complex subjects like math and the language he really has to learn, we'll do it ourselves then. But in the place where he studied, he didn't look full, but there were some games, icebreaking. But for easy lessons, he combines them into one because if you put them together, it's a pity for regular students. After all, they are distracted. But here, we have a shadow, so each child is given a shadow.

Based on the results of interviews with research subjects and the effects of observations, it can be concluded that the curriculum used in this school is a combination curriculum, where this combination curriculum adapts to students' abilities. There are two curricula in schools, namely the inclusive curriculum and the national curriculum, which the school then integrates. But in its

implementation, schools do not necessarily follow what is stated in the curriculum because the needs of schools and students are different, so what is displayed in the curriculum and its implementation cannot be equated.

## 2) Implementation of Learning

In its implementation, consider the teaching strategy and learning materials provided. The provision of material for children with special and regular needs is not differentiated in content; it's just that there are strategies offered to children with special needs in delivering the material.

*"The material is the same as the material given to regular students, but yes, the assessment is different."*

When the researcher asked about the teaching strategies given, the homeroom teacher explained that the teacher provided additional lessons for children with special needs who were slow to understand lessons, especially mentally disabled students who were quite challenged to accept the material.

*"... for example, from general learning, I usually become one; if the autistic one can't be fast, I will repeat it to deepen it. Likewise, with slow learners, if you can't do it 1-2 times, I have to explain it 4-5 times. But usually, I do that after school, so he's the last to come home."*

Additional material lessons are given outside of school hours, and the provision of other material aims to make students understand the subject matter presented that day; even though they will not fully understand but at least the student understands a little of what is conveyed.

*"Rather than he didn't arrive, sis, because most of the crew members didn't give lessons when they got home by their parents, sometimes the assignments weren't done, sis. So, wait to go home, and do your homework at school. At least he understands a little; if asked to understand, it's impossible."*

In line with research at SDN 1 Tanjung by Nugroho and Mareza (2016:149), individual learning models for students who experience learning difficulties or with special needs get additional study hours, usually carried out after class hours. In addition to using strategies in providing material, teachers at this school also apply a class setting in the form of mixed seating arrangements.

*"We intervene if, for example, later the child can be released without shadowing, then we will direct him to sit in the front. But if there is still a shadow, we automatically put it behind."*

Seating arrangements are essential during learning so that the teacher can monitor student behavior in the classroom. The seating arrangement has a considerable effect compared to the physical structure of other classes (Safaruddin et al., 2020). Seating arrangements also affect the amount of time students use to complete a given task (Luwesty, Syaiful, and Ekwandari, 2017). The mixed class setting that is implemented can provide opportunities for children with special needs to sit in front, which aims so that children with special needs and regular students can socialize and study together without being differentiated.

*"So we intervene, but in cases where autistic children are not in the mood, they usually have tantrums, and then we take them to the green room. Also, for children like that, it's a coincidence that we don't have a special assistance teacher who graduated from PLB."*

Not only implement a mixed class setting, but the teacher also assists. This learning assistance is not only carried out by special assistance teachers but also the role of peer tutors in accompanying

learning. The following was a transcript of the interview with the homeroom teacher when the researcher asked about peer tutoring assistance.

*"...but sometimes if it's a child who can't be let go, he's in front, but there's a friend from the regular kids, so usually he's the one who will be a peer tutor."*

Izhar Hasis (2001:113) explains that the peer tutoring method is one or several students appointed and assigned to help specific students with learning difficulties based on instructions from the teacher. Febianti's research (2014:81) explains that giving explanations to peers can improve student memory, increase metacognitive awareness and apply knowledge and skills. The role of peer tutors here shows more on the openness of regular students to be in an environment where there are differences. In choosing peer tutors, teachers also assess traditional students' daily life and abilities.

*"From me, so I see this child as being able to assist. Like in grade 3, there is an inclusive child, but he can't move, so he has to use a wheelchair, so beside him is a friend who helps him."*

But not a few regular students also want to become peer tutors of inclusive students; this is because they are used to their learning environment where there are differences and are also open to inclusive students. The following is a transcript of the homeroom interview.

*"Already, her children don't feel that she is the most perfect, so she still helps her friends who have both physical needs and those with needs such as autism."*

Regular students' acceptance of inclusive students is felt well by the teacher and approval from inclusive students. Even though the inclusive students initially felt inferior because of their daily habits in the same environment, the inclusive students eventually began to open up and want to get along with regular students; the following is a transcript of the interview with the homeroom teacher.

*"At first it was like that, but after seeing that regular children can care and they can also understand everything, in the end, the feeling of inferiority doesn't exist; instead, they depend on each other."*

As an example of the attitude of regular students conveyed by a special accompanying teacher in the following transcript:

*"...now this is a privilege in our school, so the social level is high. The regular kids "come here and there; let's study." So the kids are used to it."*

This open attitude of regular students indirectly fosters the self-confidence of inclusive students in learning and socializing with the outside environment other than the home environment.

A unique companion teacher also accompanies the implementation of learning in inclusive schools. In this school, the presence of special accompanying teachers comes from something other than an impressive educational background or equivalent education. The results of the researcher's interview with the principal regarding the competence of the special accompanying teacher needed to assist inclusive students while studying, along with the interview transcript.

*"...the name of competence must be possessed by children who are special assistance teachers. We should look for one sociologist, a second PLB, or one equivalent."*

One of the competencies that should exist for a particular assistant teacher is a graduate from a study program that is by his duties as a special assistant teacher, for example, from Special



Education graduates. Following the statement According to Apriastuti, Mita, N. (2014:158), special accompanying teachers are graduates of Special Education or S1 Psychology or S1 Education who have received intensive training in special education or have taught children with special needs in special education classes. If special assistance teacher comes from an appropriate study program, even though they don't have direct teaching experience, at least they already understand and understand inclusive education and how to deal with inclusive students with the knowledge they have. In addition, a special assistance teacher must be a sociologist, but recruiting a sociologist is costly.

*"If we want to look for someone with a degree in sociology, we automatically have to match his rate, and sometimes it's young people nowadays; if the rate is like that, our school isn't middle and above students."*

The competencies needed are not only cognitive, but the most important thing is empathy from a special assistance teacher.

*"The conditions that he must have are heart and patience; if he doesn't have the patience or doesn't have a heart, he won't be able to accompany the child. Because of these children, we have many kinds of assessments..."*

The sense of empathy that a special assistance teacher must have is to have patience and a sincere heart. A special assistance teacher needs to have these things to be able to assist inclusive students with various needs and characteristics. Becoming a GPK is more challenging than imagined; there are many demands for him if he wants to help inclusive students. Apart from being a student assistant, a special assistant teacher must also be a peer tutor for other teachers in imparting their knowledge regarding inclusive education.

### 3) Learning Assessment

Assessment of learning outcomes is an activity to see the development of student learning while participating in education. Assessment of learning outcomes is a process or activity that is systematic, sustainable, and thorough in the context of collecting and managing information to assess the achievement of the process and learning outcomes of students (Arifin, 2009:9). The process of evaluation or assessment plays a significant role, with this assessment we can take a stand against the development or delay of students from other students (Orin 2015: 347). There are two types of assessment of children with special needs at this school: initial assessment and assessment of learning outcomes.

*"For inclusion, it's usually an IQ test; it's up to you which psychologist you want from the parent. But for us, after the child enters, after three years here, we make updates because we see the child's development."*

Based on research by Ana et. (2020:188) at SDN Betet 1 Kota Kediri, the school recommends that parents identify with a psychologist before carrying out an assessment. The school for the evaluation then identifies the results of the psychologist. The IQ test is not carried out by students only once; the school determines to carry out an update after students have been in school for three years. This renewal aims to see the affective and cognitive development of these students. For further assessment, it can be seen from the implementation of the National Examination and School Examination. The following is a transcript of the interview with the special assistance teacher.

*"But for learning assessment, it's like a test, either school or National Examination."*

In carrying out daily tests and school exams, the questions are differentiated, and the school makes the questions. But for low grades, the questions are not differentiated. Still, the results are

seen from indicators that have previously been determined, indicators made by the school, usually in the form of understanding and knowing. The following is the transcript of the interview with the homeroom teacher.

*"Most of the weights are differentiated; the problem is differentiated. I hold class 1 because I need to differentiate. But for the results, I see from the indicators earlier. Usually, we make questions that understand, know."*

In contrast to the National Examination, the questions given are from the government, and the questions for inclusive and regular students are the same because the government does not make National Exam questions for inclusive students.

*"The problem is the same, both regular and inclusion. The government did not make the question of inclusion in the National Examination."*

So that in its implementation, there are difficulties, especially for students who need help filling out the Computer Answer Sheet (LJK). Not only filling in LJK, but students also needed help answering questions. So in practice, the teacher helps students to fill in answers on LJK and also gives directions to students in choosing questions; this is done so that students can get grades. The following is the transcript of the interview with the homeroom teacher.

*"Oh, obviously there is, miss, then the one who fills in the LJK is the teacher. So we will direct him like this, which one do you want to choose? If the child gets stuck, we give two answer choices. If the answer is wrong, let's bait it again. Are you sure that's the answer? Yes, it's just like that, sis; what else, instead of a zero value."*

Technically the daily tests and school exams given to inclusive and regular students are the same; the difference is only in the level of difficulty of the questions and also the scoring according to the KKM and the indicators as well. From the results of interviews with school principals, researchers received answers regarding the determination of KKM and SKL, along with the interview transcripts.

*"Yes, so the government cannot create KKM. Because KKM is taken from the average student, we also take it from three criteria, and so on."*

KKM and Graduate Competency Standards (SKL) for students with special needs who follow a modified curriculum and have RPI adapted to their needs and abilities (ASB, 2011:33). But in essence, the KKM and SKL between inclusion and regular are the same, the difference is only in the indicators. For example, the hand applied to regular students is 10, while the indicator for inclusion is lower than commonly seen from the ability of inclusive students.

*"almost all of them are the same, but the indicator that we lower, if from the regular indicator is, for example, 10, then for inclusion, it is seen from the child's ability, and it is lowered. There is also an agreement for KKM; for example, South, North, and East Jogja. So the KKM agreement is 75."*

Different assessments are carried out for disabled and slow learners so that the achievements of disabled students and slow learners can be equated with regular students. Even though slow-learner students tend to be slow in capturing lessons, if the homeroom teacher continues to guide students in learning, then slow-learner students can achieve the same indicators as regular students. Still, mentally disabled students cannot be forced to accomplish the same hands as regular students. The following is the transcript of the interview with the homeroom teacher.

*"But except for the physical ones, yes, I include the physical ones in the regular, such as children who can't walk with slow learners, I equate them. Because with our persistence, the slow learner child still arrives but can't for autistic ones."*

Assessments for inclusive and regular students cannot be equated, and the achievement of inclusive students cannot be forced to be the same as regular students because the learning abilities of inclusive students are different and not as fast as those of traditional students.

### 3.4 Measurement

The next stage of this evaluation is a comparison that results from an inclusive school learning evaluation whose results will determine whether learning is discontinued or continued. Learning planning which includes a modified curriculum and RPI for inclusive education, it can be concluded that there are no gaps in the application of the curriculum and RPI in one of the inclusive elementary schools in Yogyakarta based on the application of the curriculum and RPI to practice in several inclusive schools implementing the modified curriculum and RPI in learning in their respective schools. Applying the curriculum and RPI in its development refers to the needs and abilities of each student. The curriculum used is the national curriculum made by the government. Still, in practice, it is returned to schools that know the conditions of each student, as well as the achievement of competencies that are adjusted to the child's abilities. Because the learning achievement of each child is different and cannot be forced to be the same as regular students, the achievement of competencies for children with special needs is lower than for regular students.

The implementation of inclusive school learning, which includes teaching strategies and learning assistance, in this school, there is no gap in the performance of learning in various schools based on practices that have been carried out in inclusive schools in several studies that have been conducted. The absence of this gap can be seen from the implementation of teaching strategies that apply strategies for adding study time for children with special needs who need more time to receive the material. Likewise, with learning assistance by peer tutors who are felt to be very helpful for children with special needs in learning, the role of peer tutors is not only limited to accompanying them in education, but the presence of peer tutors is a means for children with special needs and peers to socialize. The role of peer tutors is different from the part of special companion teachers in the learning process. In addition, there are home visit activities when online learning is currently being carried out to supervise and control students while studying in collaboration with students' parents.

The learning assessment carried out in this school has been carried out following the review of children with needs in inclusive schools in general, meaning that there is no gap between the implementation of the evaluation in this school and the assessment carried out in several inclusive schools which researchers analyzed from the results of other relevant studies. The assessments carried out have adapted to children with special needs, and adjustments have also been made in terms of time adjustments, method adjustments, and material adjustments. In the assessment process, the teacher gives a written exam by paying attention to the difficulty level of the questions presented for children with special needs.

### 3.5 Comparison

Based on the description above and according to the results of the researchers' observations that inclusive school learning in this school in general, there is no gap in the practice of inclusive school learning in general. So that the results of the evaluation of inclusive school learning in this school can be continued with improvements, these improvements are focused on the qualifications of special accompanying teachers who must have a background in Special Education, with the aim that assistance for children with special needs can be carried out optimally. Collaboration with experts such as psychologists, doctors, and parents to improve services for children with special needs, including

providing physical accessibility that needs to be developed so that the needs of children with special needs can be accommodated.

#### 4. CONCLUSION

Based on reported findings, the learning process may include some syntax such as planning, implementing, and evaluating knowledge from one of the inclusive schools in Yogyakarta, does not have any gaps. It means that the practice of inclusive schools in Yogyakarta which researcher found same as practice in several inclusive schools in general based on the researchers analyzed from the results of other relevant studies. Based on the evaluation results, the researcher recommends that the inclusive schools are needed on special assistant teachers for helping the students who have special needs. Procurement of special accompanying teachers should come from Special Education so that they can become assistants who understand the needs of children with special needs and consultative assistants for regular teachers.

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