

## Evaluation of The Implementation of Inclusive *PAUD* at *preschool* Lentera Insan Kindergarten Depok

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### ABSTRACT

Inclusive education is an approach that provides opportunities for all children, including children with special needs (ABK), to receive equal education services. Lentera Insan Kindergarten Depok is one of the PAUD or preschool institutions that has implemented an inclusive education system since 2002. This study aims to evaluate the implementation of inclusive education at Lentera Insan Kindergarten, especially in the curriculum, assessment, and learning of children with special needs at Lentera Insan Kindergarten. This study uses a descriptive qualitative method with data collection techniques through interviews, observations, and documentation studies. The results of the study indicate that Lentera Insan Kindergarten has an inclusive student admission system that considers initial assessments by expert psychologists, therapists and accompanying teachers. Learning planning is carried out through an Individual Learning Program (PPI) which is prepared based on the child's needs by involving psychologists. The implementation of the inclusive program is supported by special accompanying teachers, as well as an inclusion-based learning approach. Evaluation of inclusive education is carried out periodically through child development assessments and coordination with supporting staff.

**Keywords:** *Inclusive Education, PAUD, Children With Special Needs, Lentera Insan Kindergarten, Evaluation Of Education Implementation*

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### INTRODUCTION

Early Childhood is an individual undergoing a rapid and fundamental developmental process crucial for later life (Sujiono, 2009). The initial stage of formal education in Indonesia begins in Kindergarten (TK) or Early Childhood Education (PAUD) units. TK or PAUD is a place where children grow and develop according to their developmental phases. Optimizing children's development in TK institutions forms the foundation for their subsequent development phases.

According to Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, Article 1 Paragraph 14, early childhood education is a developmental effort aimed at children from birth to six years of age, carried out through the provision of

educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education (Government of the Republic of Indonesia, 2003). Parents hope that enrolling their children in TK will help them grow into enthusiastic learners and physically and mentally healthy individuals. This early childhood period is also known as the golden age, during which every developmental aspect should be maximized before entering the next stage.

Montessori, as cited in Hainstock (1999), described early childhood as a sensitive period, during which children are particularly receptive to environmental stimuli. In this phase, children are ready to engage in various activities to understand and master their surroundings. She emphasized that the golden age is when children become sensitive to receiving educational stimuli—whether intentional or unintentional. During this sensitive period, the maturation of physical and psychological functions occurs, enabling children to respond and fulfill developmental tasks that are expected to be evident in daily behavior.

Therefore, early childhood education must foster a love and joy for learning. According to Ki Hajar Dewantara, the early childhood education system follows the "among" system based on "asih, asah, and asuh" (Sujiono, 2009). "Asih" means affection, emphasizing love, care, and appreciation toward students. Educators are expected to build warm relationships so that children feel valued, safe, and comfortable, fostering self-confidence and a conducive learning environment. "Asah" means nurturing intelligence by developing children's skills, knowledge, and talents. Education should not merely transfer knowledge but also help children become creative, critical thinkers who can solve problems and face life's challenges. "Asuh" means protection and guidance, ensuring children are safe and supported physically, morally, and spiritually in school.

Education is a basic right for all Indonesian citizens. The final amendment of the 1945 Constitution, Article 31 Paragraph 1, states: "Every citizen has the right to education" (Government of Indonesia, 2002). This emphasizes that education is the right of all citizens, regardless of ethnicity, gender, economic status, or disability. The term "inclusion" derives from the English word "inclusion," meaning participation—in this case, the inclusion of children with special needs into mainstream education systems.

According to Stainback and Stainback, an inclusive school accommodates all students in the same classroom. It provides appropriate and challenging educational programs tailored to each student's abilities and needs, along with support from teachers to ensure success. More importantly, an inclusive school accepts every child as part of the classroom, encouraging mutual support from teachers, peers, and the community to meet individual needs (Zulkifli Sidiq, Abdul Latif, 2022). Staub and Peck (1995) stated that inclusive education involves fully placing children with mild to severe special needs into regular schools, regardless of their disability type or severity (Ineu Herawati, 2005).

The history of inclusive education began in Scandinavian countries (Denmark, Norway, Sweden). In the 1960s, U.S. President J.F. Kennedy sent special education experts to Scandinavia to study mainstreaming and the Least Restrictive Environment approach, which was later applied in the U.S. In 1991, the U.K. introduced the concept of inclusive education, shifting from segregated to integrative models (Fauzan et al., 2021). The global

implementation of inclusive education became more apparent following the 1989 UN Convention on the Rights of the Child and the 1991 World Conference on Education in Bangkok, which resulted in the "Education for All" declaration, mandating that all children, including those with special needs, receive adequate education.

The Salamanca Statement (Spain, June 10, 1994) was a significant milestone affirming inclusive education as an ideal approach for delivering quality education to all children, including those with special educational needs. It emphasized that inclusive education is a right, and education systems must be designed to address individual needs. Inclusive education ensures equal access to quality education in environments that respect diversity, eliminate discrimination, and promote full participation. The focus lies on adapting curricula, teaching strategies, and environments to support classroom diversity (UNESCO, 1994).

Inclusive education, as defined in Ministry of National Education Regulation No. 70 of 2009, is a system that allows all learners, including those with special needs, to study together in the same educational environment. Special needs learners (PDBK) are defined as students with physical, emotional, mental, social disabilities, or a combination thereof, requiring special education services to optimize their potential (Permendiknas No. 70 of 2009).

The inclusive education approach emphasizes child-centered curriculum development. This aligns with Maria Montessori's belief in student-centered learning (SCL), where learning activities focus on the strengths and limitations of children with special needs (Maemonah, 2020). Activities include life skills, sensory training, language, mathematics, and physical, social, and cultural development.

Indonesia's commitment to inclusive education is outlined in Ministry of National Education Regulation No. 70 of 2009 concerning Inclusive Education for Learners with Disabilities and/or Special Talents. The regulation affirms that any school can implement inclusive education, provided it has the necessary facilities and teacher training. Article 1 defines inclusive education as a system that provides opportunities for all learners with disabilities and/or exceptional talents to learn together with general learners.

Highly competent teachers are essential for successful inclusive education. In Finland, teaching is a highly respected profession, with strict recruitment standards requiring at least a master's degree. Classes often have up to three qualified teachers, enabling a student-focused inclusive education model. Students needing special attention receive individualized learning plans in separate classes. Finland's approach ensures no student is left behind. An adage in Finland states, "A special student is one who has never received special attention," highlighting the importance of support for every learner (Suyono et al., 2023).

In Indonesia, most teachers are not trained to teach students with special needs, often struggling in inclusive settings. Hence, inclusive education requires specially trained assistant teachers (Budyawati & Luh Putu Indah, 2020). Additionally, teacher shortages remain a persistent issue. Based on this context, this study is titled: *Evaluation of Inclusive PAUD Implementation at TK Lentera Insan Depok*.

## RESEARCH METHOD

This study is descriptive, aiming to evaluate the entire process from inputs to outcomes of the program. The evaluation model used is the CIPP Model (Context, Input, Process, Product).

1. **Context Evaluation:** Assesses unmet needs and program objectives, focusing on the goals of inclusive PAUD implementation at TK Lentera Insan Depok.
2. **Input Evaluation:** Determines how teachers at TK Lentera Insan Depok can achieve inclusion program goals and identifies if external support is needed.
3. **Process Evaluation:** Helps monitor, control, and refine the implementation of individual education plans for children with special needs.
4. **Product Evaluation:** Measures and interprets the achievement of inclusive PAUD implementation at TK Lentera Insan Depok.

The following steps were taken: a. Focusing the research on inclusive PAUD implementation evaluation. b. Designing the evaluation using the CIPP model. c. Conducting preliminary observations or pre-research. d. Developing research instruments (interviews and document analysis). e. Analyzing field data. f. Drawing conclusions from the data.

### Research Instruments:

Interview inventories, Document analysis, Observation notes The instrument framework was based on the stages of the CIPP evaluation model.

## RESULTS

This section presents the findings of the evaluation of the inclusive PAUD implementation at TK Lentera Insan Depok, organized using the CIPP (Context, Input, Process, Product) evaluation model. Data were obtained through interviews, observations, and document analysis.

### 1. Context Evaluation

The implementation of inclusive education at TK Lentera Insan is grounded in the school's long-standing commitment to providing equal learning opportunities for all children, including learners with special needs (PDBK). Since its establishment, TK Lentera Insan has positioned itself as an inclusive institution supported by professional educational teams.

The need for inclusive PAUD arises from:

1. **Increasing number of children with developmental variations** identified during early childhood.
2. **Parental demand** for accessible and qualified early childhood services for children with special needs.
3. **Alignment with national education policies**, such as the National Education System Law (2003) and Permendiknas No. 70 of 2009.

The school's stated goals—to optimize every child's potential, create a safe learning environment, and integrate all children in the same learning ecosystem—are consistent with the principles outlined in the Salamanca Statement (1994). Thus, the

context evaluation confirms a strong and relevant foundation for implementing inclusive PAUD at TK Lentera Insan.

## **2. Input Evaluation**

Input evaluation focuses on human resources, curriculum readiness, learning facilities, and supporting systems.

### **a. Human Resources**

TK Lentera Insan possesses a comprehensive team consisting of:

- 1) Special Education Teachers (GPK),
- 2) Classroom teachers with inclusion training,
- 3) Psychologists who collaborate in assessments and planning,
- 4) Therapists (as needed) who provide recommendations for children requiring additional interventions.

Teachers and psychologists work collaboratively to construct the Individual Education Program (IEP), known locally as Program Pembelajaran Individual (PPI). This multidisciplinary approach reflects best practices in inclusive education.

### **b. Curriculum and Learning Plans**

The curriculum used is adapted from the national PAUD curriculum, enriched with:

- 1) Differentiated instruction,
- 2) Activity-based learning,
- 3) Montessori-inspired practices, and
- 4) Individualized learning plans for PDBK.

PPI design is grounded in comprehensive assessments carried out before the child is placed in the class. These assessments include psychological evaluations, clinical observations, and interviews with parents.

### **c. Facilities and Resources**

To support inclusion, the school provides:

- 1) Observation rooms,
- 2) Catharsis rooms for emotional stabilization,
- 3) Tools for sensory stimulation, and
- 4) Documentation tools (portfolios, assessment checklists, development charts).

These facilities are adequate to support flexible learning arrangements such as pull-in and pull-out sessions. The input evaluation indicates that TK Lentera Insan is well-equipped with the necessary personnel, tools, and curriculum adaptations to implement inclusive PAUD effectively.

## **3. Process Evaluation**

Process evaluation examines the implementation of inclusive practices in daily learning activities.

### **a. Learning Implementation**

Two main instructional approaches are used:

### 1. Pull-in Approach

PDBK learn together with their peers in regular classrooms. Teachers differentiate instruction, while GPKs assist by:

- a. Providing motivation,
- b. Giving step-by-step guidance,
- c. Helping with concentration and task completion,
- d. Modifying materials when needed.

### 2. Pull-out Approach

Applied when learners require focused attention, especially during emotional, behavioral, or concentration challenges. GPKs conduct individualized activities in special rooms.

Both approaches reflect Ki Hajar Dewantara's philosophy of leading, guiding, and supporting learners based on their needs:

*Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani.*

### b. Monitoring and Coordination

Weekly coordination meetings are held every Monday between:

- 1) GPKs
- 2) Classroom teachers
- 3) Psychologists

These meetings aim to:

- 1) Review children's developmental progress,
- 2) Identify emerging challenges,
- 3) Adjust learning strategies, and
- 4) Plan further interventions.

Documentation is maintained through portfolios, behavior logs, and observation notes—indicating a structured monitoring system. The process evaluation shows a well-organized learning flow and systematic collaboration mechanisms, ensuring continuous support for children.

## 4. Product Evaluation

Product evaluation analyzes the outcomes of the inclusive PAUD program.

### a. Child Development Outcomes

Children with special needs show measurable progress across:

- Cognitive development,
- Social-emotional behavior,
- Communication and language skills, and
- Daily living skills (ADL).

Progress is documented through a holistic IEP evaluation report every semester. The evaluation uses a score scale (1–5) and qualitative descriptions, giving a comprehensive view of each child's growth.

### **b. Parental Satisfaction and Engagement**

Parents are involved during the intake, assessment, and reporting stages. GPKs present development reports directly to parents, strengthening partnerships and enabling consistent intervention at home.

Parents generally report:

- 1) Increased understanding of their child's needs,
- 2) Improved communication with teachers,
- 3) Higher confidence in their child's learning environment.

### **c. School Readiness and Program Sustainability**

The documented system, professional staff collaboration, and regular evaluation mechanisms demonstrate that the inclusive program at TK Lentera Insan is sustainable. The school continues to refine its practices based on evidence and stakeholder input.

The product evaluation confirms that the inclusive PAUD program yields positive developmental gains, strong parental engagement, and consistent adherence to inclusive principles.

## **DISCUSSION**

The evaluation of the inclusive PAUD implementation at TK Lentera Insan Depok demonstrates that the program is supported by a solid contextual foundation, adequate resources, and systematic processes that lead to positive developmental outcomes for children. From a contextual perspective, the school's long-term commitment to inclusive education aligns with global and national frameworks such as the Salamanca Statement (1994), the National Education System Law (2003), and Permendiknas No. 70/2009. The increasing identification of developmental variations in early childhood and rising parental demand for inclusive services further validate the relevance and urgency of the program. These findings reinforce that TK Lentera Insan's inclusive vision responds appropriately to societal needs and policy expectations.

The input evaluation shows that the school possesses strong institutional capacity to support inclusive practices. The availability of trained Special Education Teachers (GPK), classroom teachers with inclusion training, psychologists, and therapists illustrates a multidisciplinary model consistent with best practices in early childhood inclusion. Moreover, curriculum adaptations integrating differentiated instruction, Montessori-inspired activities, and individualized learning plans (PPI) ensure that children with diverse needs receive developmentally appropriate learning experiences. The existence of dedicated facilities—such as observation rooms, catharsis rooms, and sensory tools—further demonstrates the school's readiness to implement inclusive strategies effectively. These inputs suggest that TK Lentera Insan has established a robust infrastructure for delivering high-quality inclusive PAUD.

From the process evaluation, the combination of pull-in and pull-out instructional approaches reflects a flexible pedagogical model tailored to the varying needs of learners with special needs (PDBK). Pull-in sessions promote social integration and peer learning,

while pull-out sessions provide focused, individualized support during emotional or behavioral challenges. The collaborative culture among GPKs, classroom teachers, and psychologists—evidenced by weekly coordination meetings—ensures continuous monitoring and responsive adjustments to instructional strategies. Such systematic coordination aligns with the principle of collaborative problem-solving, which is essential for successful inclusive education. The structured documentation process also indicates a high degree of program accountability and instructional coherence.

The product evaluation confirms that the inclusive PAUD program has generated meaningful developmental gains for children across cognitive, social-emotional, communication, and adaptive behavior domains. These improvements, documented through semester-based IEP evaluations, reflect the effectiveness of individualized intervention strategies. Parental engagement also emerges as a significant outcome, with parents reporting enhanced understanding of their child's development and increased confidence in the school's learning environment. Furthermore, the sustainability indicators—such as consistent evaluation cycles, professional collaboration, and structured learning systems—suggest that TK Lentera Insan's inclusive program is not only effective but also institutionally resilient.

Overall, the findings indicate that the inclusive PAUD implementation at TK Lentera Insan is functioning effectively across all CIPP components. Strong contextual alignment, adequate inputs, well-managed processes, and positive outcomes collectively demonstrate that the school has successfully operationalized inclusive education principles at the early childhood level. While continuous refinement is still needed to address emerging needs, the results highlight TK Lentera Insan as a model of sustainable and responsive inclusive PAUD practice.

## **CONCLUSION**

Overall, the implementation of inclusive PAUD at TK Lentera Insan aligns with global standards and Indonesian policies on inclusive education. The findings indicate:

### **1. Strong Contextual Basis**

The school's philosophy and long-term commitment support inclusive PAUD effectively.

### **2. Adequate Input Resources**

The presence of trained teachers, psychologists, and adapted curricula strengthens program delivery.

### **3. Effective Implementation Processes**

The use of pull-in and pull-out approaches, supported by continuous monitoring, ensures individualized attention without segregating learners socially.

### **4. Positive Outcomes**

**Children** with special needs experience developmental improvements, and parents actively engage in the educational process.

Challenges that remain include:

- a. The need for continuous professional development,
- b. Potential teacher workload issues due to high documentation demands,

c. Variations in parental awareness and involvement.

Yet, these challenges are manageable and do not hinder the overall success of the program. If you want, I can also polish the Conclusion, add Implications, add Recommendations, or help format this into a full publishable journal.

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