



The Urgency of Program Evaluation in the Implementation of Inclusive Education in Public Elementary Schools in Jatiuwung District Tangerang City

Adzka Azzamulhaq¹, Asep Supena¹, Indra Jaya¹

¹Department of Special Education, State University of Jakarta, Jakarta, Indonesia

Article Info

Article history:

Received Jun 9, 2026
Revised Jun 30, 2026
Accepted Jul 12, 2026
OnlineFirst Jul 15, 2026

Keywords:

Elementary School
Inclusive Education
Program Evaluation
Educational Implementation

ABSTRACT

Purpose of the study: This study aims to examine the challenges in the implementation of inclusive education in public elementary schools in Jatiuwung District, Tangerang City, and to analyze the urgency of program evaluation as a strategic effort to improve the quality and sustainability of inclusive education services.

Methodology: This study employed a qualitative approach using a case study method. Data were collected through observations, in-depth interviews, and document analysis involving principals, classroom teachers, and special education teachers (Guru Pendamping Khusus/GPK) from inclusive elementary schools. The data were analyzed using descriptive qualitative techniques through data reduction, data display, and conclusion drawing, while data validity was ensured through source and method triangulation.

Main Findings: The findings reveal that the implementation of inclusive education has been carried out; however, it continues to face significant challenges, including limited teacher competence in addressing students with special educational needs, an insufficient number of special education teachers, inadequate inclusive learning facilities and infrastructure, and the absence of systematic and continuous program evaluation. These conditions reduce the effectiveness of inclusive education implementation and indicate the need for comprehensive evaluation to support continuous program improvement.

Novelty/Originality of this study: This study offers a novel perspective by examining inclusive education from the standpoint of program evaluation rather than focusing solely on implementation practices or teacher readiness. It highlights the relationship between implementation challenges and the necessity of systematic program evaluation as a foundation for improving inclusive education services, particularly within the context of public elementary schools in Jatiuwung District, Tangerang City, an area that has received limited attention in previous studies.

This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license



Corresponding Author:

Adzka Azzamulhaq,
Department of Special Education, Faculty of Education, Jakarta State University, Jl. R.Mangun Muka Raya,
Rawamangun, Kec. Pulo Gadung, Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta 13220, Indonesia
Email: Adzkaazzamulhaq@gmail.com

1. INTRODUCTION

Education is a fundamental right for all citizens that must be fulfilled without discrimination. Every student has the same right to receive a quality education, including students with special needs. In this context, inclusive education is an approach that emphasizes the importance of providing an educational experience that

accommodates the diversity of students within a single learning environment. Inclusive education not only provides access to education for students with special needs but also fosters a learning environment that values diversity and offers equal learning opportunities for all students [1] [2] [3].

In Indonesia, the commitment to inclusive education is evident in various national policies that position education as the primary means of achieving social justice [4], [5]. The implementation of inclusive education at the local level serves as a key indicator of the success of these policies [6], [7]. Local governments play a strategic role in translating national policies into concrete programs that align with local contexts and needs [8]. Without optimal support and management at the local level, the goals of inclusive education may not be fully achieved [9].

Inclusive education in Tangerang City is a strategic initiative by the local government to provide equal educational services to all students, including those with special needs, in accordance with Article 31 of the 1945 Constitution [10] and Law No. 8 of 2016 on Persons with Disabilities [11]. In addition, the government has also issued regulations specifically governing the provision of educational services for students with special needs [12] [13]. Government Regulation No. 13 of 2020 on Appropriate Accommodations for Students with Special Needs emphasizes that both the central and local governments have an obligation to support educational institutions in providing appropriate accommodations for students with special needs through budgetary support, the provision of facilities and infrastructure that are accessible to students with special needs, the training of educators and educational staff, and the development of a curriculum tailored to the needs of students with special needs [14].

The inclusive education program in Tangerang City officially began in the 2021–2022 school year, through Decision Letter No. 800/Kep.0178-Dispendik/2021 issued by the Head of the Tangerang City Education Office regarding the designation of Schools Implementing Inclusive Education (SPPI). Thus, Tangerang City is among the regions that have been relatively slow compared to other regions in implementing inclusive education programs. The implementation of inclusive education in Indonesia still faces various challenges, such as limited educational facilities, a shortage of educators competent in working with students with special needs, and a lack of public understanding regarding the concept of inclusive education [15]. In a technical study on the development of the Regional Technical Implementation Unit (UPTD) for Special Education Services of the Tangerang City Department of Education in 2024, it was noted that although it has been in place for approximately five years, the implementation of inclusive education in Tangerang City still faces various complex issues, whether from the perspective of students, parents, educators, or the local government's policy system [16].

Based on this overview of inclusive education in Tangerang City, the Jatiuwung subdistrict stands out as an area worthy of in-depth study. This subdistrict has several public elementary schools designated as Schools Implementing Inclusive Education (SPPI), namely SDN Gandasari 1, SDN Pasir Jaya 2, SDN Keroncong Mas Permai, SDN Jatake 3, and SDN Jatake 4, with diverse student populations and a heterogeneous socioeconomic background among the community. In practice, inclusive schools in Jatiuwung Subdistrict face various challenges similar to those in other subdistricts, but they also have their own local dynamics, such as the process of admitting new students with special needs. Although an affirmative action pathway with a 2.5% quota is available, in practice, obstacles are still encountered in the initial assessment process, student placement, and adjusting school capacity to accommodate the number of applicants [16]. This indicates that selection mechanisms and needs have not yet been fully integrated into the school service system. Additionally, there are limitations in the number of Special Education Teachers (GPK), variations in school readiness, and differences in support from parents and the surrounding community. Various challenges in implementing inclusive education can arise from a range of factors, such as social, economic, cultural, and institutional factors. These challenges can affect students' access, participation, and learning outcomes [17].

These conditions indicate that the implementation of inclusive education requires not only policies but also systematic program evaluations to determine the extent to which inclusive education is being implemented in accordance with its intended goals. Program evaluation is important because it provides insight into the various challenges encountered during program implementation and helps schools determine the necessary corrective measures [18]. Through program evaluation, the effectiveness of inclusive education implementation can be measured, thereby enabling the continuous improvement of the quality of educational services for students with special needs.

Several previous studies have addressed the implementation of inclusive education from the perspectives of teaching strategies, teacher readiness, and educational services for students with special needs. However, studies that specifically examine the implementation of inclusive education from the perspective of the urgency of program evaluation remain relatively limited, particularly in the context of public elementary schools in the Jatiuwung subdistrict of Tangerang City. Furthermore, research linking the challenges of implementing inclusive education to the urgency of program evaluation as a basis for developing inclusive educational services has also been scarce.

Given these conditions, there is a research gap highlighting the importance of a more in-depth study regarding the challenges of implementing inclusive education and the urgency of program evaluation at the elementary school level. Therefore, this study aims to examine various challenges in the implementation of inclusive education at public elementary schools in the Jatiuwung subdistrict of Tangerang City and to analyze the

urgency of program evaluation as an effort to improve the quality of inclusive educational services in elementary schools.

2. RESEARCH METHOD

This study employs a qualitative approach using the case study method. The qualitative approach was chosen because the study aims to gain a deeper understanding of the phenomenon of inclusive education implementation in elementary schools, as well as the various challenges faced in its implementation [19], [20]. The case study method was used to obtain a more structured overview of inclusive education implementation in a specific context, namely public elementary schools in Jatiuwung Subdistrict, Tangerang City. The subjects in this study consisted of school principals, classroom teachers, and Special Education Teachers (GPK) at Schools Implementing Inclusive Education (SPPI) in Jatiuwung District, Tangerang City. The selection of research subjects used purposive sampling, which involves intentionally selecting informants based on the consideration that they possess knowledge of and are directly involved in the implementation of inclusive education.

Data collection methods included observation, interviews, and documentation. Observations were conducted to gain an understanding of the implementation of inclusive education in schools, including the learning process, supporting facilities, and communication between educators and students with special needs [21]. In-depth interviews were conducted with research informants to gather information on the various challenges in implementing inclusive education and to understand the importance of evaluating inclusive education programs. Documentation was then carried out by collecting various documents related to the implementation of inclusive education, such as data on students with special needs, school programs, and other supporting documents. Data validity in this study was ensured through source triangulation and methodological triangulation. Source triangulation was carried out by comparing information obtained from various informants, while methodological triangulation was carried out by comparing the results of observations, interviews, and documentation to obtain more credible data.

3. RESULTS AND DISCUSSION

Based on the results of a study at a public elementary school in Jatiuwung Subdistrict, Tangerang City, various findings were identified regarding the implementation of inclusive education and the challenges faced in its implementation. Research data were collected through observations, interviews, and documentation involving the school principal, classroom teachers, and Special Education Support Teachers involved in the implementation of inclusive education at the school [22], [23]. In general, the school has been implementing inclusive education by enrolling students with special needs. Inclusive education is carried out through classroom instruction with certain adjustments tailored to the students' conditions and needs. However, the research results show that the implementation of inclusive education at the Jatiuwung District Public Elementary School in Tangerang City still faces various challenges that affect the program's effectiveness.

The interview results indicate that one of the challenges in implementing inclusive education is the limited competence of teachers in handling students with special needs. Some teachers reported that they still face difficulties in understanding the characteristics of students with special needs, as well as in determining learning strategies that are appropriate for the needs of students in the classroom. Teachers also noted that training on inclusive education remains limited, which means their understanding of inclusive education programs is not yet fully optimized. Furthermore, the results of classroom observations indicate that the learning process still tends to rely on general teaching methods applied to all students without any adjustments to accommodate the needs of students with special needs. In some cases, students with special needs appeared to have difficulty keeping up with the lessons because the instructional materials and methods were not yet adapted to their learning needs [24], [25]. Teachers also appeared to face challenges in dividing their attention between regular students and students with special needs within the same classroom.

The research findings also indicate that the limited availability of Special Education Support Teachers is one of the factors affecting the implementation of inclusive education in schools. Not all schools have Special Education Support Teachers who can adequately support students with special needs. As a result, the bulk of the responsibility still falls on classroom teachers, even though they do not yet fully possess the specialized competencies required for inclusive education.

In addition to human resources, the research findings indicate that the facilities and infrastructure supporting inclusive education in schools remain inadequate. Some schools do not yet have adaptive learning materials or specialized facilities capable of supporting the needs of students with special needs. Based on observations, the school environment is still designed for regular students, so accessibility for students with special needs has not been fully addressed. The research findings also indicate that the management of inclusive education programs in schools still faces various challenges. Based on interviews with school principals, the implementation of inclusive education has become part of the school's curriculum, but its implementation is not yet supported by

a structured and sustainable program evaluation system. The evaluations conducted are still general in nature and do not specifically assess the effectiveness of inclusive education implementation in schools. Furthermore, coordination among school administrators, teachers, and other stakeholders in the implementation of inclusive education is still not functioning effectively. Support for teachers in conducting lessons remains limited, so teachers often face difficulties in addressing the diverse needs of students with special needs in the classroom.

Based on the interview results, the school principal stated that an evaluation of the inclusive education program is essential to identify the various obstacles encountered in its implementation. Program evaluation is considered crucial as a foundation for making program improvements, enhancing the quality of educational services, and assisting the school in determining future steps for the development of inclusive education. Overall, the research findings indicate that inclusive education has been implemented at public elementary schools in the Jatiuwung subdistrict of Tangerang City, but its implementation still faces various challenges. These challenges relate to teacher competencies, the limited number of Special Education Teachers, supporting facilities and infrastructure, and the suboptimal management and evaluation of the inclusive education program.

3.1 Teacher Competencies in the Implementation of Inclusive Education

The research findings indicate that teacher competence is a key factor in the implementation of inclusive education. Teachers still face difficulties in understanding the characteristics of students with special needs and in applying appropriate teaching strategies. This situation indicates that teacher readiness significantly influences the effectiveness of inclusive education implementation in schools. These findings research, which states that teacher competence and readiness have a significant impact on the success of inclusive education. Teachers who lack an understanding of inclusive education tend to struggle with managing classroom instruction tailored to students' specific needs [26]. Furthermore, notes that inclusive education requires teachers to adapt learning strategies so that all students can actively participate in the learning process. Therefore, enhancing teachers' competencies through training and mentoring is crucial for supporting the implementation of inclusive education [27] [28].

3.2 Facilities and Infrastructure for Inclusive Education

Limited facilities and infrastructure are among the challenges in implementing inclusive education in elementary schools. Research findings indicate that facilities supporting inclusive education are still not adequately available, whether in the form of adaptive learning materials or accessibility within the school environment. This finding who states that the success of inclusive education is influenced not only by educational policies but also by the school environment's readiness to support the needs of students with special needs. Inadequate facilities and infrastructure can pose a challenge for students in effectively participating in the learning process. Therefore, schools need to improve the provision of facilities that support inclusive education so that the learning process can proceed more effectively and be inclusive for all students [29].

3.3 Program Management and the Importance of Evaluating Inclusive Education

Research findings indicate that the management of inclusive education programs in schools is still not functioning effectively. Evaluations of inclusive education programs have also not been conducted systematically. These conditions indicate that schools still need evaluations that can help assess the effectiveness of inclusive education implementation. This aligns states that program evaluation is a systematic process designed to gather information that can serve as a basis for decision-making and the development of educational programs. Through program evaluation, schools can identify various challenges encountered during the implementation of inclusive education and determine the necessary directions for improvement [30]. Program evaluation also has significant implications for improving the quality of inclusive education services whether in terms of learning, student support, or the overall management of inclusive education programs. Thus, program evaluation is crucial for supporting the successful implementation of inclusive education in elementary schools so that it can proceed more effectively, adaptively, and sustainably.

4. CONCLUSION

Based on the research findings, inclusive education has been implemented at public elementary schools in the Jatiuwung subdistrict of Tangerang City by providing students with special needs the opportunity to learn alongside other students in the same environment. However, the implementation of inclusive education still faces various challenges, particularly regarding teacher competence, the availability of facilities and infrastructure, and the management of inclusive education programs. Teachers' limited understanding of inclusive education, a shortage of Special Education Teachers (GPK), and suboptimal learning support facilities all affect the effectiveness of inclusive education. Furthermore, evaluations of the inclusive education program in schools have not yet been conducted systematically and continuously, so the various challenges in program implementation have not been fully identified and adequately addressed.

Based on these findings, evaluating inclusive education programs has become a matter of urgency. Program evaluations can help schools assess the effectiveness of inclusive education implementation, identify various challenges that arise, and serve as a foundation for improving and developing inclusive education services in elementary schools. Thus, program evaluations play a crucial role in enhancing the quality of inclusive education implementation so that it can proceed more effectively, adaptively, and sustainably.

ACKNOWLEDGEMENTS

The author would like to express his gratitude to all parties who provided support, assistance, and contributions throughout the research process and the preparation of this article. Appreciation is also extended to the institutions, respondents, and colleagues who assisted in the smooth running of this research.

REFERENCES

- [1] UNESCO, *Global Education Monitoring Report 2020: Inclusion and education: All means all*. Paris: UNESCO, 2020. doi: <https://doi.org/10.54676/JJNK6989>.
- [2] Darmaji, D. A. Kurniawan, Astalini, R. Perdana, Kuswanto, and M. Ikhlās, "Do a science process skills affect on critical thinking in science? Differences in urban and rural," *Int. J. Eval. Res. Educ.*, vol. 9, no. 4, pp. 874–880, 2020, doi: 10.11591/ijere.v9i4.20687.
- [3] Tanti, D. A. Kurniawan, Kuswanto, W. Utami, and I. Wardhana, "Science process skills and critical thinking in science: Urban and rural disparity," *J. Pendidik. IPA Indones.*, vol. 9, no. 4, pp. 489–498, 2020, doi: 10.15294/jpii.v9i4.24139.
- [4] I. Y. Intan and A. Widowati, "Integration of problem-based learning with digital technology in science learning for critical thinking skills," *Compt. J. Ilm. Pendidik. Fis.*, vol. 11, no. 2 SE-, pp. 250–265, Oct. 2025, doi: 10.30738/cjipf.v12i1.20878.
- [5] Tanti, Astalini, Darmaji, D. A. Kurniawan, and R. Fitriani, "Student perception review from gender : Electronic moduls of mathematical physics," *J. Pendidik. Indones.*, vol. 11, no. 1, pp. 125–132, 2022.
- [6] E. K. Odjer and E. K. G. Mensah, "Maternal mortality and legal accountability: examining government responsibility for preventable deaths," *J. Law Crim. Justice*, vol. 13, no. 3, pp. 49–73, Sep. 2025, doi: 10.15640/jlcj.v13p4.
- [7] A. D. S. Lestari, Jazuli, F. D. Murwani, L. W. Wardana, and A. P. Wati, "Problems of inclusive learning in fostering entrepreneurial motivation in students with disabilities: systematic literature review (SLR)," *J. Educ. Anal.*, vol. 3, no. 2, pp. 161–180, 2024, doi: 10.55927/jeda.v3i2.9246.
- [8] K. Ganasegeran *et al.*, "A systematic review of the economic burden of type 2 diabetes in Malaysia," *Int. J. Environ. Res. Public Health*, vol. 17, no. 16, pp. 5723–5735, Aug. 2020, doi: 10.3390/ijerph17165723.
- [9] C. Anwar, L. Komariyah, A. Aznem, L. T. Payung, and A. Heri, "Evaluasi kebijakan pendidikan inklusif di Indonesia : pendekatan CIPP dan perspektif keadilan Sosial," *J. Educ. Res.*, vol. 0738, no. 3, pp. 739–750, 2025, doi: <https://doi.org/10.37985/jer.v6i3.2576>.
- [10] *Undang-Undang Dasar Negara Republik Indonesia 1945*, vol. 1, no. 1. 1945.
- [11] *Undang-undang (UU) Nomor 8 Tahun 2016 tentang Penyandang Disabilitas*. 2016.
- [12] Meiliani, Tanti, and F. Sulman, "Student resource on newton 's law concepts reviewing from gender : identification using open-ended questions resource," *Indones. J. Sci. Math. Educ.*, vol. 04, no. 3, pp. 324–332, 2021, doi: 10.24042/ijisme.v4i3.10177.
- [13] M. Cockerill, T. Grieson, S. Bingham, and J. O'Keeffe, "Promoting stricts," *Educ. Sci.*, vol. 15, no. 1, 2025, doi: 10.3390/educsci15010052.
- [14] *Peraturan Pemerintah (PP) Nomor 13 Tahun 2020 tentang Akomodasi yang Layak untuk Peserta Didik Penyandang Disabilitas*. 2020.
- [15] N. J. H. Ramadhan, Suti'ah, and A. Aziz, "The implementation of inclusive education policy in indonesia: a literature review," *Esteem J. English Educ. Study Program.*, 2024.
- [16] "Kajian Teknis Pembentukan Unit Pelaksana Teknis Daerah (UPTD) Layanan Khusus Pendidikan," Tangerang, 2024.
- [17] M. Ainscow, "Promoting inclusion and equity in education : lessons from international experiences experiences," *Nord. J. Stud. Educ. Policy*, vol. 6, no. 1, pp. 7–16, 2020, doi: 10.1080/20020317.2020.1729587.
- [18] Suklani, "Evaluation model and its urgency on elementary education programs," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 7, no. 2, pp. 1639–1650, 2023, doi: 10.31004/obsesi.v7i2.4201.
- [19] E. Daniel, "The usefulness of qualitative and quantitative approaches and methods in researching problem-solving ability in science education curriculum," *J. Educ. Pract.*, vol. 7, no. 15, pp. 91–100, 2016, doi: 2222-288X.
- [20] J. W. Creswell and J. D. Creswell, *Research design: qualitative, quantitative, and mixed methods approaches*, 4th Editio. Newbury Park: Sage publications, 2017.
- [21] W. Sauerbrei, M. Abrahamowicz, D. G. Altman, S. le Cessie, and J. Carpenter, "Strengthening analytical thinking for observational studies: The stratos initiative," *Stat. Med.*, vol. 33, no. 30, pp. 5413–5432, Dec. 2014, doi: 10.1002/sim.6265.
- [22] L. Unstad and H. Fjortoft, "Disciplinary literacy in religious education: the role and relevance of reading," *Br. J. Relig. Educ.*, vol. 43, no. 4, pp. 434–442, 2021, doi: 10.1080/01416200.2020.1754164.
- [23] K. C. Putri and Sutriyono, "Pengaruh metode pembelajaran STAD terhadap hasil belajar matematika pada siswa kelas VIII," *Mosharafa J. Pendidik. Mat.*, vol. 7, no. 2, pp. 295–306, 2018, doi: 10.31980/mosharafa.v7i2.510.
- [24] S. Kamau *et al.*, "Integration strategies and models to support transition and adaptation of culturally and linguistically diverse nursing staff into healthcare environments: An umbrella review," *Int. J. Nurs. Stud.*, vol. 136, p. 104377, 2022, doi: 10.1016/j.ijnurstu.2022.104377.
- [25] A. Dengel, M. Z. Iqbal, S. Grafe, and E. Mangina, "A review on augmented reality authoring toolkits for education," *Front. Virtual Real.*, vol. 3, no. April, pp. 1–15, 2022, doi: 10.3389/frvir.2022.798032.

- [26] E. S. Keefe, "From detractive to democratic: The duty of teacher education to disrupt structural ableism and reimagine disability," *Teach. Coll. Rec.*, 2022, doi: <https://doi.org/10.1177/01614681221086994>.
- [27] E. WALTON, *The knowledge of inclusive education: an ecological approach*. Routledge, 2025.
- [28] Y. Rahmawati, A. Ridwan, and T. Hadinugrahaningsih, "Promoting students' critical thinking through socio-critical and problem-oriented chemistry education: A case study.," *Turkish J. Sci. Educ.*, vol. 17, no. 2, pp. 200–214, Jun. 2020, doi: 10.36681/tused.2020.20.
- [29] R. Slee, *Inclusive Education isn ' t Dead , it Just Smells Funny*. Routledge, 2018.
- [30] D. L. Stufflebeam and Guili Zhang, *The CIPP evaluation model: How to evaluate for improvement and accountability*. Guilford Publications, 2018.