

EVALUATION OF COMPETENCE IMPROVEMENT TRAINING IN TEACHERS IN LEARNING IN INCLUSION SCHOOL KOTA YOGYAKARTA

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ABSTRACT

Inclusified school teacher competency misunderstands the understanding of students with special needs and learning. Teacher competency improvement can be carried out through training programs (in service training) and have been carried out by central government and regional governments. In fact, the training program that has been carried out has not been evaluated so that the quality achievements are not known in accordance with the objectives. This study aims to evaluate training programs for improving teacher competency in Yogyakarta city inclusion schools from the Context aspect (policy funding support), Input (participant characteristics and training materials), Product (learning implementation) Products (soft skills training results and Present skills) and training constraints.

The research approach uses program evaluation with the CIPP Model. Data collection was carried out through observation, interviews, questionnaires and document analysis for 100 participants. Validity of data through technical triangulation. and analysis with quantitative and qualitative descriptive techniques.

The results show that: (1) Context: there is financial support (100%) and the policy of the Yogyakarta City Government through the Disability Service Unit (ULD) for inclusive school teacher training, meaning that participants are free of charge. Funding support from schools is still very low, there are only 4% of inclusive kindergartens and elementary schools; (2) Input: characteristics of the participants most (90%) do not understand about children with special needs (ABK) and their learning, and there are 30% of schools have carried out inclusive education at the kindergarten, elementary, junior high school and as many as 25% of schools are pioneering inclusive schools other 55% have not implemented inclusive education. Aspects of training materials as much as 85% are in accordance with the needs of participants which include: policy materials, inclusive education systems, understanding the characteristics of ABK, learning and assessing the results of ABK learning and practicing ABK thickening simulations and completing follow-up plans. The 95% instructor stated by the participants to have excellent qualifications and mastery of the material; (3) Process: the method and interaction of the instructor in the presentation of material 75% is stated to be good, things that are lacking about the presentation of examples and variations in the media need to be added as much (70%). In the implementation of 95% of space facilities and supporting sources it is stated good, but for consumption as much as 95% of participants stated less variation. (4) Product: 95% of soft skill training participants said that they were very useful and had insight into inclusive education and ABK learning. The results in the form of hard skills in the form of follow-up plan documents and the results of the exercise assignments for each material 55% of participants resulted in criteria and others were lacking. The lowest results about instrument learning learning outcomes 90% of participants still use the type of assessment of traditional learning outcomes and there is no variance in the form of questions and also a low understanding of rubrics and indicators of assessment aspects of spiritual, social, knowledge and skills attitudes. Training constraints as many as 90% of participants about the time to leave school.

Kata Kunci: *competency training, program evaluation, inclusive school*