Evaluation of Primary School Inclusive Education Curriculum Based on Context, Input, Process, and Product (CIPP) Model

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ABSTRACT: This research aims to provide a descriptive overview of the results of the analysis regarding the suitability of inclusive education curriculum and to evaluate the impact on MI Al-Ma’arif 02 Jombang Jember and SD Al-Irsyad Al-Islamiyah Jember based on the CIPP model, as well as a comparison between these two institutions. The approach used is a qualitative approach with a multicycle study method. Informant selection was done using a purposive technique. Data collection techniques included observation, interviews, and documentation. Data analysis was conducted using the Miles, Huberman, and Saldana model, which involves data condensation, data presentation, verification, and conclusion drawing. The study results show that these two elementary educational institutions have similarities and differences related to the suitability of the inclusive education curriculum that the institutions have implemented based on the program evaluation model, namely the CIPP model. Similarities are found in the context and product aspects. Meanwhile, differences can be found in the input aspect because the madrasah still needs accompanying teachers and inadequate infrastructure. Then in the process aspect, it was found that elementary schools implement more diverse learning models based on the abilities and characteristics of students with special needs. It should be noted that this research is limited to aspects of the inclusive education curriculum at the basic education level. The findings of this research method provide originality in the form of the CIPP model which can be used as a case study analysis approach. Scientifically, by evaluating the educational curriculum, these findings provide a lot of input for improving education in the future, especially in inclusive education.

Penelitian ini bertujuan untuk memberikan gambaran deskriptif hasil analisis mengenai kesesuaian kurikulum pendidikan inklusi di MI Al-Ma’arif 02 Jombang Jember dan SD Al-Irsyad Al-Islamiyah Jember berbasis model CIPP, serta hasil komparasi diantara kedua lembaga tersebut. Pendekatan yang digunakan adalah pendekatan kualitatif dengan jenis studi kasus. Penentuan informan menggunakan teknik purposive. Teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Teknik analisis data menggunakan model Miles, Huberman dan Saldana yaitu kondensasi data, penyajian data, verifikasi dan kesimpulan. Hasil kajian menunjukkan...

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bahwa kedua lembaga pendidikan dasar ini memiliki persamaan dan perbedaan terkait kesesuaian kurikulum pendidikan inklusi yang telah lembaga terapkan berlandaskan model evaluasi program yaitu model CIPP. Persamaan terdapat pada aspek konteks dan produk. Sedangkan perbedaan dapat ditemukan pada aspek input karena di madrasah masih minim guru pendamping serta sarana prasana yang kurang memadai. Lalu pada aspek proses ditemukan bahwa sekolah dasar lebih melaksanakan beragam model pembelajaran berdasarkan kemampuan dan karakteristik siswa khusus. Perlu diketahui bahwa penelitian ini terbatas pada aspek kurikulum pendidikan inklusif dalam tingkat Pendidikan dasar. Temuan penelitian ini secara metode memberikan originalitas berupa model CIPP yang dapat digunakan sebagai pendekatan analisis studi kasus, secara keilmuan dengan mengevaluasi kurikulum pendidikan maka temuan ini memberikan banyak masukan untuk perbaikan pendidikan di masa mendatang khususnya dalam pendidikan inklusif.

**Keywords:** Curriculum Evaluation, Inclusive Education, CIPP Model.

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I. **INTRODUCTION**

The inclusive education model serves as the solution for all students with special needs to receive educational services in regular educational institutions. Indeed, academic institutions should and must provide these services to all students without exception. Therefore, it is ideal for educational institutions to assist all students in learning together within their environment (Garnida, 2015).

Legally, the Government has enacted numerous regulations to support the implementation of inclusive education, thus providing legal certainty for stakeholders. It began in 2009 with Regulation of the Minister of National Education of the Republic of Indonesia No. 70 regarding inclusive education for students with disabilities and unique talents. In this regulation, the Government ensures that at least one school in each sub-district is ready to accept and implement inclusive education. The Government is also obliged to provide at least one shadow teacher in inclusive education (Diknas No.70, 2009). Furthermore, the Regulation of the Peraturan Menteri Agama (PMA) No. 90 of 2013 on the implementation of madrasah education states that from Madrasah Ibtidaiyah to Aliyah, educational institutions are required to provide access for students with special needs (Choiri, 2015).

The Ministry of Religious Affairs has also issued new regulations on inclusive education through the Directorate General of Islamic Education, which has issued guidelines for implementing inclusive education in Madrasah. These guidelines include several principles of inclusive education, namely equity and quality improvement, individual needs, meaningfulness, sustainability, and involvement (Dirjen Pendidik Kemenag, 2022). The Vice Chairman of the Majelis Permusyawaratan Rakyat (MPR) also emphasized that the education system in Indonesia must adhere to the principles of inclusivity and equality, as quality education should be accessible to all Indonesian citizens.

Not all educational institutions can provide access and services to students with special needs to learn in an academic environment. This is because implementing inclusive education...
education in both madrasahs and schools requires the development of a curriculum that can be accepted by both regular students and students with special needs. This means that the curriculum as a guideline for learning must be developed with flexibility to achieve the established educational goals.

The research results indicate various issues faced by teachers regarding the readiness of the school itself, such as the lack of teacher competence in dealing with students with special needs, the lack of parental involvement in the education of students with special needs, the presence of many students with special needs in one class, and a lack of cooperation from various parties, including the community, professionals, and the government (Tarnoto, 2016).

Another research result describes inclusive education in Padang City at the elementary school level. The data obtained are as follows: 97.6% of schools have a vision and mission regarding inclusive education, 92.7% of schools have a clean, healthy, and open environment, 68.2% of teachers have skills and knowledge about children's illnesses, 51.2% of teachers have the competence by attending inclusive education workshops, 96.3% of schools accept students without discrimination, 92.7% of schools use adapted curriculum, 59.8% of schools use adapted assessment, and 50% of the community is ready to support the implementation of inclusive education. This means that implementing inclusive education for elementary schools in Padang City has not yet reached its maximum potential (Marti, 2012).

The empirical data above is reinforced by the limited knowledge of parents as guardians of special needs students about the existence of inclusive schools or madrasas and the importance of such schools or madrasas for the growth and development of their children. However, there are at least two significant benefits of inclusive education in schools and madrasas for special needs students: the presence of a curriculum that accommodates and modifies according to their needs and the inclusive school and madrasah environments provide non-academic self-development experiences for special needs students. Besides parents, the data also indicate that many educators, especially in schools or madrasas, must fully understand inclusive education. Therefore, implementing various government regulations cannot be carried out to the fullest extent possible.

Some schools focus on inclusive education and can develop their curriculum. This was done by Riyanto, the head of the Learning Support Division (LSD) at Tunas Indonesia in Bintaro School, South Tangerang. He was able to create an inclusive education curriculum within the school. For example, the graduation rates and final grades are not the same, and it can also be seen from emotional factors and their responsibilities (Kusuma, 2021).

Based on data from the research conducted by the Center for Research and Development of Religious and Religious Education in 2015, 10 Madrasahs in Indonesia implemented inclusive education, including some in the East Java region. Therefore, the subjects of this research are MI Al-Ma'arif 02 Jombang Jember and SD Al-Irsyad Al-Islamiyah Jember. The reason for choosing these two educational institutions is that they are both primary education institutions committed to inclusive education and provide opportunities for special needs students to learn together with regular students in the same classroom.

This research continues the previous study, which focused on implementing inclusive programs at Madrasah Ibtidaiyah Keji Ungaran in Central Java. Earlier research found

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that inclusive education at MI combines the national, madrasah, and individual education program curricula (Muzayanah, 2016). Additionally, there was research on the implementation of inclusive education at MI Falah Dawe Kudus, which revealed that the implementation model involved a pull-out system where special needs students learn in the same classroom as regular students. They receive exceptional guidance at specific times (Sulthon, 2018). Furthermore, the inclusive culture program built by inclusive schools in Ponorogo has received positive appreciation from parents, the community and the government. It can positively impact children with special needs (Sidiq & Istifadah, 2018).

Regarding teachers, there is research on the impact of particular education teacher competency on assessment indicators at the Inclusive Madrasah Ar-Roihan Lawang. The results showed a significant influence between the competency of special education teachers and assessment indicators, with a significance value of 0.000 or < 0.005. The correlation coefficient (R) was 0.596, categorized as moderate (Rahmah, 2017). Another study described a model for improving human resources in Inclusive Madrasah at MI Ma’arif Keji Semarang. The results identified three concrete steps: planning for unique human resources, inventory of human resources, and implementing inclusive teaching methods in the madrasah (Wibowo et al., 2019).

Therefore, the uniqueness of this research lies in its focus on evaluating inclusive education curricula in primary educational institutions based on the CIPP (context, input, process, product) model. Each CIPP dimension has a different purpose, namely: 1) Context to evaluate the relevance of the curriculum to the needs and context of the environment; 2) Input to evaluate the adequacy of the resources available to support the implementation of the curriculum; 3) Process to evaluate the effective and efficient implementation of the curriculum; and 4) Product to evaluate the impact of the curriculum on learners.

II. METHOD

The research approach employed in this study is qualitative, specifically a case study research design. This research aims to depict how the inclusive education curriculum is evaluated in primary educational institutions, namely Madrasah Ibtidaiyah Al-Ma’arif 02 Jombang Jember and Al-Irsyad Al-Islamiyah Elementary School Jember. Both schools were selected as the research sites because they have been pilot projects for inclusive education in Jember since 2015. The research follows an evaluative approach using the CIPP model (context, input, process, product), which is conducted to determine policies by considering a program's positive values and benefits first.

In selecting the research subjects, the researcher employed purposive, which means choosing subjects with a detailed understanding of the curriculum evaluation process in their respective institutions. These include inclusive education teachers, vice principals in charge of the curriculum, and school or madrasah principals. Data collection methods in this research consist of direct observation, semi-structured interviews, and documentation (Ikhwan, 2021). Data analysis was performed using the interactive model by Miles, Huberman, and Saldana, involving data condensation, data display, data verification, and concluding (Miles et al., 2014). Triangulation of sources and methods was chosen to ensure data validity in this study.
III. RESULT AND DISCUSSION

Curriculum evaluation is a systematic and ongoing activity that assesses and measures the level of success in implementing a curriculum at an educational institution. If success in curriculum implementation is achieved, it impacts the achievement of the academic and learning objectives designed beforehand. The components in curriculum evaluation encompass everything related to the objectives, content or materials within the curriculum, strategies and methods, the media used during the learning process, and other supporting components.

Curriculum evaluation has three functions and roles. Firstly, it serves as a moral judgment, providing a value that will be used for further actions. Secondly, it serves as a decision-maker, meaning the evaluation results are considered when making decisions. Lastly, it serves as a consensus of values, providing a research framework centred on specific objectives, measurement of behavioural learning achievements, and statistical analysis of test and post-test performance (Muttaqin, 2020).

According to Ibrahim, the primary function of curriculum evaluation is program improvement. This means that the evaluation results are used as input for necessary improvements in the curriculum program being developed. The following function is accountability to various parties, where curriculum evaluation is a report that must be accountable from the curriculum developer to the relevant stakeholders. Lastly, it determines follow-up actions based on the development results (Hamdi, 2020).

The various functions and roles of curriculum evaluation mentioned above can be more effective using models developed by scientists. One of the models for evaluating a program is the CIPP (Context, Input, Process, and Product) model. This model, developed by Stufflebeam and his team, is used to assess and measure a program, whether in education or other areas. Four aspects are subject to evaluation in this CIPP model. The first aspect is context; this aspect evaluates a program's primary needs, which can impact its environment. Input means evaluating the inputs that can provide information about whether a program is running effectively. This aspect assesses and measures how the program is being executed according to procedures. Product means evaluating the program activities' results (Zhang et al., 2011).

It is clearly stated that the working concept of the CIPP model in evaluating a program can be seen in the following diagram:

![Figure 1. The working concept of CIPP model (Aziz et al., 2018)](https://doi.org/10.35723/ajie.v8i2.471)

**Alignment of Inclusive Education Curriculum MI Al-Ma'arif 02 Jombang**

The inclusive education curriculum implemented at MI Al-Ma'arif 02 Jombang Jember must be evaluated to provide specific feedback, especially to its stakeholders. In context, it is documented that this madrasah has obtained the Inclusive Education
Implementation Decree and has 18 students with special needs, with four students participating in regular class groups, while the remaining 14 are in special classes. These 14 students consist of 3 deaf students, 2 with Down syndrome, 4 with autism, and nine slow learners.

The madrasah has already conducted the identification of students with special needs, allowing them to be grouped according to their individual needs. This serves as evidence that the identification process is the initial step taken by the school in inclusive education. In the inclusive education system, several initial stages are carried out for efficient learning, one of which is the identification stage. Its purpose is to determine whether students fall into the children with special needs category and whether they require therapy.

In general, identification aims to gather information about whether a child has any deviations or differences, whether physical, intellectual, social, or emotional. In implementing inclusive education, identifying children with special needs is done for several purposes, including screening, referral, classification, lesson planning, and monitoring learning progress (Garnida, 2015).

Another context is that the inclusive education curriculum in the madrasah is well-received by the institution’s stakeholders. Additionally, parents are enthusiastic to enroll their children because they receive adequate support from the madrasah and appropriate teaching tailored to each child's needs. The collaboration between parents and teachers can enhance the development of children with special needs and effectively address their requirements (Fatmawati, 2022). The researcher's observations have shown that within the madrasah environment, there is a growing enthusiasm among the community members who have children with special needs, and parents are increasingly aware of the benefits of enrolling their children in the madrasah. Most students with special needs at MI Al-Ma’arif 02 Jombang Jember come from areas outside of Jombang, such as Kasiyan-Puger, Menampu-Gumukmas, Wonorejo, and others.

Regarding input, there is alignment with the inclusive education curriculum at MI Al-Ma’arif 02 Jember because the school has two special education teachers who are graduates of psychology and Islamic religious education programs. They have also undergone training as special education teachers. Therefore, the Madrasah has placed competent teachers ready to support students with special needs. These teachers have a deep understanding and mastery of addressing the diverse needs of students with special needs. Additionally, the teachers have attended training on inclusive education and regularly communicate with other psychologists regarding children with special needs. Furthermore, the teachers have sign language learning guides because some of their students are deaf, despite limited supporting resources (Zahro, 2022).

A Shadow Teacher has several roles, including 1) Assisting students with special needs in understanding what is presented by the teacher in the classroom, 2) Accompanying students with special needs in completing their tasks by providing instructions that they easily understand, and 3) helping to organize activities that can be done both inside and outside the classroom (Qiftiyah & Calista, 2021).

Another input aspect is the support from the Head of the Madrasah, which serves as a valuable asset for the inclusive education curriculum at the Madrasah. This support can take the form of policies that provide space for teachers to assess the development of students with special needs, such as when teachers consistently take students with special needs for treatment with a psychologist (Asykuri, 2022).
The alignment of the inclusive education curriculum at MI Al-Ma'arif 02 Jombang Jember, seen from the process aspect, reveals that the 2013 curriculum has been implemented. Still, the lesson materials are adjusted to meet the needs of students with special needs through modifications, substitutions, and omissions. Learning occurs separately from regular students, but certain activities, such as ceremonies, are conducted together. Lesson planning utilizes individual education programs, and the implementation is evaluated monthly. The curriculum at the Madrasah is inclusive and based on government curriculum guidelines. Still, it includes modifications, such as adjusting achievement indicators to meet the needs of children with special needs. Furthermore, the maximum face-to-face teaching time for inclusive students is 2 hours. The curriculum focuses on basic literacy skills (reading, writing, and mathematics) and does not cover heavy subject matter comprehension (Salma, 2022).

Therefore, what the madrasah has implemented regarding the curriculum in line with the study is that an inclusive-based curriculum should consider the needs of students. This means that the curriculum can be implemented in the following ways: Duplication, Inclusive curriculum is aligned with the general curriculum. Modification, the general curriculum is adjusted to meet the needs and abilities of students. Substitution, some parts of the general curriculum are omitted but replaced with something roughly equivalent. Omission, Some parts of the curriculum need to be included because they are not feasible for students with special needs.

The following process can be seen by dividing learning time into two study groups or sessions. The first session starts from 07:00-09:00, while the second session begins from 09:15-12:00. The determination of these sessions is tailored to the needs of students with special needs. Learning is carried out in two study groups: five students in the Slow Learning category can study together with regular students in regular classrooms and are accompanied by a teacher who is always ready to motivate them. On the other hand, nine students in the categories of Attention Deficit Hyperactivity Disorder (ADHD), Autism, and non-verbal students who cannot be integrated into regular classes have their learning in special classes with special education teachers. Socialization with other students will occur if activities involve all students. The grouping of students is also due to the limited number of teachers who can serve as companions for students with special needs (Zahro, 2022).

When viewed from the product aspect, the alignment of the inclusive education curriculum at MI Al-Ma'arif 02 Jombang Jember reveals that the madrasah employs observation and testing techniques to assess learning outcomes. Observation is carried out daily and recorded on observation sheets/instruments. Evaluation is conducted periodically, including every month, mid-semester, end of semester, and end of the year, and assessments by psychologists every six months. The students’ learning achievements are reported to parents using two types of reports: test result reports and developmental progress reports that can be read by parents (Salma, 2022).

Assessment can be conducted by the shadow teacher, meaning they assess students with special needs, which includes the child's condition and level of deviation, health condition, academic abilities, limitations, psychosocial condition, talents, and interests, as well as predictions about the child's future skills and needs (Rahmaniar, 2016). However, the results do not have to be 100% perfect, as teachers may sometimes provide additional value to students with special needs who have shown significant progress during the learning process (Salma, 2022).

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Alignment of Inclusive Education Curriculum SD Al-Irsyad Al-Islamiyah

The evaluation of the inclusive education curriculum at SD Al-Irsyad Al-Islamiyah Jember can be seen from various aspects. Firstly, the contextual element indicates that the environment and stakeholders support inclusive education, especially with the support of parents. Inclusive education in this school has received a decree from the Government authorizing the implementation of inclusive education, and it aligns with the school's vision and mission, so the school consistently promotes itself as an inclusive school.

The researcher observed the trend of parents wanting their children with special needs to continue attending school because there is a legal basis and it complies with government regulations. In this inclusive school, children can still integrate and socialize with other students in the same class. It differs from Special Needs Schools, where all students have special needs. Parents of students are enthusiastic about enrolling their children in this school because of the adequate facilities, including therapy rooms, therapy equipment, and shadow teachers (Izza, 2022).

In the second aspect, the input aspect, SD Al-Irsyad Al-Islamiyah Jember has 20 special education teachers. The recruitment process for these teachers is conducted selectively. Special education teachers are also included in training activities to enhance their skills. During the orientation phase, the school provides an understanding that there are students with special needs. This is done for new teachers joining the school to ensure they are aware of this aspect (Fatma, 2022).

Some roles of a shadow teacher as a facilitator include 1) Compensatory teaching, teaching aimed at compensating for the shortcomings or limitations of students with special needs. 2) Facilitating communication, facilitating communication between students with special needs and teachers during the learning process to ensure the smooth implementation of the school's general program. This includes tasks such as editing, which involves converting Braille writing into visual writing and vice versa, and translating the teacher's speech into sign language. 3) Managing teaching aids, organizing and managing teaching aids (Adawiyah et al., 2022).

Next, regarding the process aspect, SD Al-Irsyad Al-Islamiyah Jember implements the 2013 curriculum. Still, the taught materials are adjusted to meet the needs of students with special needs through modifications, substitutions, or omissions (Munawaroh, 2022). The curriculum adjustments provided for students with special needs include 1) Duplication curriculum, this curriculum is relevant to national standards and is applied to students with special needs who do not have cognitive impairments. 2) Modified curriculum, this curriculum involves four aspects: Adding materials (addition), replacing some materials (duplication), simplifying materials (simplification) and eliminating some problematic parts or the entirety of the general curriculum (omission) (Murniarti & Anastasia, 2016).

In the lesson planning phase, teachers use individual education programs and evaluate them weekly (Munawaroh, 2022). The school employs various learning models, including regular, pull-out, and semi-regular systems. In the semi-regular system, it's a fifty-fifty split, with 50% of the time spent in therapy and 50% in the classroom. In the regular system, 90% of the time is spent in the school. On the other hand, the pull-out system is the opposite of the regular system, with 10% in the classroom and 90% in the therapy room. These diverse learning models are consistently used and chosen by the teachers (Aisyah, 2022).
In this planning phase, teachers analyze the assessment results, describe them, and then analyze the curriculum, sorting out which subject areas require adjustments. From this analysis, a comprehensive program is developed in the form of an Individual Learning Program (ILP). The development of ILP is carried out at the very least by the classroom teacher and subject teachers, the head of the school, parents/guardians, and special education teachers (Garnida, 2015). The researcher's observations also indicate that during the learning process, the school makes several innovations and modifications, primarily by the teachers. The essence is mutual understanding of differences and collaboration between regular students and students with special needs.

During the learning process, ways to enhance the motivation of students with special needs include: 1) Using engaging media, the use of media is crucial in teaching. Media not only serves to boost learning motivation but also helps students better understand the subject matter. 2) Providing rewards or praise, rewarding or praising children can significantly boost their learning enthusiasm. 3) Teaching with unique and engaging methods, such as using singing as a teaching method. 4) Providing adequate facilities, ensuring that the necessary facilities are available (Bahri, 2022).

The last aspect is the product aspect, where at SD Al-Irsyad Al-Islamiyah Jember, evaluations are conducted through six stages: self-care, sensory integration, occupation, behaviour, speech abilities, pre-academic (non-academic), and academic tests. Assessment still considers students' varying abilities, so individual assessment instruments are necessary. In inclusive education, assessment indicators are insufficient, sufficient, and sound. Inclusive students must go through all six stages and pass all six programs. Students who have passed the five stages can proceed to the academic assessment stage. If they still need to, they must first reach proficiency in non-academic areas. These assessments are conducted monthly, quarterly, and at the end of each semester. General curriculum evaluation is carried out every three months, involving the inclusive education team and psychologists (Munawaroh, 2022).

The assessment conducted by teachers at SD Al-Irsyad Al-Islamiyah Jember is a screening activity for children identified as students with special needs. Teachers, parents (for some aspects), and other available professionals can carry out assessment activities according to their competencies. The assessments cover several areas, including academic assessment, sensory and motor skills assessment, and psychological, emotional, and social assessments.

**Comparison of Inclusive Education Curriculum Evaluation Based on the CIPP Model**

MI Al-Ma’arif 02 Jombang Jember and SD Al-Irsyad Al-Islamiyah Jember are two elementary schools in Indonesia that are implementing inclusive education. This study compares the inclusive education curricula of the two schools using the CIPP model, which assesses a program's context, input, process and product. From the context aspect, both schools receive positive support from the surrounding community. They also commit to inclusive education, as evidenced by their participation in this study. From the input aspect, the curriculum at both schools was modified to meet the needs of students with special needs. This includes modifying content, materials, and teaching methods. From the process aspect, both schools use Individual Education Programs (IEP) to plan and implement learning for students with special needs. IEPs are developed in collaboration with students, their families, and their teachers. From a

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product aspect, both schools assess student learning using a combination of academic and non-academic assessments.

A comparison of the inclusive education curricula of the two schools reveals similarities and differences. The similarity is that both schools receive positive community support and are committed to inclusive education. They also use a modified curriculum and IEP to meet the needs of special needs students. The results of the comparative evaluation of inclusive education curricula at MI Al-Ma’arif 02 Jombang Jember and SD Al-Irsyad Al-Islamiyah Jember based on the CIPP Model can be seen in the following table:

Table 1. Comparison of inclusive education curriculum evaluation based on the CIPP model

<table>
<thead>
<tr>
<th>CIPP Model</th>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td>Both institutions received positive support and responses from the community and society.</td>
<td>MI Al-Ma’arif 02 Jombang Jember has not yet promoted itself as an inclusive educational institution, while SD Al-Irsyad Al-Islamiyah Jember has already promoted itself as an inclusive educational institution.</td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>The curriculum is developed through modification, substitution, and omission.</td>
<td>MI Al-Ma’arif 02 Jombang Jember is limited in terms of both human and non-human resources, whereas SD Al-Irsyad Al-Islamiyah Jember is in a better position.</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>The process of planning and implementing learning is in the form of an Individual Education Program (IEP) for both short-term, medium-term, and long-term.</td>
<td>In MI Al-Ma’arif 02 Jombang, inclusive students have separate classes referred to as resource learning classes, whereas in SD Al-Irsyad Al-Islamiyah Jember, inclusive students learn alongside regular students through a pull-out system.</td>
</tr>
<tr>
<td><strong>Product</strong></td>
<td>The evaluation consists of academic and non-academic assessments.</td>
<td>The evaluation and assessment of students in SD Al-Irsyad Al-Islamiyah Jember are more comprehensive compared to MI Al-Ma’arif 02 Jombang.</td>
</tr>
</tbody>
</table>

This comparison is interesting to connect with other international research that uses the CIPP model to evaluate inclusive education curricula. For example, according to the study by Rokhim et al., (2021), inclusive education must be supported by accompanying teachers and adequate infrastructure so that what is taught to children with special needs can be carried out properly otherwise it will become an obstacle for children with special needs in the learning process. Furthermore, research conducted by Sari et al., (2022) states that implementing inclusive education in Indonesia is essential and should be supported by various factors, namely accompanying teachers, organizing classes for children with special needs, and modifying the curriculum. In addition, there also needs to be awareness from the community, especially parents, of the importance of inclusive education for children with special needs so that the education curriculum designed by schools can be supported by the community or parents of children (Yasin et al., 2023).

IV. CONCLUSION

The results of the comparative study indicate that both elementary educational institutions have similarities and differences in the alignment of inclusive education curricula based on the CIPP model. Both schools have received community support and strong teacher commitment to inclusion. The curriculum is aligned with the school's vision and mission. Assessment uses a combination of observation, testing, and
reporting. MI Al-Ma’arif 02 still needs to develop materials and facilities and divide classes based on learning needs. At the same time, SD Al-Irsyad has more complete resources and uses regular, semi-regular, and pull-out models with individual learning programs, then more comprehensive assessment criteria.

V. REFERENCES


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