


Application of the CIPP Model in Evaluation of The Inclusive Education Curriculum in Madrasah Aliyah

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Abstract

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This research aims to measure the quality of implementation of the inclusive education curriculum using the CIPP evaluation model (context, Input, Process, and Product) at Madrasah Aliyah Negeri 1 Tidore, Madrasah Aliyah Negeri 2 Tidore, Madrasah Aliyah Negeri Insan Cendekia West Halmahera, and Madrasah Aliyah Negeri 1 Ternate. Precisely the fulfillment of the right of all learners to an equitable education that meets their basic learning needs and understands diversity. This research was conducted at Madrasah Aliyah Negeri spread across the province of North Maluku, with the sampling technique used was Stratified Sampling because the researchers divided (stratified) the population on certain characteristics by having four schools as research locations involving the principal, one teacher and one student in each school. The data collection technique used is the implementation scale of the inclusive education curriculum as the main instrument and also a checklist sheet as a reinforcement for the information obtained. The variables in this research are only focused on the implementation of the inclusive curriculum. The result shows that the four schools studied have met the components of context, input, and process in the implementation of the inclusive education curriculum, while the product components have not been fulfilled optimally. This research is also expected to provide focus attention on educational institutions in providing optimal educational services to students with special needs.

Kata kunci:

Model CIPP,
Evaluasi Kurikulum,
Kurikulum Inklusi,
Madrasah Aliyah.

Abstrak

Penelitian ini bertujuan untuk mengukur kualitas implementasi kurikulum pendidikan inklusi di Madrasah Aliyah Negeri 1 Tidore, Madrasah Aliyah Negeri 2 Tidore, Madrasah Aliyah Negeri Insan Cendekia Halmahera Barat, dan Madrasah Aliyah Negeri 1 Ternate. Penelitian ini dilakukan di Madrasah Aliyah Negeri yang tersebar di Provinsi Maluku Utara, dengan teknik pengambilan sampel yang digunakan adalah Stratified Sampling karena peneliti membagi (stratifikasi) populasi pada karakteristik tertentu dengan memiliki 4 (empat) sekolah sebagai lokasi penelitian yang melibatkan kepala sekolah, satu guru, dan satu siswa di setiap sekolah. Teknik pengumpulan data yang digunakan adalah skala implementasi kurikulum pendidikan inklusi sebagai instrumen utama dan juga lembar checklist sebagai penguat informasi yang diperoleh. Variabel-variabel yang terlibat dalam penelitian ini hanya difokuskan pada implementasi kurikulum inklusif. Hasil penelitian menunjukkan bahwa keempat sekolah yang diteliti telah memenuhi komponen konteks, input, dan proses dalam implementasi kurikulum pendidikan inklusi, sedangkan komponen produk belum terpenuhi secara optimal. Penelitian ini juga diharapkan dapat memberikan fokus perhatian kepada institusi pendidikan dalam memberikan layanan pendidikan secara optimal kepada siswa yang membutuhkan khusus.

INTRODUCTION

The curriculum as an effort to realize educational goals also contains educational programs that contain elements of values, attitudes, skills, knowledge, and every component related to the development of individual competencies (Ahid & Chamid, 2021; Ihsan et al., 2021; Sudiami, 2019). In principle, the curriculum is also understood as the material taught in schools, the number of subjects taught to students, or the amount of learning time given by educators, so that understanding of the curriculum needs to be studied comprehensively which includes the entire system built by stakeholders in educational institutions to ensure that the educational process can take place optimally (Loeser et al., 2007; Susanti & Rokhman, 2022). Therefore, characterizing the curriculum as subject matter is the most traditional picture of a curriculum which describes it as combining subject matter to form the content to be taught (Tanjung & Ariawan, 2022).

Therefore, the effort that needs to be made to accommodate all the needs of each child with special needs is through the development of an adaptive education system for students with special needs known as inclusive education (Andriana & Evans, 2020; Rahmat et al., 2022). Inclusive education in its application requires a curriculum that plays a role in formulating learning programs for students with special needs to produce quality graduates (Toker, 2021). The inclusive education curriculum also plays an important role in ensuring the qualifications that are expected to be possessed by students. A curriculum is a planned sequence of experiences based on standards in which students practice and achieve proficiency in the content and applied learning skills (Pakpahan & Habibah, 2021; Syawal, 2019). The curriculum is the ultimate guide for all educators on what is important for teaching and learning, so that every student has access to a rigorous academic experience. Consequently, the inclusive education curriculum requires an evaluation process to measure the educational services provided to students with special needs (Nira & Fauziah, 2021; Pollitt et al., 2020).

Evaluation in education has an important meaning in the teaching and learning process, in accordance with the general purpose of evaluation. The evaluation process contains at least two main objectives that differ from one another (Ajjawi et al., 2020; Genareo, 2022). For educational institutions (schools) generally require data from educational evaluation results to show the effectiveness of the learning process to stakeholders and also provide measurable performance parameters for each educator and education staff in an educational institution (Colthorpe et al., 2021; Kabilan & Annamalai, 2022). In addition, the evaluation of the educational process is also a professional activity that needs to be carried out by educators individually in order to continuously review and improve the learning process in schools (Maunah, 2016; Rosyidi & Rosikh, 2022). Educational evaluation can also be interpreted broadly as a process of measuring student progress, reforming the education system, and increasing accountability for results (Noddings, 2020). School administrators and teachers alike conduct their own evaluations to improve school performance and foster creative spaces for learning.

The term "evaluation" generally applies to the process of making value judgments. In education, the term "evaluation" is used to refer to operations related to curriculum, programmes, interventions, teaching methods and organizational factors (Arifin, 2009). Curriculum evaluation aims to assess the impact of the applied curriculum on student achievement so that the official curriculum can be revised if necessary and to review the teaching

and learning process in the classroom (McKernan, 1996). Curriculum evaluation establishes: The specific strengths and weaknesses of the curriculum and its implementation; Information critical to strategic change and policy decisions; Inputs needed to improve learning and teaching; Indicators for monitoring (Posillico et al., 2022). Curriculum evaluation can be in the form of activities and internal processes carried out by various units in the education system which can include the national Ministry of Education, regional education authorities, institutional monitoring and reporting systems, education departments, schools and communities (MacLeod & van der Veen, 2020).

The phenomenon found in the field is that most of the State Aliyah Madrasahs in North Maluku Province have not massively obtained information on the Regulation of the Minister of Religion (PMA) Number 90 of 2013 concerning the Implementation of Madrasah Education which states that madrasahs are obliged to provide access for students with special needs, so that education services are universally available. optimal is not accepted by students with special needs. In addition, the unavailability of a program on a regular basis to evaluate the implementation of the inclusive education curriculum is also found in some State Madrasah Aliyah in North Maluku Province. Therefore, this study seeks to assess the quality of the implementation of the inclusive education curriculum using the CIPP model.

Based on the results of research (Rokhim et al., 2021) related to the Evaluation of The Implementation of The Inclusion Program, it shows that there are no accompanying teachers for students with special needs in schools due to the limited competence of teachers in the field of inclusive education, the facilities and infrastructure that support the learning processes are still incomplete (Al-Shanawani, 2019; Ayyusufi et al., 2022; Aziz et al., 2018). In addition, the criteria in the education process that can support the achievement of quality educational services for students with special needs can be seen when an educational institution is able to cultivate mutual respect among the school members, big support and role of the principal in engaging all parties, and partnerships. between school, parents, and community (Budiarti, 2018). This shows that to support the implementation of the inclusive education curriculum, it is also necessary to support other main indicators that must be evaluated regularly so that educational institutions can identify deficiencies that need to be improved in order to provide educational services to students with special needs (Heiskanen et al., 2018).

In addition, research on the Evaluation of Inclusive Education Curriculum Program in PAUD Talenta Semarang (Budi Dyah Lestari, Joko Sutarto, and Tri Joko Raharjo, 2019) shows that all children with special needs can be served, and the community has given full trust to schools in serving children with special needs (Abdullah, 2018). public facilities and infrastructure have met the needs of all students although the availability of special facilities and infrastructure for special needs children with special needs is not adequate. the same is the case with the results of research on the Evaluation of Inclusive Education Program at Elementary Schools (Nuroel Tri Isna Wijaya, Ruqaiyah, and Siti Zulaikha, 2021) showing that based on evaluating the implementation of the inclusive curriculum using the CIPP model the conclusion is that there are context components where there are weaknesses, especially good program administrators and program implementers who have not been able to compile a program needs analysis so that it is relevant to the goals that have been set from the start, meanwhile for the input evaluation it was found that there was a need for improvement in 3 aspects, namely the

human resource aspect, especially in efforts to increase the competence of inclusive teachers, aspects support systems and aspects of the financing program that need clarification.

Although the proposed research has used the CIPP model to evaluate the implementation of the inclusive education curriculum for its implementation at the level of early childhood education and elementary school, so in this study more focused on evaluating the implementation of the inclusive education curriculum at the Madrasah Aliyah level which is under the auspices of the Ministry of Religion of the Republic of Indonesia. Curriculum evaluation can also be an external or commissioned review process. This may be carried out regularly by a special committee or task force on the curriculum, or a research-based study of the state and effectiveness of various aspects of the curriculum and its implementation. therefore, The evaluation of the implementation of the inclusive education curriculum at Madrasah Aliyah in North Maluku Province has the main objective of assessing the extent to which the implementation of the Minister of Religion Regulation No. 90 of 2013 concerning the Implementation of Madrasah Education is in accordance with the implementation standards that have been applied to Madrasah Aliyah in North Maluku Province.

RESEARCH METHOD

This research is an evaluative study using the CIPP (*Context, Input, Process and Product*) model with a quantitative descriptive approach, where researchers are trying to assess the achievement of inclusive education curriculum implementation in several schools in northern Maluku province, an assessment or appraisal of an object, program, practice, activity, or system with the purpose of providing information that will be of use in improve the quality of the implementation of the inclusive education curriculum at the Islamic-based high school level. The schools that are the research locations are: state islamic high school 1 of tidore, state islamic high school 2 of tidore, state islamic high school of insan cendekia, and state islamic high school 1 of ternate. In this research, data collection techniques consist of interviews with open-ended questions and implementation scale of the inclusive education curriculum. An interview session was held simultaneously with the Principal, teachers, and student. while the scale of the inclusive education curriculum is given to the principal to fill out and analyzing quantitative data through a descriptive statistical approach.

The population in this study refers to the Madrasah Aliyah Negeri schools spread across the province of North Maluku, with the sampling technique used is Stratified Sampling because the researchers divide (stratify) the population on certain characteristics by having 4 (four) schools as research locations involving the principal. schools, one teacher, and one student in each school. The data analysis procedure carried out in this study consisted of: 1) formulating a research instrument in the form of an inclusive education curriculum implementation scale using a Likert scale, this instrument was adapted from the CIPP Model Evaluation Instrument developed by Marina Ramadani, Supahar and Dadan Rosana, so that this research instrument not going through the stages of testing the validity and reliability; 2) descriptive statistical data analysis techniques to describe trends from data obtained by four schools that were carried out in the research process in assessing the quality of inclusive education curriculum implementation. In addition, to provide a quantitative description of the summary of data relating to the quality of the implementation of the inclusive education curriculum, the categories are given as follows:

Table 1. scores and categories of inclusive education curriculum implementation

Score	Category
112 - 91	The Context, Input, Process, and Product components have been fulfilled in the implementation of the inclusive education curriculum
90 - 69	Context, Input, and process components have been fulfilled in the implementation of the inclusive education curriculum
68 - 47	Context and input components have been met in the implementation of the inclusive education curriculum
46 - 28	Komponen Context telah terpenuhi dalam implementasi kurikulum pendidikan Inklusi

RESULT AND DISCUSSION

Context evaluation

Context evaluation aims to evaluate components related to school needs for the implementation of inclusive education curriculum. Specifically, the components consisting of context evaluation include: the school's vision, mission, and goals related to the need for educational services for students with special needs; school needs, opportunities to realize school needs related to the inclusive curriculum. Based on the data obtained through the implementation scale of the inclusive curriculum, it shows that the four State Madrasah Aliyah selected as research subjects already have a need for an inclusive curriculum which is represented in the vision that is owned by each school and also the formulation of school programs that provide a sufficient portion for the development of educator competencies or teacher assisting students with special needs. Quantitatively, the achievement of the context component in the implementation of the inclusive education curriculum at four State Madrasah Aliyah in North Maluku province is described in table 2 to table 5 below.

Table 2. Evaluation of Context in Madrasah Aliyah Negeri 1 Tidore

		Frequency		Cumulative	
		Percent	Valid Percent	Percent	Percent
Valid	MODERATE	3	42.9	42.9	42.9
	GOOD	2	28.6	28.6	71.4
	VERY GOOD	2	28.6	28.6	100.0
Total		7	100.0	100.0	

The data in table 2 shows that based on seven component indicators related to context evaluation, Madrasah Aliyah Negeri 1 Tidore has a moderate category in achieving context evaluation indicators with a percentage of 42.9% as the highest percentage. This shows that Madrasah Aliyah Negeri 1 Tidore in formulating the school's vision and mission, identifying the conditions of the school environment, identifying the number of students or prospective students with special needs, and the ability to design learning programs related to the implementation of the inclusive education curriculum has been in the category

moderate. Meanwhile, table 3 describes the results of the achievement of seven component indicators related to context evaluation at Madrasah Aliyah Negeri 2 Tidore.

Table 3. Evaluation of Context at Madrasah Aliyah Negeri 2 Tidore

		Frequency Percent		Cumulative	
				Valid Percent	Percent
Valid	MODERATE	4	57.1	57.1	57.1
	GOOD	2	28.6	28.6	85.7
	VERY GOOD	1	14.3	14.3	100.0
Total		7	100.0	100.0	

The data in table 3 shows that based on seven component indicators related to context evaluation, Madrasah Aliyah Negeri 2 Tidore has a moderate category in achieving context evaluation indicators with a percentage of 57.1% as the highest percentage. This shows that Madrasah Aliyah Negeri 2 Tidore in formulating the school's vision and mission, identifying the condition of the school environment, identifying the number of students or prospective students with special needs, and the ability to design learning programs related to the implementation of the inclusive education curriculum has been in the category moderate. Meanwhile, table 4 describes the results of the achievement of seven component indicators related to context evaluation in Madrasah Aliyah Negeri for West Halmahera Scholars.

Table 4. Evaluation of Context in Madrasah Aliyah Negeri Insan Cendekia west Halmahera.

		Frequency		Cumulative	
			Percent	Valid Percent	Percent
Valid	MODERATE	1	14.3	14.3	14.3
	GOOD	3	42.9	42.9	57.1
	VERY GOOD	3	42.9	42.9	100.0
Total		7	100.0	100.0	

The data in table 4 shows that based on seven component indicators related to context evaluation, Madrasah Aliyah Negeri Insan Cendekia west Halmahera has a very good category in achieving context evaluation indicators with a percentage of 42.9% as the highest percentage. This shows that the Madrasah Aliyah Negeri Insan Cendekia west Halmahera in formulating the school's vision and mission, identifying the conditions of the school environment, identifying the number of students or prospective students with special needs, and the ability to design learning programs related to the implementation of the inclusive education curriculum have been in place. in the Very Good category. Meanwhile, table 5 describes the results of the achievement of seven component indicators related to context evaluation in Madrasah Aliyah Negeri 1 Ternate.

Table 5. Evaluation of Context in Madrasah Aliyah Negeri 1 Ternate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MODERATE	4	57.1	57.1	57.1
	GOOD	2	28.6	28.6	85.7
	VERY GOOD	1	14.3	14.3	100.0
Total		7	100.0	100.0	

The data in table 5 shows that based on the seven component indicators related to context evaluation, Madrasah Aliyah 1 Ternate has a moderate category in achieving context evaluation indicators with a percentage of 57.1% as the highest percentage. This shows that Madrasah Aliyah Negeri 1 Ternate in formulating the school's vision and mission, identifying the condition of the school environment, identifying the number of students or prospective students with special needs, and the ability to design learning programs related to the implementation of the inclusive education curriculum have been in the category moderate. Therefore, based on the results of the context evaluation at four state madrasah aliyah schools, it was shown that the Madrasah Aliyah Negeri Insan Cendekia west Halmahera had the highest percentage of 42.9% for the very good category.

Input Evaluation

Input evaluation is used to evaluate supporting resources for the implementation of inclusive education curriculum in Madrasah Aliyah Negeri. Specifically, the input evaluation component consists of: Identifying the information that will be used to meet the objectives or needs; Plans and availability of resources; Human Resources Competence; and the availability of a learning environment to support the implementation of an inclusive education curriculum in Madrasah Aliyah Negeri.

Based on the data obtained through the scale of the implementation of the inclusive curriculum, it shows that the four State Madrasah Aliyah schools that were selected as research subjects have had adequate inputs in supporting the implementation of the inclusive education curriculum as indicated by the planning formulation made by the school in order to recruit special education that has competence in in the field of children with special needs, supporting the development of human resources through involving educators to participate in training activities related to the implementation of the inclusive curriculum, and also providing supporting facilities in supporting the learning process of students with special needs while in school. Quantitatively, the achievement of the input evaluation component in the implementation of the inclusive education curriculum at four State Madrasah Aliyah in North Maluku province is described in table 6 to table 9 below.

Table 6. Evaluation of Inputs in Madrasah Aliyah Negeri 1 Tidore

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MODERATE	2	28.6	28.6	28.6
	GOOD	3	42.9	42.9	71.4

VERY GOOD	2	28.6	28.6	100.0
Total	7	100.0	100.0	

The data in table 6 shows that based on seven component indicators related to input evaluation, Madrasah Aliyah Negeri 1 Tidore has a good category in achieving input evaluation indicators with a percentage of 42.9% as the highest percentage. This shows that Madrasah Aliyah Negeri 1 Tidore in identifying information that will be used to meet goals or needs; Plans and availability of resources; HR Competencies; and the availability of a learning environment to support the implementation of the inclusive education curriculum has been in the good category. Meanwhile, table 7 describes the results of the achievement of the seven component indicators related to the evaluation of inputs at Madrasah Aliyah Negeri 2 Tidore below.

Table 7. Evaluation of Inputs at Madrasah Aliyah Negeri 2 Tidore

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MODERATE	2	28.6	28.6	28.6
	GOOD	3	42.9	42.9	71.4
	VERY GOOD	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

The data in table 7 shows that based on seven component indicators related to input evaluation, Madrasah Aliyah Negeri 2 Tidore has a good category in achieving input evaluation indicators with a percentage of 42.9% as the highest percentage. This shows that Madrasah Aliyah Negeri 2 Tidore in identifying information that will be used to meet goals or needs; Plans and availability of resources; Human resource competence; and the availability of a learning environment to support the implementation of the inclusive education curriculum has been in the good category. Meanwhile, table 8 describes the results of the achievement of the seven component indicators related to the evaluation of inputs at Madrasah Aliyah Negeri Insan Cendekia West Halmahera.

Table 8. Evaluation of Inputs in Madrasah Aliyah Negeri Insan Cendekia West Halmahera

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MODERATE	2	28.6	28.6	28.6
	GOOD	3	42.9	42.9	71.4
	VERY GOOD	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

The data in table 8 shows that based on the seven component indicators related to input evaluation, the Madrasah Aliyah Negeri Insan Cendekia West Halmahera Scholars has a good category in achieving input evaluation indicators with a percentage of 42.9% as the highest

percentage. This shows that Madrasah Aliyah Negeri Insan Cendekia West in identifying information that will be used to meet goals or needs; Plans and availability of resources; Human resource competence; and the availability of a learning environment to support the implementation of the inclusive education curriculum has been in the good category. Meanwhile, table 9 describes the results of the achievement of the seven component indicators related to the evaluation of inputs at Madrasah Aliyah Negeri 1 Ternate below.

Table 9. Evaluation of Inputs in Madrasah Aliyah Negeri 1 Ternate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MODERATE	3	42.9	42.9	42.9
	GOOD	3	42.9	42.9	85.7
	VERY GOOD	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

The data in table 9 shows that based on seven component indicators related to input evaluation, Madrasah Aliyah 1 Ternate has a good category in achieving input evaluation indicators with a percentage of 42.9% as the highest percentage. This shows that Madrasah Aliyah Negeri 1 Ternate in identifying information that will be used to meet goals or needs; Plans and availability of resources; Human resource competence; and the availability of a learning environment to support the implementation of the inclusive education curriculum has been in the good category.

Therefore, based on the results of the evaluation of inputs at four state madrasah aliyah schools, it shows that all madrasah aliyah schools have good categories in identifying information that will be used to meet goals or needs; Plans and availability of resources; Human resource competence; and the availability of a learning environment to support the implementation of an inclusive education curriculum.

Process Evaluation

Process evaluation is used to assess the process of preparing and implementing inclusive education curricula in schools. assessment of teacher performance in the application of an inclusive curriculum during learning activities at Madrasah Aliyah Negeri. In particular, the process evaluation component relates to the implementation of the principles of the inclusive education curriculum during the classroom learning process and also the interaction patterns that occur between students with special needs and educators as well as interactions between students with special needs and normal students in the school environment. Based on the data obtained through the scale of implementing the inclusive curriculum, it shows that the four State Madrasah Aliyah schools that were selected as research subjects have had an adequate process in supporting the implementation of the inclusive education curriculum which is shown by the establishment of a responsive interaction pattern during learning activities between students with special needs and teachers and teachers. between students with special needs and normal students both inside and outside the classroom. Quantitatively, the achievement of the process evaluation component in the implementation of the inclusive education curriculum at four State Madrasah Aliyah in North Maluku province is described in tables 10 to 13 below.

Table 10. Process Evaluation at Madrasah Aliyah Negeri 1 Tidore

		Frequency	Percent	Cumulative	
				Valid Percent	Percent
Valid	MODERATE	3	42.9	42.9	42.9
	GOOD	3	42.9	42.9	85.7
	VERY GOOD	1	14.3	14.3	100.0
Total		7	100.0	100.0	

The data in table 10 shows that based on seven component indicators related to process evaluation, Madrasah Aliyah Negeri 1 Tidore has a good category in achieving process evaluation indicators with a percentage of 42.9% as the highest percentage. This shows that Madrasah Aliyah Negeri 1 Tidore in the development of responsive interaction patterns during learning activities between students with special needs and teachers and between students with special needs and normal students both inside and outside the classroom have been in the good category. Meanwhile, table 11 describes the results of the achievement of the seven component indicators related to the evaluation process at Madrasah Aliyah Negeri 2 Tidore below.

Table 11 Evaluation of the process at Madrasah Aliyah Negeri 2 Tidore

		Frequency	Percent	Cumulative	
				Valid Percent	Percent
Valid	MODERATE	4	57.1	57.1	57.1
	GOOD	2	28.6	28.6	85.7
	VERY GOOD	1	14.3	14.3	100.0
Total		7	100.0	100.0	

The data in table 11 shows that based on seven component indicators related to process evaluation, Madrasah Aliyah Negeri 2 Tidore has a moderate category in achieving process evaluation indicators with a percentage of 57.1% as the highest percentage. This shows that Madrasah Aliyah Negeri 2 Tidore in developing a responsive interaction pattern during learning activities between students with special needs and teachers and between students with special needs and normal students both inside and outside the classroom has been in the moderate category. Meanwhile, table 12 describes the results of the achievement of the seven component indicators related to the evaluation process at Madrasah Aliyah Negeri Insan Cendekia West Halmahera.

Table 12 Evaluation of the Process at Madrasah Aliyah Negeri Insan Cendekia West Halmahera.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MODERATE	3	42.9	42.9	42.9
	GOOD	3	42.9	42.9	85.7
	VERY GOOD	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

The data in table 12 shows that based on seven component indicators related to process evaluation, Madrasah Aliyah Negeri Insan Cendekia West Halmahera has a good category in achieving process evaluation indicators with a percentage of 42.9% as the highest percentage. This shows that the Madrasah Aliyah Negeri Insan Cendekia West Halmahera in the development of responsive interaction patterns during learning activities between students with special needs and teachers and between students with special needs and normal students both in the classroom and outside the classroom has been in the good category. Meanwhile, table 13 describes the results of the achievement of the seven component indicators related to the evaluation of inputs at Madrasah Aliyah Negeri 1 Ternate below.

Table 13 Process Evaluation at Madrasah Aliyah Negeri 1 Ternate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MODERATE	3	42.9	42.9	42.9
	GOOD	2	28.6	28.6	71.4
	VERY GOOD	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

The data in table 13 shows that based on the seven component indicators related to process evaluation, Madrasah Aliyah 1 Ternate has a moderate category in achieving process evaluation indicators with a percentage of 42.9% as the highest percentage. This shows that Madrasah Aliyah Negeri 1 Ternate in developing a responsive interaction pattern during learning activities between students with special needs and teachers and between students with special needs and normal students both inside and outside the classroom has been in the moderate category. Therefore, based on the results of the process evaluation at four public Madrasah Aliyah schools, it shows that three Madrasah Aliyah schools have a moderate category, while one school has a good category in building responsive interactions during learning activities between students with special needs and teachers and between students with special needs with normal students both inside and outside the classroom.

Product Evaluation

Product evaluation is used to assess the results achieved after the inclusive education curriculum is implemented in schools. In particular, the product evaluation component relates to the effectiveness of implementing the inclusive curriculum, improving the skills of students with special needs, and determining whether the implementation of the inclusive curriculum needs to

be continued, modified or discontinued. Based on the data obtained through the scale of implementation of the inclusive curriculum, it shows that the four State Madrasah Aliyah selected as research subjects have products from the results of the implementation of the inclusive education curriculum as indicated by the effectiveness of implementing the inclusive curriculum, improving the skills of students with special needs, and determining whether the implementation of the curriculum is effective. inclusion needs to be continued, modified or discontinued. Quantitatively, the achievement of the product evaluation component in the implementation of the inclusive education curriculum at four State Madrasah Aliyah in North Maluku province is described in table 14 to table 17 below.

Table 14 Product Evaluation at Madrasah Aliyah Negeri 1 Tidore

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MODERATE	2	28.6	28.6	28.6
	GOOD	3	42.9	42.9	71.4
	VERY GOOD	2	28.6	28.6	100.0
Total		7	100.0	100.0	

The data in table 14 shows that based on seven component indicators related to product evaluation, Madrasah Aliyah Negeri 1 Tidore has a good category in achieving product evaluation indicators with a percentage of 42.9% as the highest percentage. This shows that Madrasah Aliyah Negeri 1 Tidore in determining the effectiveness of the implementation of the inclusive curriculum, improving the skills of students with special needs, and determining whether the implementation of the inclusive curriculum needs to be continued, modified or discontinued has been in the good category. Meanwhile, table 15 describes the results of the achievement of seven component indicators related to product evaluation at Madrasah Aliyah Negeri 2 Tidore below.

Table 15 Product Evaluation at Madrasah Aliyah Negeri 2 Tidore

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MODERATE	2	28.6	28.6	28.6
	GOOD	3	42.9	42.9	71.4
	VERY GOOD	2	28.6	28.6	100.0
Total		7	100.0	100.0	

The data in table 15 shows that based on the seven component indicators related to product evaluation, Madrasah Aliyah Negeri 2 Tidore has a good category in achieving product evaluation indicators with a percentage of 42.9% as the highest percentage. This shows that Madrasah Aliyah Negeri 2 Tidore in determining the effectiveness of the implementation of the inclusive curriculum, improving the skills of students with special needs, and determining whether the implementation of the inclusive curriculum needs to be continued, modified or discontinued has been in the good category. Meanwhile, table 16 describes the results of the

achievement of the seven component indicators related to the evaluation of the process at Madrasah Aliyah Negeri Insan Cendekia West Halmahera.

Table 16 Product Evaluation in Madrasah Aliyah Negeri Insan Cendekia West Halmahera

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LOW	1	14.3	14.3	14.3
	MODERATE	4	57.1	57.1	71.4
	VERY GOOD	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

The data in table 16 shows that based on the seven component indicators related to product evaluation, Madrasah Aliyah Negeri Insan Cendekia West Halmahera has a moderate category in achieving product evaluation indicators with a percentage of 57.1% as the highest percentage. This shows that the Madrasah Aliyah Negeri Insan Cendekia West Halmahera in determining the effectiveness of the implementation of the inclusive curriculum, improving the skills of students with special needs, and determining whether the implementation of the inclusive curriculum needs to be continued, modified or discontinued has been in the moderate category.

Meanwhile, table 17 describes the results of the achievement of seven component indicators related to product evaluation at Madrasah Aliyah Negeri 1 Ternate below.

Table 17 Product Evaluation in Madrasah Aliyah Negeri 1 Ternate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LOW	2	8.6	28.6	28.6
	MODERATE	2	8.6	28.6	57.1
	GOOD	2	8.6	28.6	85.7
	VERY GOOD	1	4.3	14.3	100.0
	Total	7	100.0	100.0	

The data in table 17 shows that based on seven component indicators related to product evaluation, Madrasah Aliyah Negeri 1 Ternate has a moderate category in achieving product evaluation indicators with a percentage of 28.6% as the highest percentage. This shows that Madrasah Aliyah Negeri 1 Ternate in determining the effectiveness of the implementation of the inclusive curriculum, improving the skills of students with special needs, and determining whether the implementation of the inclusive curriculum needs to be continued, modified or discontinued has been in the moderate category.

Therefore, based on the results of product evaluations at four public madrasah aliyah schools, it shows that two schools have a moderate category and two schools have a good category in determining the effectiveness of the implementation of the inclusive curriculum, improving the skills of students with special needs, and determining whether the implementation of the inclusive curriculum needs to be continued. , modified or discontinued has been in the moderate category.

DISCUSSION

Based on the results of a descriptive analysis of the level of achievement of the components in the CIPP evaluation model consisting of Context, Input, Process, and Product with reference to the four categories of indicator fulfillment in the CIPP evaluation model consisting of very good, good, medium, and low categories, it can be summarized in the following table 18.

Table 18 Summary of CIPP evaluation model categories

School	CIPP Components	Category
Madrasah Aliyah Negeri 1 Tidore	Context	Moderate
	Input	Good
	Process	Good
	Product	Good
Madrasah Aliyah Negeri 2 Tidore	Context	Moderate
	Input	Good
	Process	Moderate
	Product	Good
Madrasah Aliyah Negeri Insan Cendekia Halmahera Barat	Context	Very Good
	Input	Good
	Process	Good
	Product	Moderate
Madrasah Aliyah Negeri 1 Ternate	Context	Moderate
	Input	Good
	Process	Moderate
	Product	Moderate

In addition, for research purposes, a table of accumulated scores on the inclusive education curriculum implementation scale is made in table 19 below.

School	Total Score in CIPP component
Madrasah Aliyah Negeri 1 Tidore	80
Madrasah Aliyah Negeri 2 Tidore	78
Madrasah Aliyah Negeri Insan Cendekia Halmahera Barat	81
Madrasah Aliyah Negeri 1 Ternate	73

The results of the total score of the CIPP components show that the Madrasah Aliyah Negeri of West Halmahera Scholars has the highest score of 81, so when referring to the conversion score of the implementation of the inclusive curriculum, it can be concluded that the Madrasah Aliyah Negeri Insan Cendekia West Halmahera has fulfilled the Context, Input, and Process Components in the implementation of the inclusive education curriculum, but has not optimally met the product components.

Children with special needs need an educational environment that can adapt to their obstacles and requirements, sehingga dapat provide equal opportunities to all students to achieve academic and social activities, including extracurricular activities, music, sports, social activities (Huang et al., 2020; Indriyani, 2022; Jørgensen et al., 2021). The challenges of inclusive education in learning activities include the class must remain harmonious considering the diverse class population (Zulaikhah et al., 2020). Children with special needs require much effort to understand the concepts that have been mastered by the majority of the class. In its implementation, many obstacles are faced, both using the curriculum that has not been fully implemented properly. Teachers lack understanding and innovation in using learning methods and media for student with special needs (Pankewicz et al., 2020; Williams-Brown & Hodkinson, 2021).

The lack of a companion Teacher specialized in assisting children with special needs. Inadequate unique infrastructure in supporting child development is a problem to support the successful implementation of inclusive education (Appleyard & Appleyard, 2014; Bardach et al., 2021). With a curriculum adapted to children's needs, the curriculum in inclusive schools can handle problems regarding children with special needs that have been agreed upon by the Principal, classroom teachers, and exceptional teachers. Staff, educators (teachers), and developing students must have competencies in their fields. Teachers must be able to choose a suitable method so that students can develop quickly (Hariri et al., 2016). Special teachers have special educational qualifications and skills and function as consultants for class teachers, school principals, and children (Whitmore et al., 2022). In addition, special teachers also function as mentors in unique guidance rooms. Environment and Implementation of Inclusive Education, both parents and the Government, have a role as an increase in children's motivation and confidence and as a policymaker in determining the implementation of inclusive education by providing teachers, budgets, and facilities needed by schools so that inclusive education can run smoothly.

In particular, the government issued policies related to inclusive education, in PP No. 70 of 2009 concerning inclusive education, Article 3 (1) and Permendiknas N0. 33 of 2008 Chapter. II item 1.d. It is explained that inclusive education is education that provides opportunities for students with special needs due to physical, emotional, mental, intellectual, social and/or intellectual potential and special talents to study together with other students in general and vocational education units. , by providing facilities, teaching staff, education staff and a curriculum that is tailored to the individual needs of students (DirDikExtraordinary, 2004). Moreover, Minister of Religion Regulation (PMA) Number 90 of 2013 concerning the Implementation of Madrasah Education states that madrasahs are obliged to provide access for students with special needs, so that many madrasah aliyah in the province have accepted children with special needs as students. The problem arises because many madrasah aliyah managers do not understand the implementation of inclusive education. In addition, the Ministry of Religion

does not yet have regulations regarding the implementation of inclusive education in madrasahs. As a result, the implementation of inclusive education at Madrasah Aliyah in Maluku Province has not been optimal or not yet inclusive. This can be seen from the unavailability of supporting infrastructure facilities in every activity of students with special needs in Madrasah Aliyah and what is very important is the limited ability of Madrasah Aliyah in North Maluku Province in implementing inclusive education curriculum.

In simple terms, the curriculum can be described as something that is offered to students in order to achieve the expected competencies. Educators have an important role in implementing a curriculum that has been designed in determining the content and learning methods used (Hadi et al., 2019; Loeser et al., 2007; Posillico et al., 2022). The curriculum in formal education units is positioned as something that is taught by education or can also be defined as something that is learned by students. In fact, the curriculum is also closely related to the achievement of learning outcomes obtained by students during certain time intervals (Lafrarchi, 2020; Supriani et al., 2022). The curriculum includes many things, such as teaching curriculum, learning curriculum, testing curriculum, and administration curriculum. The curriculum can also be seen as a means to achieve certain educational goals and objectives.

CONCLUSION

Based on the explanation above, it can be concluded that The process of implementing inclusive education at Madrasah Aliyah Negeri in North Maluku Province, from the planning side there are already programs from each MAN, as well as from the implementation side of the program generally it has been running and in terms of results there have been several MANs that have graduated students with special needs. In addition, the supporting factors for the Implementation of the Inclusive Education Curriculum are supported by the readiness of personnel in the field of curriculum and the readiness of facilities for students with special needs and the inhibiting factors for the Implementation of the Inclusive Education Curriculum at State Madrasah Aliyah in North Maluku Province, namely the public interest in sending their children with special needs to school. still not enough; The curriculum has not been designed properly and special assistant teachers are not yet available, and the facilities are not fulfilled. The results of the application of the CIPP model in the Evaluation of the Implementation of the Inclusive Education Curriculum at State Madrasah Aliyah in North Maluku Province can be seen from four main components, namely from the context of evaluation, where all the visions and missions of MAN have included inclusive education, while the input evaluation generally does not have the availability Special teachers and facilities have not been optimally available, meanwhile for process evaluation generally have used approaches, strategies, and methods as well as special learning media in the learning process for students with special needs. Finally, the results of the product evaluation have MAN which has passed students with special needs.

Strengthening the input component in the CIPP evaluation model process needs to be investigated further because the input greatly determines the quality of the implementation of the inclusive education curriculum because it contains information about the availability of facilities and infrastructure that are easily accessible for students with special needs and requires an in-depth mapping of teacher competencies. companion whose role is to provide special assistance to students with special needs.

The results of the study illustrate that the implementation of the inclusive education curriculum has been well implemented in four Madrasah Aliyah in North Maluku province, but there are still various weaknesses and deficiencies, especially the main components related to the availability of adequate infrastructure in providing easy access to learning for students with special needs during being at school and also not having available special accompanying teachers with adequate competence with the main role of providing assistance to students with special needs while at school, so that it has an impact on not achieving optimal implementation of the education curriculum.

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