

**AN EVALUATION OF ENGLISH TEACHING AND LEARNING IN INCLUSIVE
EDUCATION BDIE (Bengkala Deaf Inclusive Education)
IN BENGKALA VILLAGE NORTH BALI**

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English Language Education

ABSTRACT

Inclusive education mandates equitable access to quality learning for all students. In Indonesia, Permendiknas No. 70 Tahun 2009 requires all regular schools to serve students with special needs; however, systematic evaluation of English teaching and learning for deaf students in inclusive settings remains limited. This study evaluates the implementation of English teaching and learning in the Bengkala Deaf Inclusive Education (BDIE) program at SDN 2 Bengkala using the CIPP evaluation model. A qualitative descriptive design was employed, with data collected through semi structured interviews with the principal, English teacher, homeroom teachers, sign language teacher, and volunteered deaf students, supported by non participatory classroom observations. Findings highlight culturally inclusive settings with flexible policies and visually oriented planning. However, four gaps were identified: lack of qualified interpreters, limited teacher development, minimal curriculum adaptation, and restricted learning time. Students demonstrate gradual improvement in vocabulary recognition and basic writing, yet progress remains structurally constrained. The study concludes that meaningful English learning outcomes require systematic investment in qualified human resources, differentiated curriculum, and structured family engagement.

Keyword: CIPP evaluation model, deaf students, English teaching and learning, inclusive education, BDIE program, SDN 2 Bengkala

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ABSTRAK

Pendidikan inklusif di Indonesia sebagaimana diamanatkan Permendiknas No. 70 Tahun 2009, mewajibkan sekolah regular melayani siswa berkebutuhan khusus; namun, evaluasi terhadap pembelajaran Bahasa Inggris bagi siswa tunarungu dalam lingkungan inklusif masih terbatas. Penelitian ini mengevaluasi pembelajaran Bahasa Inggris dalam program Bengkala Deaf Inclusive Education (BDIE) di SDN 2 Bengkala dengan model evaluasi CIPP. Desain penelitian deskriptif kualitatif digunakan melalui wawancara semi terstruktur dengan kepala sekolah, guru Bahasa Inggris, guru kelas, guru Bahasa isyarat, serta siswa tunarungu, didukung observasi kelas non partisipatif. Hasil menunjukkan konteks budaya yang inklusif dengan kebijakan fleksibel dan perencanaan berbasis visual, namun terdapat empat kesenjangan utama: ketiadaan penerjemah berkualifikasi, pengembangan guru yang terbatas, adaptasi kurikulum yang minimal, serta waktu belajar yang terbatas. Siswa menunjukkan peningkatan bertahap dalam penguasaan kosakata dan keterampilan menulis dasar, tetapi kemajuan masih terhambat secara struktural. Penelitian ini menyimpulkan bahwa hasil pembelajaran Bahasa Inggris yang bermakna memerlukan investasi sistematis pada sumber daya manusia berkualifikasi, kurikulum terdiferensiasi, dan keterlibatan keluarga yang terstruktur.

Kata kunci: model evaluasi CIPP, peserta didik tunarungu, pembelajaran Bahasa Inggris, pendidikan inklusif, program BDIE, SDN 2 Bengkala