

Implementation of Assessment and Evaluation for Children with Special Needs at RA Assakinah

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Abstract

Evaluation and assessment is an important educational process to monitor, measure, and diagnose children's development. The problem found based on the results of observations is that there is no evaluation and assessment for children with special needs in PAUD institutions. This research aim is to examine the implementation of assessment and evaluation for children with special needs at RA Assakinah. The research method used was qualitative with a qualitative descriptive approach. The research subjects were one head of the Institute and five educators from Raudhatul Athfal Assakinah, Ngamprah District. Collect data techniques by conducting interviews and documentation. The data analysis used is data display and data reduction. The research results show the implementation of evaluation and assessment for children with special needs uses assessment checklist instruments, anecdotes, work results, and photos of activities

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INTRODUCTION

Early childhood education is an important education given during the golden generation of children to monitor and stimulate the growth and development of children to be in accordance with the growth and development based on their age. Educators and parents play a very important role in the process of optimizing the growth and development of early childhood. Problems of growth and development of children that are not in accordance with their age should be addressed wisely and appropriately by educators and parents by involving professional staff to handle the problems of children with special needs.

Based on the 1945 Constitution, Article 31 paragraph 1 stipulates that all citizens have the right to receive education. In this case, it can be interpreted that there should be no discrimination in terms of opportunities to receive education, even for children with special needs. Inclusive education is a regulation that has been set by the government to facilitate the educational needs of children with special needs.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, Article 2 paragraph 1 stipulates 8 standards for early childhood education, namely: (a) Standards for Child Development Achievement Levels; (b). Content Standards; (c). Process Standards; (d) Assessment Standards; (e) Educator and Education Personnel Standards; (f) Facilities and Infrastructure Standards; (g) Management Standards; and (h) Financing Standards. In inclusive education, there are modifications to the process standards that are adjusted to its needs, namely: (a) learning planning; (b) learning implementation; (c) learning evaluation; and (d) learning supervision (*Permendikbud137-2014Standar Nasional PAUD*, n.d.).

Evaluation and assessment in early childhood is one of the important and authentic elements of the educational process for early childhood, Imam Setiawan, et al in his book states that assessment is a routine activity process of collecting data and evidence to measure and diagnose the success of children's development and learning outcomes. Assessment becomes material for teachers as a report to parents to monitor development and improve learning programs (Setiawan et al., 2023). According to Maryati, 2019, Evaluation and assessment of child development is very important in the education process because it has meaning and purpose, namely understanding and knowing the development achieved by children after receiving stimulation in learning. Assessment or evaluation is a continuous and ongoing process (Kurniah et al., 2021)

The method of implementing evaluation and assessment in early childhood is different from the implementation of evaluation assessments at the next level of education. Based on its function, assessment is divided into two, namely formative assessment and summative assessment. Formative assessment consists of initial assessment and daily assessment. Initial assessment is an effort by educators to see the readiness of students and to find out the development of previous learning. Daily assessment is an effort by educators to find out the learning process related to the learning objectives that have been set. Summative assessment is carried out at the end of the learning period to assess the child's development of the learning objectives that have been set (Alimudin et al., 2023)

Children with special needs are children with developmental disorders or abnormalities that have limitations in one or more physical abilities or such as deafness or blindness, and psychological disorders such as autism and ADHD (Attention deficit hyperactivity disorder). Children with special needs are children who require special services or treatment because of their disorders or exceptionalities. (Gebrina Rezieka et al., n.d.). Based on these conditions, educational services for children with special needs certainly have special treatment compared to other normal children. This special treatment includes assistance when receiving learning, support from the closest family and support from professional staff for optimal child development.

Educational services for children with special needs are still limited. There are not many special early childhood education institutions available for children with special needs. In this case, the government has created inclusive education regulations as a solution to the educational needs of early childhood with special needs. Quoting the Regulation of the Minister of National Education of the Republic of Indonesia Number 70 of 2009 concerning inclusive education for students with disabilities and have the potential for intelligence and/or special talents, that inclusive education is an education system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to participate in

education or learning in one educational environment together with students in general (*Permendikbud_No_70_Tahun2009_Tentang Inklusi*, n.d.)

The limitations of physical disorders, social, mental and emotional disorders and potential intelligence or talent should not be obstacles for children with special needs to obtain their right to education. Inclusive education services provide the widest possible opportunities for children with special needs to can develop optimally. According to Kustawan, institutions as providers of inclusive education services have logical consequences to respect children's differences, be open, friendly and non-discriminatory. (Pembinaan et al., 2018)

Inclusive service support based on article 11 paragraph 4 of Permendikbud no. 70 of 2009, namely: (a). professional assistance in planning, implementation, monitoring, and evaluation; (b). professional assistance in acceptance, identification and assessment, prevention, intervention, compensation and advocacy services for students. (c). professional assistance in modifying the curriculum, individual education programs, learning, assessment, media, and learning resources as well as accessible facilities and infrastructure. (*Permendikbud_No_70_Tahun2009_Tentang Inklusi*, n.d.)

Guidelines for the Implementation of Inclusive Education issued by the Ministry of Education and Culture through the Directorate General of Early Childhood Education and Community Education, Directorate of Early Childhood Education Development in 2018, explains that evaluation is a process or activity carried out to determine the success of students in achieving the objectives of the competencies that have been set. The evaluation process is related to five things, namely content, time, method, tools and place. In the Minister of Education and Culture Regulation No. 70/2007, the evaluation system in inclusive education is: Assessment of learning outcomes for inclusive education students refers to the curriculum of the relevant educational unit. The principles in evaluation are: continuity, wholeness, objectivity and cooperativeness. (Pembinaan et al., 2018). Research on the importance of assessment for children with special needs was conducted by (Indriani Rahmawan & Sunan Kalijaga Yogyakarta, n.d.) which states that assessment is the process of collecting accurate and comprehensive information to determine the difficulties and abilities/strengths of each child.

Other research (Pendidikan et al., n.d.) Hargrove dan Poteet (1984) states that assessment is one of three important activities that are inseparable in the field of education and is ranked first, namely assessment, then establishing a diagnosis and then making a prescription for planning an education program. Other studies state that assessment for children with special needs is important because it is a systematic or orderly process and to explore problems, obstacles, advantages and individual needs. (Puspa et al., 2018) Although research on the importance of evaluation and assessment for children with special needs has been widely conducted, there has been no research on the importance of implementing evaluation and assessment for children with special needs at the early childhood education level. Therefore, researchers are interested in conducting research on the education of children with special needs at the early childhood education level.

METHOD

The research method used is qualitative with a qualitative descriptive approach. The descriptive method is to describe an object, phenomenon or social setting that is poured into narrative writing. The data and facts collected are in the form of words or images and not numbers. Qualitative research is a quotation in the form of data (facts) revealed in the field to provide support for what is presented in the report (Anggito & Setiawan, 2018). The subjects of the study were one head of the Institution and five educators of Raudhatul Athfal Assakinah, Ngamprah District, West Bandung Regency. Data collection techniques were conducted by conducting interviews and documentation, and data analysis used was grounded theory analysis.

RESULTS AND DISCUSSION

Result

A. Assessment Checklist, Anecdotes, Work Results and Activity Photos are Implementation of Evaluation and Assessment for Children with Special Needs

The implementation of evaluation and assessment for children with special needs is the same as for other normal children, namely by using the Assessment Checklist instrument, anecdotes, work results and photos of activities. The following is an interview with one of the educators at RA Assakinah.

"Our school is not an inclusive school, but every year we receive the mandate of children with special needs with various problems. We do not create special assessment instruments for children with special needs. The implementation of evaluation and assessment for children with special needs is not differentiated from other normal children, meaning that the assessment checklist for normal children and children with special needs is on the same assessment sheet. Other assessment instruments are anecdotal notes, work results and photos of activities". (interview on May 15, 2024).

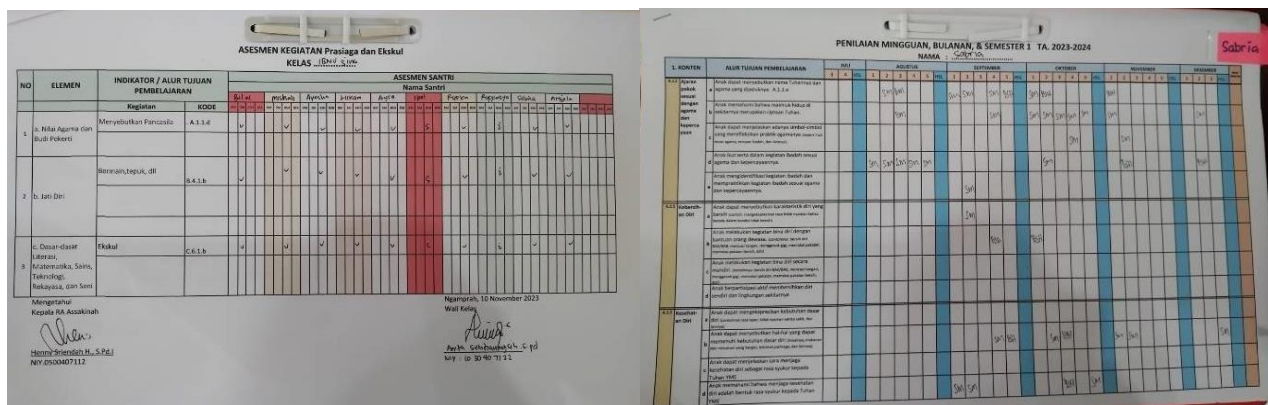


Image 1: Assessment Checklist

B. Expert Partners Involved in Addressing Problems of Children with Special Needs

RA Assakinah has professional expert partners who are competent in handling special needs children's problems and at the same time provide education and guidance for educators handling cases or problems of early childhood. The following are the results of an interview with the head of the RA Assakinah institution.

"Our institution is adjacent to the Special School which is under the auspices of the same Foundation. This makes it easier for us to conduct consultations, observations and appropriate action procedures for problems of children with special needs. For each new student admission, RA Assakinah has a policy to conduct an initial assessment and a series of tests on each child. After consulting with parents, for children who are indicated to have special needs, a series of more in-depth tests will be carried out involving expert partners. The results of the observation test for children with special needs

then become a guideline for handling children with special needs in learning for educators at RA Assakinah. Several cases of children with special needs that are temporary/temporary such as cases of behavioral deviations can be cured and the child can continue to the next level of regular education. For several cases of children with special needs with congenital/permanent disorders, efforts are made to get the right action to find interests and talents that can be developed to the next level of education. On that basis, RA Assakinah received

good recommendations from the community, especially for those who need education for children with special needs" (interview May 15, 2024).

C. Level of Difficulty and Assistance Differentiate the Material Taught to Children with Special Needs

Researchers did not find any special materials or curriculum for children with special needs. Researchers noted the existence of teaching modules and assessment checklists in each class, there was no differentiation for children with special needs. The following is an interview with an educator who handles two children with special needs in a class of ten people.

"Our school does not have an inclusive curriculum, so the teaching materials, learning materials, teaching modules given to children with special needs are also the same as other normal children. Training on the inclusive curriculum is still in the process of socialization. We have not received any provision and training on the inclusive curriculum. Although the material provided is the same, in practice there are differences, namely the level of difficulty and assistance for children with special needs. The provision provided by expert partners helped us in overcoming class conduciveness, we were given provision on how to calm children by giving them hug techniques, so that even without an assistant teacher, the class was relatively more conducive" (interview May 15, 2024)

Discussion

A. Implementation of Evaluation and Assessment for Children with Special Needs

Based on the research results, the evaluation and assessment of students with special needs in inclusive education based on Ministerial Regulation Number 70 of 2009 is special and vocational learning.(Pembinaan et al., 2018). This statement is supported by other research, namely that learning planning for children with special needs includes compiling a curriculum, Learning Program Plan (RPP) and evaluation (Syukri et al., 2023). Both of these mutually supportive studies were not found in the evaluation and assessment of children with special needs at RA Assakinah. Based on the provisions of inclusive education, curriculum modifications should be implemented in the preparation of learning plans, teaching materials, and evaluation and assessment.

B. Professional Expert Partners

The results of the study concluded that teacher mentoring and training are very important in reducing the hyperactive behavior of children with special needs by learning modified movements. This mentoring is very useful for strategies, learning innovations, formulating goals of ability and achievement and the desire to be accepted in the wider community.(Jariono et al., 2021). Other research that supports this is that knowledge and understanding of handling children with special needs, including mental retardation, Asperger syndrome, autism, Attention Deficit Hyperactive Disorder (ADHD), Specific Learning Difficulties and Slow Learners, requires handling and training so that educators gain knowledge and understanding regarding the types of special needs.(Brebahama et al., 2020). The two studies that support each other are for the implementation of special needs children's education with qualified teaching staff. In the implementation of education at RA Assakinah, although it is not carried out by specially qualified educators, educators and heads of institutions get

mentoring from professional expert partners. This shows that the special needs education services at RA Assakinah are very good.

C. Level of Difficulty and Assistance Differentiate the Material Taught to Children with Special Needs

Learning for children with special needs cannot be separated from methods and strategies. Educators with qualifications in Special Education or Psychology will be better able to see the situation and condition of children in inclusive education, including by doing various interesting games, seating arrangements to additional individual learning for children with special needs.(271612-Model-Dan-Strategi-Pembelajaran-Anak-Ber-255a606d, n.d.). Other research states that inclusive education services use adaptive learning patterns, adjusting to the circumstances of students by developing social, cognitive, affective and

psychomotor aspects in accordance with the individual learning program (PPI) that has been prepared. (Asiyah, 2018). From these two mutually supporting studies, the strategies, learning methods and mentoring of children with special needs are different from normal children. In this case, RA Assakinah uses a center learning model that is considered effective in learning, as well as special mentoring and different levels of difficulty from other normal children is the right solution at this time.

CONCLUSION

The implementation of evaluation and assessment of children with special needs at RA Assakinah, although it does not yet have a special inclusive format, and has not yet implemented inclusive education, in general the implementation of education for children with special needs is considered to have gone very well, this can be seen from:

1. There is assistance from professional expert partners who can directly observe children who are indicated to have special needs. Expert partners can also provide special handling for problems of children with special needs, as well as provide education for parents and institutions in handling cases and provide recommendations to the next level of education for children with special needs who have completed their education at RA Assakinah.
2. The absence of an inclusive curriculum is not an obstacle for RA Assakinah in providing educational services for children with special needs. The level of difficulty and assistance are the differences in educational services for children with special needs compared to other normal children.

Curriculum modifications that could be a solution for implementing inclusive education have not been implemented because they have not received training and socialization about inclusive education.

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