

ASSESSMENT OF LEARNING OUTCOMES SCHOOLMODEL INCLUSION AT ALAM PURWAKARTA SCHOOL

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Abstract: One important component to determine the effectiveness of the learning process is assessment. This study aims to determine the evaluation of the assessment of learning outcomes from inclusive PAUD learning in Alam Purwakarta Schools. The research was conducted using a qualitative direct field study approach. Data collection for theoretical studies uses books related to this material. Data were analyzed using descriptive narrative. Learning assessment techniques in PAUD inclusive natural schools use observation, anecdotal notes, conversations, assignments, performance, work, development of self-assessment tools, use of standardized instruments that have been developed, experimental projects, daily, monthly and semester assessments. The results of the study show that the assessment of inclusive education learning has been carried out effectively. In carrying out the assessment, educators have carried out fair assessments. Both for students in general and for students with special needs, must be adapted to the abilities of children with special needs. By using the design of learning outcomes assessment, it is hoped that educators can direct students to demonstrate mastery of predetermined competencies.

Keywords: Children with Special Needs, Inclusive Education, Assessment

Introduction

Assessment is an activity to assess something. In other languages, assessment is termed assessment, which is a process of observing, recording, and documenting student performance and work and how it is done as a basis for making decisions on child education that is useful for students (Suyatno, 2005). Information from the assessment will be used as a basis for evaluating the child's development in children's education early childhood (PAUD) (Waseso etc, 2009). The purpose of the assessment according to the Directorate of Early Childhood Education is to find out and follow up on the growth and development achieved by students while attending education (Fadlillah, 2017). The principles of assessment in early childhood learning include systematic, comprehensive, continuous, objective, educational, and meaningful (Fadlillah, 2017).

Inclusive education is now established as the main education policy for children with special educational needs and disabilities, which appears as a means to create an inclusive society where children with special needs have equal opportunities in education starting from early childhood to senior high school level. The Nature School is a pioneer of one of the schools that has implemented inclusion in its institutional management in Purwakarta. This Alam Purwakarta School implements an inclusion system from the early childhood education level to Junior High School. Then, the Alam Purwakarta School has a unique and effective assessment technique in the process of assessing learning outcomes for children with special needs. So the authors make the Alam Purwakarta School the object of research regarding the Assessment of Learning Outcomes of the Inclusive School Model.

Methods

This study uses a descriptive qualitative approach. Collecting data using interview techniques, observation and documentation. Respondents in this study were school principals, 2 kindergarten teachers and parents/guardians of students at Alam Purwakarta School . Technical analysis of data is done by descriptive narrative. Namely by analyzing the data written in detail, then the data is reduced or selected according to the purpose. Presentation of data is done with narration and drawing conclusions. Theoretical studies use books related to this material, data are analyzed using descriptive narratives (interviews) and documentation.

Discussion

According to Fadhli (2010) said that children with special needs are children who need special treatment because of these abnormalities. Geniofam (2010) enriches this opinion, children with special needs are children with special characteristics that are different from normal children in general.

The results of the author's first interview were with Mrs. Nia Vina Meilisa, as the Principal of the Alam Purwakarta School. He explained that the Alam Purwakarta School was founded in 2013 by two PGSD graduates from the Indonesian University of Education. Sekolah Alam Purwakarta has an individual curriculum. The initial establishment of this school was only by the number of students 2 children, 1 elementary school level child and 1 childhood level child. Then in 2014 there was an increase in the number of students reaching 16 students and one of them was a child with special needs named Andhika. Every year students enroll in this natural school are increasing. Many parents who have children with special needs are interested in enrolling their children in these schools. So that the comparison ratio for admission of students with special needs is set at 10% of the number of ordinary students. So if there are 10 regular students in total, then the ratio of admitting children with special needs is 1 person.

The term inclusion has a very broad meaning. Inclusion can be associated with the existence of equality or equality of individual rights in the distribution of certain resources. In the Regulation of the Minister of National Education Number 70 of 2009, it is also emphasized that children with special needs have been given the opportunity to receive education in regular schools at the elementary to high school level (Puspitasari & Handayani, 2014). Meanwhile, according to Nofrianto (2008), states that inclusive education is an education system for children with special needs that is integrated into regular class to study with other normal children in public schools. There is also government regulation

Number 19 of 2005 concerning National Education Standards in article (4) 1 which encourages the realization of inclusive education in Indonesia with competent teaching staff to organize inclusive education for every student with special needs (Praptiningrum, 2010).

Alam Purwakarta School is one of the education service providers that implements education for children with special needs in Purwakarta City. In this school there are 2 classes for the kindergarten level, namely TK A with 1 ABK (with shadow teacher). And TK B with 1 crew member (without shadow teacher). The vision of the Alam Purwakarta School is to become a steward of the earth's prosperity. Meanwhile, the mission of the Alam Purwakarta School is to provide educational services in accordance with the nature and talents of students/children,

involve all elements of the community, and make nature a learning medium. This information was obtained from an interview with Mrs. Diana Novita, as the Head of the Inclusion Unit at the Alam Purwakarta School.

Learning activities at the Alam Purwakarta school are divided into 3 clusters. The first is a regular class, consisting of children with special needs learning without the assistance of an accompanying teacher (Shadow Teacher). And regular classes with mentoring, here are children who have unfinished developmental problems and have behavior therapy (outside of school). The second transition class is called the transition class because it is here for children with special needs towards preparation for entering regular classes. In this transitional class all students with special needs with various levels and ages are combined from childhood to junior high school. If the child feels ready to enter the regular class, the student will be included in the regular class according to his level. In this transitional class there are also those who occasionally enter regular classes. The three classes are full transition, here are children who are completely unable or not ready to enter regular classes and are accompanied by (Shadow Teacher).

According to Hamalik Omeear (2007), learning outcomes are as changes in behavior in a person that can be observed and measured in the form of knowledge, attitudes and skills. This change can be interpreted as an increase and development that is better than before and those who do not know become aware.

Trianto (2010) explained that assessment is a series of activities to obtain, analyze and interpret data about student learning processes and outcomes which are carried out systematically and continuously, so that they become meaningful information in decision making.

Meanwhile, according to the Ministry of Religion of the Republic of Indonesia (2010), assessment is a process to obtain information about the development, achievement and performance of students which is carried out systematically and continuously. Data obtained by students during learning takes place can be captured and collected through procedures and assessment tools that are in accordance with competencies or results through procedures.

Based on the results of observations, it is known that some of the assessment techniques used in Natural Kindergarten in early childhood education are: observation, anecdotal notes, conversations, assignments, performance, works, development of self-assessment tools, use of standardized instruments that have been developed. The assessment process is carried out on a daily, weekly and monthly basis in the form of important notes regarding behavior and achievement of predetermined indicators. Besides the assessment developed by the teacher, other instruments that can also be used, especially in assessment activities and for cases that need special handling, are standard instruments such as instruments for detecting a child's level of intelligence or maturity. The use of this instrument is generally to involve other parties who are experts in their field. For example, for children with special needs, the assessment process requires psychologists or Shadow Teachers to assist teachers in providing assessments.

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Based on the results of observations, assessment at Alam Purwakarta School is carried out periodically, intensively, meaningfully, comprehensively and continuously. Observations were made when the child was doing activities throughout the day. Periodically the teacher reviews the child's development record and various other information including the special needs of the child which is collected from the results of observation notes, anecdotes, check lists, and portfolios. Then communicate with parents and the Shadow Teacher about child development including the special needs of children in a systematic, reliable and consistent manner. Monitor all aspects of the level of achievement of child development, and prioritize process over results, as well as learning through playing with concrete objects. Management of Assessment Results, the teacher

draws conclusions and reports on child progress based on available information, the teacher compiles and submits written reports on child development to parents on a regular basis, then makes reports on child development submitted to parents in the form of oral and written reports, accompanied by suggestions what parents can do at home.

Alam Purwakarta School has two assessment systems, namely assessment for learning and assessment of learning. Assessment for learning is an assessment that tends to form attitudes/behaviors, including assessments of children's daily behavior reported in "Anecdotes" and books on student behavior reports which are character building and indicators that have been achieved because for children with special needs themselves in this Alam Purwakarta Kindergarten has Individual Curriculum so that the Aspects and Indicators of the

Checklist are also different. While the Assessment of learning is an assessment that is generally carried out in schools, consisting of daily, monthly and semester assessments.

Based on the results of the researcher's interview with the inclusive education coordinator teacher, additional information was obtained regarding the assessment of inclusive education-based learning, to determine the success of achieving learning targets and the development of students, especially students with special needs. The assessment consists of an Individual Assessment and a progress report in the form of a checklist and narrative. Individual assessment is carried out because the Alam Purwakarta School has an Individual Learning Program (PPI) for children with special needs. The assessment conducted at the Alam Purwakarta School was based on the principle that no child would fail a grade. Children do not need to skip classes, but children can go to class with special criteria/different from other students. This means that for each student with a special character, the teacher sets learning targets that are not the same as other students.

Based on the document, it can be described that for children with special needs, a tabular assessment format is used. At the top contains the student's identity, namely name, class, group, diagnosis, and ability being assessed. Then the aspects assessed are listed in a table which includes education level, level of understanding of instructions, level of ability to receive information and respond, special services, program followed, time, and evaluation.

While the documentation regarding the Assessment of learning is an assessment of learning outcomes, consisting of two types of assessment, namely: daily, monthly and semester assessments. Daily assessments, namely student assessments that contain information about children's activities at school, assessments in the form of tables. This daily assessment book is a contact book for parents to find out all their activities at school. Assessment of students' daily activities consists of three parts, namely activities, teacher information, and parents' information/responses. The activity section is in the form of columns, while the information section has a dotted format that can be filled in narration by teachers and parents. The daily activities of students who are assessed are: arriving on time, following the morning journal, carrying out the Dhuha Prayer, and actively participating in learning, reading prayers and memorizing prayers, memorizing the Al-Qur'an and Hadith, making good friends and not crying, not being attended to in class, tidying up learning equipment, and games, discipline and order in school. At the top of the column is given a description of the time the assessment was carried out. Then the teacher fills in the checklist in the assessment column which is divided into five columns, namely for Assessments are Monday, Tuesday, Wednesday, Thursday and Friday. The last column contains a description.

Monthly Assessment, is reporting done every three months to parents together with the Shadow Teacher. The form of the report is submitted verbally via the Video Call application. Assessment is in the form of reports on the results of child development and behavior that occur and notes when the learning process takes place. Then the achievement of learning that has been fulfilled after being reported to parents, the teacher and shadow teacher also convey the stage of the indicator which will be leveled up.

Semester assessment, is a report card given twice during one school year, namely semester 1 and semester 2. The form of the report is in the form of collected sheets of printed paper and one plastic folder. Assessment is in the form of tables and narratives, for each aspect of

development. The assessment is in the form of an asterisk in the assessment column with the category of needing guidance, according to the stage of development, and being independent. The first sheet contains information about the students themselves.

The next sheet contains an assessment of the five aspects of development namely, aspects of affection, motor, language, social, and cognition. Affective aspects of feeling the human need to get a good response or warm treatment from others in the form of affection with the basic principle of feeling to be loved with elements of giving and receiving. Affect is caused by social interaction between individuals by involving the feelings that are in the heart. Motoric aspects of development that children have that allow children to be skilled at moving their limbs. Motoric aspects can be divided into two, namely gross motoric and fine motoric aspects. Language is the process of developing one's ability to understand and pronounce words. Over time and interaction, a person's vocabulary or language skills also develop. Social process when children learn to interact with people around them. This skill makes children able to sympathize towards others, and establish harmonious relationships with friends. Cognition is a mental process that occurs regarding something that is obtained from thinking about someone or something.

Each aspect of development has an assessment indicator. Then there is also a graph showing the statistics of students' memorization. The last sheet contains tabular information explaining the number of student absences, physical health, and extracurricular activities. Then the assessment report is signed by the teacher, principal, and parent/guardian of the student.

The biggest obstacle in the development of inclusive education is social and community conditions. In addition, other obstacles come from schools providing inclusive education, which have not been able to organize optimally inclusive education. Seeing the previous facts, it is necessary to know how the inclusive PAUD program is actually implemented in the field. To find out the implementation of the inclusive PAUD program, it is necessary to hold an evaluation. (Ni Made Laksani Ayu et al, 2019). A good teacher before conducting an assessment should pay attention to the condition of the child's readiness. Because sometimes children with special needs are often lazy to do the tasks given (Orin Oktorima, 2015).

Conclusion and Recommendations

Based on the results of observations made at Kindergarten at Sekolah Alam Purwakarta, it is known that teachers have carried out effective assessments for children with special needs, namely carrying out assessments according to the conditions of the students. This means that the assessment has used the principles of assessment in early childhood learning including systematic, comprehensive, continuous, objective, educational, and meaningful. Management of Assessment Results, the teacher has drawn conclusions and reports on the child's progress based on the available information as is, the teacher compiles and submits written reports on child development to parents together with the Shadow Teacher on a regular basis, taking into account the five aspects that serve as a reference for assessment, namely, Affective, Motoric, Language, Social and Cognition. Then make reports on child development submitted to parents in the form of oral and written reports, accompanied by suggestions that parents can do at home. Alam Purwakarta School is an alternative choice for parents who have children with special needs because it has a unique technique and assessment system according to the students' conditions.

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