

## Inclusive Educational Setting (Study of Elementary Schools in Bandung)

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**Abstract:** This study aims to obtain a description with regard to evaluation of study result for students with special needs in the Setting of Inclusive Education SD X And Y In Bandung. This research uses qualitative approach with case study strategy. Data collection techniques in this study using interviews, observation and document studies. Informants in the study consisted of: (1) classroom teachers; (2) teachers of study; and (3) special mentors (GPK). The findings of this study are: evaluation of learning outcomes in schools of delivery of inclusive education SD X and Y has been done systematically, which begins through the planning, implementation and reporting of evaluation results. However, with the variety of skills and learning barriers that learners have, general evaluation of learning outcomes has not been done in accordance with the concept of evaluation in schools of inclusive education providers. Thus as a material consideration and expansion of knowledge, the researcher recommends to the relevant parties, especially for teachers that is Evaluation Signs Learning Results For Special Needs Learners On School Organizers Inclusive Education.

**Keywords:** study result, student with special needs introduction

### I. INTRODUCTION

Inclusive education is an updated model as an alternative to providing services for learners with special needs, affirmed by Salamanca's statement in 1994. The statement states that the demand for all countries to adopt the principles of inclusive education into legislation or government policy, to accept all learners in a regular school unless there is an urgent reason to do otherwise. The form of government support for the movement towards inclusive education, in this case is realized through an effort to provide expanded access for students with special needs by conducting education in regular schools oriented inclusive education. These policies are followed up by the birth of regulations and legislation which is the foundation in the implementation of inclusive education.

Inclusive education is not an education that simply brings together learners with special needs with learners in general to study together in the school reguer. Inkluisf education has a basic principle that seeks to realize the implementation of education that respects diversity and non-discrimination, to obtain quality education in accordance with the ability and needs of learning. Thus inclusive education has major consequences, which should be able to accommodate the learning needs of learners both learners in general and learners need khsus.

At the operational level in shifting schools the challenge is the demand to be able to accommodate the heterogeneous learning needs of learners with a common vision. Similarly, in the class setting, the demands are of course a challenge for teachers that are competence to be able to plan the lesson, carry out learning and evaluate the learning outcomes by considering the needs and barriers of various learners. It is based on the fact that each learner has different

interests, fields, mastery level, learning speed, communication skills, and different learning strategies and possibly there are many barriers to learning that require special support because of difficulties or obstacles.

Evaluation of learning outcomes is a process undertaken to determine the level of ability or achievement achieved by learners after the process of learning within a certain period. Through evaluation, it can be measured how far the achievement of a program that has been prepared so that can be attempted improvement or improvement so that the goal of education can be achieved. In this case evaluation should be done in a sustainable and comprehensive (comprehensive).

The evaluation of learning outcomes at schools of inclusive education basically goes through the same stages as schools in general. However, with the range of abilities, and the learning barriers that learners have, the evaluation system of inclusive education providers should be more flexible, where evaluation of learning outcomes should always consider the barriers that the learners have. Study of 12 schools of inclusive education providers in Regency and City in Bandung illustrates that in general there are issues and issues such as the evaluation of learning outcomes used in schools of inclusive education providers, where evaluation systems are used not yet flexible [1]. There is still a perception that the evaluation system for learning outcomes for learners with special needs as well as learners in general, thus developing the assumption that learners with special needs do not show significant learning progress.

Such conditions can certainly lead to false views and understanding and negative imagery on the implementation of inclusive education. In this case inclusive education is impressed as an education that

merely brings together students with special needs in regular schools, regardless of the appropriate educational services, skills and learning needs. Thus it is certainly contrary to the nature of inclusive education, where inclusive education is one effort in the realization of education for all by ensuring access and quality for each learner [2].

These issues certainly show that so far the inclusive education system is still faced with various problems and requires serious attention and responds by various stakeholders, so as not to hamper the essence of the implementation of inclusive education itself. Based on these phenomena, in this case the researchers studied more in depth by doing research especially with regard to the evaluation of the results of learning Ease of Use.

## II. METHODS

According to the purpose of this study, which is intended to obtain a description regarding the evaluation of learning outcomes for students with special needs in schools of inclusive education providers, the approach used in this study is a qualitative approach with case study strategy. The qualitative approach is used with the intent to reveal the facts of the field by attempting to explain what is actually happening in the field, translating or interpreting the phenomenon, so that ultimately found the main findings regarding the evaluation of learning outcomes for students with special needs in schools of inclusive education provider SD X and Y in the city of Bandung. Data disclosed in the form of information both orally and in writing obtained from the informant at the time of the research.

The case study was chosen because it can generally provide broad access or opportunity to the researcher to study in depth, detail, intensive and comprehensive to the unit under study. Data collection techniques used in this research are interview, observation and document study. In this study the main instrument is the researchers themselves. Researchers as well as planners, implementing data collection, analysis, and eventually become reporting research results.

In the implementation of data collection researchers using interview guides, observation guidelines and document study guides that have been developed and developed based on the components of evaluation of learning outcomes for students with special needs in schools providing the Inclusive Education SD X and Y. Steps of data analysis in this study was conducted through an interactive model proposed Miles and Huberman . In this analysis model, the three components of analysis are data reduction, data display, and data verification.

## III. RESULT

### A. X Elementary School

Related evaluation of learning outcomes in each subject obtained data that: Teachers to evaluate learning outcomes by planning to implement and report results. The detailed steps taken in the evaluation of learning outcomes are:

### 1. Planning

Related to the planning explained that the assessment is done by referring syllabus and lesson plan (RPP). The things that teachers do in planning are:

Arrange the grid. In preparing the grid, the teacher pours in the form of a matrix that includes No, the competencies that are subjected to learning that must be mastered (SK and KD) materials, problem indicators, question form, no matter and script questions will be used in assessing the success of competency.

The arranged grid is used for the students in general as well as for the students with special needs. The aspects assessed and contained in the competencies that must be achieved include cognitive, psychomotor and affective, namely through assessment with the type of billing, process assessment, assessment tasks, and assessment with the test [3].

Determining the Minimum Learning Completed Criteria. In determining students' learning mastery, each teacher refers to KKM every subject that has been set national education standard. Completed learning criteria minimal learners with special needs equated. KKM is determined by the range of 70.

Preparation of Evaluation Instruments. The compilation of learning achievement evaluation instruments for regular learners is done by regular teachers. As for learners with special needs done by each GPK with reference to the grid instrument made by regular teachers. The test instruments are arranged in the form of objective or descriptions tailored to the basic competencies of the material and learning objectives.

The objective test is a matchmaking and multiple choice. For a test-shaped test description with a brief description. Instruments for learners with special needs are equated with learners in general, but are developed by simplifying the form of choice in objective tests and the addition of drawings to the problem.

### 2. Implementation

Regard to the implementation of the evaluation it is explained that appropriate planning in the evaluation of learning outcomes is carried out by process assessment, task assessment and test assessment.

Related assessment at the learning process explained that: Assessment process is done by assessing the attitude of learners such as activeness at the time of the learning process by providing penialain when the learner actively answer the questions yag filed during the learning process. Further explained that: process assessment is done when learners ask, express opinions because it describes the motivation learners learners.

Related to the task assessment explained that: assessment tasks by analyzing the tasks assigned learners. According assessment with the test explained that: Assessment with formative and summative assessment. Implementation of formative evaluation is done in daily repetition or by questioning after the end of the learning process. While the summative

assessment is conducted in the form of a semester test and a final repeat of the semester with a written test or oral test.

In the execution of a written test the teacher gives the problem / test instrument or by reading / dictating the problem for further learners with special needs given time to answer. While in the oral test the teacher calls the learners one by one at the teacher's table to be asked questions or asked to memorize memorization from the teacher. In the implementation of evaluation of students with special needs assisted by the media. For students with special needs who have not been able to read then the GPK read the problem and then learners with special needs are asked to answer. Special needs students are also given additional time allocation in answering questions.

### **3. Reporting of Evaluation Results**

Reporting the results of the evaluation begins with an analysis of the evaluation results. The analysis is done by step scoring, which is the stage of determining the achievement of competence control of each learner. Scoring is done to the results of the assessment process, test and task / or work of the learner by calculating each value obtained to obtain the final value. Similarly for learners with special needs who are able to follow the lesson but using a modified curriculum, the analysis is done by GPK scoring steps on the results of the process, tests and tasks. However, for learners with pre-academic skills scoring is done only based on the work of learners.

Scoring is carried out after the evaluation of learning outcomes. The next step is to report and provide the decision whether the students have reached the KKM or vice versa. Reporting of daily and midterm evaluation results for students with special needs is done by writing down the competencies that have been achieved and have not been achieved by learners in the liaison book between GPK and parents by including evaluation sheet of learners. While reporting of final evaluation result of semester done in final report card. In reporting the learning outcomes for students with special needs accompanied by a narrative related to the acquisition value.

### **4. Follow-up**

As a series of evaluations of learning outcomes, follow-up is done. In this case the follow-up is done with regard to the lesson to be carried out next. In the follow-up decide whether the students need remedy or not. Remedial in each subject is done after the evaluation, where if based on formative evaluation or summative learners have not reached KKM. Remedy UTS and UAS are conducted on the scheduled week / week in the educational calendar. However, daily remedial remissions are made with a schedule agreement between the learners and each teacher.

Further remedial is done by giving the same problem to the learner in general, but with modified such as by reducing the number of choices or by providing an enlarged picture. Remedy is done classically by each subject teacher. Remedy for students with special needs is done by each GPK who

accompanies individually. Remedy on each subject for learners with special needs done if based on evaluation results have not reached the minimum mastery criteria. Remedy usually after daily tests, UTS and UAS. Remedy is done by giving a question / task. Problems for learners with special needs are equated but developed, eg with drawings or with a reduced number of objective options.

## **B. Y Elementary School**

The teacher evaluates the study result by planning and reporting the results. The detailed steps taken in the evaluation of learning outcomes are:

### **1. Planning**

According to the planning explained that the assessment is done with reference to syllabus and RPP. Things to do in planning are:

Arrange the grid. In preparing the grid, the teacher pours it into a matrix that includes SK and KD, Indicator, Variety of questions, No matter, item, and Key answers. The arranged grid is used for the students in general and the learners with special needs. The aspects assessed and contained in the competencies that must be achieved include cognitive, psychomotor and affective. Evaluation is done by type of process assessment bill, task assessment and test.

Determining the Minimum Learning Completed Criteria. The learning completeness criteria is determined by each teacher by referring to the KKM for each subject set by the National Education Standards. Complete learning criteria used by all learners both learners in general and learners with special needs. KKM is determined in the range of 60 to 70. However, YN develops KKM for students with special needs. KKM is determined in the range of 50 to 65. The detailed learning completion criteria at least in each subject in Primary School X is described as follows:

Preparation of Evaluation Instruments. Preparation of evaluation result learning instrument for regular learners done by regular teacher. As for the students with special needs are done by each GPK that medampinginya. Test instrument used in the form of objective or description with adjusted material competence and learning objectives. The objective test is a matchmaking and multiple choice. For test-shaped test descriptions with short answers.

Instruments for learners with special needs who are able to follow but require development are developed by simplifying the sentence, and on the objective test the number of options is reduced. Instruments for learners with disabilities who can not follow the curriculum and their pre-academic ability are arranged in the form of thickening of letters, coloring and sticking. For the subjects of religious education there is no evaluation instrument. This is because in these subjects evaluation for learners with special needs is done more on practical activities.

### **2. Implementation**

Evaluation implementation is explained that: refers to the planning, evaluation of learning outcomes done by process assessment, assessment tasks and

assessment tests. Process assessment is explained that: Assessment of the process is done at the time of learning by looking at the motivation and activity of learners. In addition, the assessment process is done when students ask, express opinions related to the material presented. Assessment of tasks obtained data that: Assessment task done by analyzing the tasks given learners.

Assessment of the test is explained that: Assessment of tests conducted in writing or lisan. Assessment is done in the form of description and multiple choice. Formative assessment is performed during daily tests. While summative assessment done at the middle of the semester test, maupaun end of semester. At the time of the implementation of the strategy assessment is done degan share the problem then the teacher gives time to learners with special needs to do it. For learners with special needs, evaluation of learning outcomes is accompanied by GPK. Teach-related time allocation explains that: because it has been developed, it is equated with learners in general.

### **3. Reporting of Evaluation Results**

In reporting the results of the evaluation begins with an analysis of the evaluation results. The analysis is done by step scoring, which is the stage of determining the achievement of competence control of each learner. Scoring is done to the results of the assessment process, test and task / or work of the learner by calculating each value obtained to obtain the final value. Similarly for learners with special needs who are able to follow the lesson but using a modified curriculum, the analysis is done by GPK scoring steps on the results of the process, tests and tasks.

However, for learners with pre-academic skills scoring is done only based on the work of learners. Scoring is carried out after the evaluation of learning outcomes. The next step is to report and provide the decision whether the students have reached the KKM or vice versa. Reporting of daily and midterm evaluation results for students with special needs is done by writing down the competencies that have been achieved and have not been achieved by learners in the liaison book between GPK and parents by including evaluation sheet of learners. While reporting of final evaluation result of semester done in final report card. In reporting the learning outcomes for students with special needs accompanied by a narrative related to the acquisition value.

### **4. Follow-up**

As a series of evaluations of learning outcomes, then follow-up action. In the follow-up it is decided whether learners with special needs require remission or not. In this case Remedy on each subject is done for learners who have not achieved the competence according to KKM. Remedy is performed after daily tests, midterm replay and end of semester rejection. Remedy is done both classically and individually. Remedy is done by giving a problem. For students with special needs with pre-academic ability is not done remedy.

But for learners with special needs that can follow the learning as well as learners in general but require modifications then done remedy with GPK accompanied. Remedy is done by giving the problems whose level of difficulty is lowered with simple sentences or the number is reduced. On remission PAI subjects performed a week after evaluation. While on other subjects tentative. GPK explained that: For students with special needs with the ability pre-academic remedy not done. But for learners with special needs who are able to follow the lesson is done remedy with the level of difficulty that is derived and accompanied by GPK.

## **IV. DISCUSSION**

Evaluation is a process that carried out through planning, information gathering or planning, reporting and follow-up ie the use of information about the results. Similarly, in the setting of education is inclusive with the needs and possibly also the barriers that have in the evaluation must be planned, executed and reported appropriately that is considering the barriers possessed learners. Evaluation of learning outcomes is a process undertaken to determine the level of ability or achievement achieved by learners after the process of learning within a certain period so that it can be known whether the goals of learning that have been predetermined already achieved or vice versa.

The results show that the evaluation of learning outcomes conducted on SD X and Y has been systematically planned, where teachers have planned, implemented and reported the results of the evaluation systematically. However, with the various abilities and learning barriers that learners have, the evaluation of learning outcomes has not been done in accordance with the concept of evaluation for learners with special needs in schools of inclusive education providers.

The planning stage, in general, is not in accordance with the principle of developing an evaluation plan for learners with special needs in the school of inclusive education providers. In this case, the teacher has not planned based on the results of the assessment continuously. Where, based on the assessment results will be known what the needs or possible barriers possessed learners, so that in the planning can consider the barriers possessed learners. Along the way, stated that the assessment of learning outcomes in the schools of Inclusive Education includes a component of flexible planning, which in planning considers the needs of learners with reference to the assessment results.

In planning the teacher has done the preparation of the grid. However, GPK has not yet set up a grid for students with special needs. Thus the grille is prepared and used for all learners, both learners in general and learners with special needs. The preparation of the lattice takes into account the abilities and barriers of learners, whereas with the development of objectives and learning materials, it will require development in the evaluation. In line with this, DPSLB states that to facilitate the development of appropriate items, it is

strongly recommended that teachers create a grid, based on materials and indicators [5].

Related to the aspects planned in the assessment have described the profile of learners that include the areas of afetif, cognitive and psychomotor namely by assessment in the form of process assessment, assessment tasks, and assessment with the test. Along with this, stated that the assessment of learning outcomes in the setting of Inclusive Education includes a component that is: (1) in planning covers all aspects / comprehensive aspects of cognitive, affective and psychomotor; and (2) Planning of learning outcomes including the description of the extent to which the success of participants dididk in developing a series of cognitive, affective, and psychomotor aspects during the learning process. Similarly, KKM related to SD X and Y is determined equally.

KKM should be determined based on the needs of learners. With the needs and constraints possessed, then the ability of learners with special needs can not be compared with the ability of learners in general. Thus KKM should be determined by reference to the initial ability of learners and compared with the final ability so that it can be known competence that has been achieved learners. In line with this, states that in planning the learning outcomes include the determination of learning completeness criteria (mastery learning) or learning outcomes of learners with basic reference that is the development of early skills with and the final ability of learners.

In relation to the preparation of the instruments for students with special needs has not considered the needs and obstacles of learners, where the preparation of instruments on SD X has been done by GPK with the development, where teachers simplify the form of choice by reducing the number of choices in objective tests as well as the addition of image-drawing on question. However, the problem instruments are still compiled based on the same competencies as the students in general. As stated in the Ministry of National Education (2010) the preparation of the instruments of question should be based on the objectives and learning materials presented. While the preparation of the problem instruments for learners with special needs in SD Y has been done by GPK with the development. Instruments problem for learners with special needs have been prepared based on the competence of each learners with special needs, where the instrument problem for learners berkebutuahn special with the ability of pre academic arranged in the form of thicken writing, coloring or sticking pictures.

Related to the evaluation of learning outcomes in SD X and Y can be said to be in accordance with the concept of evaluation implementation, for students with special needs in schools of inclusive education providers, where the evaluation has been carried out continuously through monitoring during the learning process, daily examination, mid- repeat the end of the semester. This is in line with the statement in the PP no 19 of 2005 Article 6, paragraph (1) which states that is carried out continuously to monitor the process,

progress, midterm examination, semester final repetition, and grade repetition.

While the strategy used in the implementation of evaluation of learning outcomes done with the help of using media. In addition for students with special needs who have not been able to read is done by reading the questions by GPK and the addition of time allocation according to their needs. While in elementary school Y implementation has been done by assisted by GPK. However, the strategy is not done sepertihalnya done on SD X that is by reading the problem for learners who need khsus who have not been able to read denagn smoothly. Strategy done on SD Y is by giving the problem then learners need khsus given time to answer. In DPSLB [4] stated that if the teacher has made a written matter, then read the questions by the teacher and have students answer them in writing if possible, or verbally. Use the tool during testing if necessary. For example, concrete objects to help count operations, images that can be shown.

Stage of reporting of evaluation of learning outcomes In SD X and Y can be said to have been in accordance with the principle of reporting the learning outcomes for students with special needs in schools implementing inkluisf education, where reporting of evaluation results have been done with the accompanying narration describing the acquisition value. This is in line with the MoNE statement (2010) where some principles that teachers need to consider in the evaluation modification include: (1) learners with special needs should undergo an evaluation system appropriate to their needs and abilities; (2) the development of an evaluation system is conducted on four components: content / evaluation materials, how to implement evaluation, and success criteria; and model report; (3) learners who experience barriers of intelligence require significant evaluation modifications to the evaluation aspect; (4) the more severe the involvement of intelligence, the more significant the modification of the evaluation system is performed. In addition, as a series of evaluations of follow-up learning results, SD X and Y determine whether the learners need remission or not. In line with the above mentioned in Permendiknas No 70 Year 2009 related to the task of subject teachers in the setting of inclusive education providing remedial teaching program enrichment and acceleration for learners in need.

## V. CONCLUSIONS

Evaluation is a systematic process undertaken to describe, obtain, and present useful information for formulating an alternative decision. Through evaluation, it can be measured how far the achievement of a program that has been prepared so that can be attempted improvement or improvement so that the goal of education can be achieved. Based on the results of the study, it is found that the evaluation of learning outcomes in schools of education providers inclusive of SD X and SD Y has been done systematically, which begins through the planning, implementation and reporting of evaluation results. However, with the

variety of skills, barriers and learning needs of learners, in general evaluation of learning outcomes has not been done in accordance with the concept of evaluation at the school of inclusive education providers.

Evaluation of learning outcomes in schools of inclusive education providers should in principle be carried out by considering the barriers that the learners have. Thus evaluation can picture / presenting information related learners, so that can be formulated an alternative decision. Evaluation of learning outcomes is intended to determine whether pre-defined learning goals have been achieved or otherwise. Referring to Minimum Service Standards proposed by the Directorate of Special School Development , the things that should be done in the evaluation include:

In planning should be flexible, where in planning consider ability and obstacle learners learn by referring to result of assessment. Planning of learning outcomes include the description of the extent to which the success of learners in developing a series of cognitive, affective, and psychomotor aspects during the learning process. In this case the planning is done to develop the evaluation instrument by taking into account the capabilities and barriers of learners. In the planning is also determined the criteria of mastery learning (mastery learning) or learning outcomes of learners with basic reference that is the development of early skills with and the final ability of learners.

In the execution of the test, teachers should adjust to the abilities and barriers possessed learners. If the learners already have the ability to read and write the teacher can present the exam questions in writing with the form of written questions should be simple (adjusting to the needs of learners). If learners do not have the ability to read and write should be used oral tests, and In the report cards, should use a recording system that varies, where the adjustment of the report system of assessment of learning outcomes containing details of learning outcomes based on the criteria specified, provide clear, comprehensive and accurate information. In addition to containing the numbers, in the report cards of special needs students need to be added explanation narrative / descriptive of the type and level of ability that has been achieved (a concrete and operational explanation of the scores or scores listed in the report cards).

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