Teacher's Problematic Of Assessment Learning Needs For Children With Special Needs On General Schools

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Abstract. Implementation of inclusive education in indonesia has been running for more than 10 years. West java is the first province to support implementation of inclusive education. At the practical level, one of the obstacles found in the inclusive schools of inclusive education in west java is on the learning aspect. The design and implementation of learning especially for children with special needs is not optimal. The problem arises because there is still a lack of teacher skills in assessing learning needs for children with special needs. Meanwhile, assessment is an important step that must first be done before designing and implementing learning. This study aims to describe neighboring teacher constraints in implementing assessment skills for children with special needs using qualitative descriptive research method. The study involved 32 teachers representing 32 schools of inclusive education providers in west java. The data were collected through an open-ended questionnaire and analyzed using coding techniques. The results show some of the obstacles faced by teachers in assessing the needs of children with special needs such as the level of understanding of teachers who are still lacking in developing the instrument, do not have clear guidance for the assessment and the media and time to assess. As a result, the assessment process is hampered and has an impact on the low quality of learning for children with disabilities in inclusive schools..

Keyword: inclusive education, needs assessment for children with special need

INTRODUCTION

Implementation of education for special needs students in general consists of several alternatives. The given alternatives consist of segregrative, integrative, and general settings or known as inclusive education (Eskay, 2013, Greene, 2017). In Indonesia, the implementation of segregrative education has been going on for quite a while until now.

Inclusive Education is seen as an alternative education that can reach and accommodate the diversity of all children (Booth, 1996). The implementation of education for children with special needs in Indonesia has been implemented since 2000 although it has not been optimally implemented just like other countries do (Center, Ward & Ferguson, 1991; Bunch and Valeo, 1997; Ainscow, 2005).

Teachers are important role-holders in school learning. Generally teachers will deal with diverse learners in one class. The diversity of learners is often found in aspects of socio-economic, cultural, racial, and in special needs (Clark, Dyson, Millward & Robson, 1999; Haug, 1999; Winter 2006). A teacher is required to be able

to do quality learning for all students in the class, including children with special needs. Therefore, the skills of teachers in the assessment of learning needs become very important to prepare quality learning.

Assessment in the context of learning is done not only to measure student learning outcomes but also to talk about how a measurement and assessment are done to prepare the learning needs of the students. Assessments are undertaken to accommodate the diversity of students and determine learning needs before teachers design the lessons (Moh.Amin, 1995; McLoughlin & Lewis 1986).

Teachers dealing with children with special needs in regular schools at elementary level have barriers in conducting the learning process. The main constraints faced by teachers are making lesson plans, determining methods of strategy and learning techniques, determining the evaluation including the ability to conduct assessments for students' learning needs.

Most teachers in regular schools do not have special educational backgrounds so that teachers are not equipped with assessment skills to determine the learning needs of students with special needs. Nevertheless, there are several training programs undertaken to improve teacher competence to support learning services in schools.

The implementation of various trainings to improve teacher competence shows that there is no significant effect in the improvement of teachers' competence in the implementation of learning in schools.

Tabel 1. The revealed aspect category

Aspect	Item
Obstacles in performing assessment	1. Determining aspect on assessment
	2. Determining scope on the assessment
	3. Listing assessment instruments
	4. Choosing assessment technique
	5. Collecting Data
	6. Analyzing assessment results
	7. Deciding needs and recommendation
Obstacles of not performing assessment	1. Assessment are not important for students
	2. Not yet to understand the assessment
	3. Have no time for assessment
	4. Have no guidance in performing assessment
	5. Have no instruments
	6. Have no media for assessment
	7. Have no instruction from the leader

Tabel 2. Profile Partisipan

No	Catagory	Number	Man	Women	%
1	All Participants	32	4	28	100
2	Public Elementary School	28	3	25	87.5
	Private Elementary School	4	1	3	12.5
3	Class teacher	27	4	23	84.37
	Subject teacher	5	-	5	15.63
4	Teaching experience				
	<10 years	10	1	9	31.25
	10-20 years	13	1	12	40.63
	>20 years	9	2	7	28.13
5	Assessment training >3 times				
	3 times	3	-	3	9.36
	2 times	6	-	6	18.75
	1 time	8	-	8	25
	Never	15	4	11	46.87
6	Educational Background				
	Special needs education graduates	0	-	-	0
	Non special needs education graduates	32	4	28	100

However, on the competence of assessment for the students' learning needs, it is not known exactly where teachers are having difficulties in implementing the analysis for students' needs.

Assessment in determining the learning needs of students with special needs has several stages, among others: determining the aspects to be assessed, determining the basic theory, creating a grid, making the instrument and performing the analysis (Mercer & Merccer, 1989). Of course, to do so require knowledge, understanding and qualified skills. Other supporting factors are external factors that contribute significantly to the assessment of learning needs for students with special needs.

This study was conducted to find out problems that arise when teacher performs skills in analyzing the needs of children with special needs. It is hoped that the greatest problem faced by regular teachers in the assessment of needs of children with special needs can be identified.

METHODS

Data collection techniques used in this study was incidental sampling. The sample selection was done by chance when there was a training for teachers regarding the assessment. The sample were regular teachers as many as 32 people representing several schools in West Java province and participating in training on the needs assessment of students with special needs which was conducted by a particular institution.

The data were collected using an open-ended questionnaire. The questionnaire consisted of three parts. The first section contained general information on teachers' profiles that included educational background, age, gender, teaching period, employment status. The second section contained the teacher's barriers in conducting the assessment. The third section contained obstacles when teachers do not assessing the students.

The data in table 1, this study were processed and analyzed based on the categories contained in the component aspects developed in the instrument. Data were described in the form of descriptive statistics based on the number of frequencies of answers in the questioner

FINDINGS AND DISCUSSION

Findings

The purpose of this research was to get a picture of teacher problems in performing assessment skills. Based on data collected from participants, profile of respondents were obtained in table 2.

Participants in the study showed nearly the same distribution in the type of school, which is 87.5% of the total participants of elementary school teachers. The participant profile showed data with a large percentage in the category of teacher class which was 84.37%. Another category that showed the percentage of 100%

was that the participants in this study were teachers with educational background but not special education graduates. 40.63% of participants in this study have 10-20 years teaching experience. While 46.87% of participants had never participated in special training on assessment for children with special needs. The age distribution of participants was in the range of 25-58 years. Demographic location where participants work spread in 5 cities and districts in West Java, Indonesia.

The obstacles of elementary school teachers in implementing the prefix stages in dealing with students with special needs in regular schools consist of several aspects. A total of 5 of the 7 aspects of the stage to be performed in the assessment were selected by the participants. The aspects of the preparation stage of the assessment include: 1. Determining aspects to be assessed; 2.Defining the scope to be assessed; 3.Making an Assessment Instrument; 4.Choosing assessment techniques; 5.Collecting data; 6.Analysing Assessment result; 7.Determining Needs and Recommendations.

The results of the data collection (graph 1) show that the teacher's difficulty in conducting the assessment is at the final stage; as many as 34.4% of teachers have difficulty in determining students' learning needs and recommendations for learning. Teachers who experienced obstacles in the aspects of analyzing the assessment resulted 18.8% of the total participants. A total of 28.1% teachers experienced barriers in preparing assessment instruments. At the stage of data collection aspect, there were 15.6% of teachers who had difficulty. While teachers who had difficulty in determining the techniques in the assessment were 3.1% of all. From the overall steps undertaken in the assessment, there were two aspects of the stages that did not become barriers at all; those were determining aspects to be assessed and determining the scope to be assessed. This means that all participants are able to perform these stages.

If we look at the overall distribution of data, then the sequence of barriers obtained from the study from the most experienced to least experienced can be listed as follow: first obstacle is to determine the needs and recommendations; second to prepare assessment instruments; third, to analyze the assessment result; fourth Collecting data; Fifth Choosing an assessment technique. While the skill to determine the aspect to be assessed and determine the scope that should be assessed do not become obstacles in general.

There is a tendency for teachers in regular schools to avoid assessing children with special needs. A total of 50% more data indicates that teachers tend to provide learning processes to students without assessment. The results showed that the percentage of why teachers did not do the assessment on students with special needs was with the thought that the assessment was not important showing 0%. While the obstacles of having no understanding about the assessment as much as

46.9%. Having no time to do assessment was as much as 6.3%. No guidance in conducting assessments was 25%. Having no assessment instruments was as much as 21.9%. No media and no instructions from the school leaders show 0% each.

By looking at the entire distribution of data, it is known that the cause of avoiding assessment can be shown in the following order: first, the teacher has not understood the assessment yet; second, there is no clear guidance; third, there is no assessment instrument; fourth, there is no time to do the assessment. While the assumption that the assessment is not important for children, no media and no instruction from the leader do not become obstacles in avoiding assessment of students with special needs.

The result of the data collection shows that teachers' problems in conducting the assessment are the difficulty in determining the needs and recommendations of the assessment result. While teachers' obstacles in avoiding assessment are because teachers do not have understanding in conducting assessment both in the form of guidance execution and technical guidance

DISCUSSION

In general, the problem that arises in the teacher's skill in conducting the assessment does not lie in the attitude of teacher in conducting the assessment. Problems arise in relation to technical implementation issues that have an impact on the non-assessment of most regular teachers of special needs children. Teachers basically have a concern for assessing students as an implication of the teacher's view that each child has different needs and classes should serve as a place to meet those needs ((Mayeroff 1971; Noddings 2001).

Assessment skills for regular teachers are new competencies which were not gained in handling students with special needs whom they face and deal with in their class. This is evident from the background of participants who are entirely without special educational background. The limitations of school in providing special education teachers should not cause the students to lose their right to education. Therefore, the addition of teacher competence through the improvement of knowledge for the implementation of education for all students is an important activity in improving education justice (Florian, Young & Rouse, 2010 and Forlin, et al, 2011).

The form of teachers' competence development in the handling of children with special needs in the regular classroom can be done through training in the form of in-house training conducted independently or based on the program initiated by the government and private party. Of course the provision of content to improve the competence of teachers should start from how to find and determine the needs of children which

will be a recommendation for learning. This can only be done through the provision of assessment skills, especially the assessment of learning. The purpose of the assessment is to screen and identify children, make decisions about child placement, design individualized educational programs, monitor individual child progress, evaluate the effectiveness of programs evaluating the general results and the timeliness of learning.

The finding found in this study which was related to the inhibiting factor of the assessment is because the teacher has not yet to understand about the assessment. The process of understanding assessment must be accommodated in the assessment competence development program. This finding has a relationship with the percentage of teachers who have not attended the training. This means that development opportunities for assessment competencies in the form of training will have an impact on teachers 'understanding, although the numbers of those who have not attended the training are not significant with the low number of teachers' understanding. The number or frequency of teachers in training ranges from 1-3 times. No participants attended the training more than 3 times. This means that the training for teachers, which are only three times, has not been able to provide an understanding for teachers about assessment skills, so this has an impact on the emergence of the phenomenon of teachers do not perform assessment. Teachers' understanding of assessment skills provides tiered impact at each stage. The findings of this study indicate that the greatest obstacle that a teacher faces in conducting an assessment is the difficulty in determining the needs and recommendations of learning. This shows that the result of the training that has been followed by the teacher contributes to several stages in conducting the assessment. Obstacles to determine the needs and recommendations of learning show that the process of mastering any domain or aspects that are assessed from the child is still not good enough. Teachers have difficulty in determining needs and recommendations because most children with special needs have academic pre-requisite problems or which are known as developmental aspects. The scope of the developmental aspect development has contributed to the academic aspect. The developmental aspects that need to be assessed, especially for children with special needs, include: motoric obstacles; perception obstacle, attention obstacles; memory constraints; obstacles in the orientation of space / direction; obstacles in language development; obstacles in concept formation; and problems in behavior. (Harwell, 1982).

Problems that appear to teachers in the assessment show the importance of improving the competence of assessment skills in two domains, namely knowledge and practice. More specifically, the assessment can at least contribute to the teacher's willingness to assess, although it should be supported by technical tools such

as guides and instruments for conducting assessments. Ultimately, the teacher's skill in conducting the assessment will have few barriers at every stage when the learning process takes place in the form of continuous practice.

CONCLUSION

Lack of understanding and lack of guidance in conducting the assessment including instrument is a problem that arises in the general teacher who must perform the handling of children with special needs. Increasing the competence of assessment in children with special needs raises some barriers when teachers make an assessment, among other things, difficulty in determining needs and recommendations in learning. These obstacles appear to be suspected due to the contribution of several stages that have not been mastered by teachers including preparation of assessment instruments. These findings have an impact on the process of developing the competence of regular teachers in elementary schools that address children with special needs and it is important to be done regularly in the form of training and workshops. The selection of appropriate strategies and methodologies to enhance assessment skills is important so that each teacher issue in the assessment can be minimized and even eliminated

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