

NEED-BASED LEARNING MANAGEMENT AT STATE EXCEPTIONAL SCHOOL IN GORONTALO CITY

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Abstract: This Study aims to describe: (1) needs-based learning preparation, (2) needs-based learning implementation, and (3) needs-based learning evaluation in State Extraordinary School in Gorontalo City. The study uses qualitative descriptive approach with case study analysis. The study involves 7 respondents including principal, blind teacher, deaf, speech-impaired, mental retardation, Quadri and tetraplegia, autistic, and students' parents. Besides, this study applies in-depth interviews, observation, and documentation. This study consists of data reduction, data display, conclusion, and verification. The study's findings show that (a) identification / assessment are the efforts done by teachers and the stakeholders to obtain factors that hinder and the competencies that need to be developed in students, (b) Individualized Educational Program (IEP) is an effort to enhance the students' competencies, (c) learning intervention is one of the efforts done by the school develop the curriculum based on the found obstacles, (d) material modification learning model is the method to adjust the learning subject. In learning implementation, the result shows that (a) teachers' skill in delivering fun, amusing, and exciting material become an effort to motivate students, (b) the implementation of strategy and method becomes the effort to manage the class based on the obstacles faced by students, (c) source and learning media are supporting a aspects in a learning session. Meanwhile, needs-based learning evaluation shows (1) evaluation plan becomes the effort to prepare the predicted questions, the number of question, and the instrument. (2) evaluation implementation is the effort to evaluate the daily task, examination, mid-semester examination, final examination, school's examination

Keywords: Needs-Besed Learning Management.

INTRODUCTION

Education is the most basic human right for every human being, not least for extraordinary children or children with special needs (ABK). Children with special needs are children who have different developmental graphs from normal children because they have several obstacles in their daily lives. Children with special needs can be defined simply as slow or retarded children who will never do well in school like children in general. Many terms are used as variations of special needs, such as disability, impairment, and handicap.

In the concept of special needs education, all children, including children with disabilities, are seen as unique individuals. Each individual child is different in development and has different special needs. Children with disabilities have developmental and learning barriers as a result of their disability. Therefore, the main focus of special needs education is learning barriers and individual

child needs (Miriam, 2001).

Special needs education views children as unique and whole individuals, diversity and individual differences are highly respected. The concept of education for children with special needs sees the needs of children from a very broad spectrum, namely temporary special needs and permanent special needs. Both temporary and permanent ABK require special education services that are tailored to learning barriers and their needs, this is as explained in the Sisdikas Law Number (Depdiknas, Undang-Undang RI No 20 Tahun 2003. Tentang Sistem Pendidikan Nasional, 2003) article 5 (paragraph 2) that, "citizens who have physical, emotional, mental, intellectual and/or social right to receive special service education". The same opinion is expressed again by (Hallahan, D.P. & Kauffman, J.M., 2006), the specificity of having special needs makes ABK require special education and services to optimize their potential perfectly.

SLB is a formal educational institution designed for ABK students and is expected to be able to provide teaching that can optimize the potential of ABK so that each student gets more attention than studying in public schools and has a positive impact on learning so that ABK continues to increase potential in a better direction. , independent, and develop like children in general. Thus the curriculum applied by SLB is a flexible curriculum in accordance with the needs and development of ABK. This is in accordance with the Republic of Indonesia Government Regulation number 72 of 1991 concerning the objectives of extraordinary education, namely: Extraordinary education aims to help students with physical and/or mental disorders to be able to develop attitudes, knowledge and skills as individuals and members of society in holding mutual relationships. return to the social, cultural and natural environment and can develop skills in the world of work or attend further education.

One of the special education schools in Gorontalo Province is the Gorontalo City State Special School. The school believes that each student has its own advantages so that the student is able to develop into an independent human being. The Gorontalo City State Special School began operating in 1983 and in it there are various ABK such as: blind (A), deaf (B), mentally retarded (C), physically disabled (D) and autistic. The Gorontalo City State SLB implements various innovations so that ABK can participate in learning to the maximum and learning is adjusted to the abilities and characteristics of each ABK, thus the curriculum used is the special Education Unit Level Curriculum (KTSP) developed by the principal and teachers in accordance with with school conditions and student characteristics referring to the Regulation of the Minister of (Depdiknas, Permendiknas No 22 Tahun 2006 Tentang Standar Isi, 2006) which are considered appropriate to be applied in special schools (SLB) and in their development involving school residents and related parties as users.

The difference in the character of ABK requires the creativity of teachers to be able to manage learning well, because after all the teacher is the key to the success of achieving learning objectives. Thus, teachers must be able to create a conducive learning climate that is able to provide learning experiences for children with special needs and not make it a learning burden as a result of a

process, for that teachers are expected to understand the characteristics and conditions of children with special needs. The teacher's extensive knowledge of ABK will be realized in planning, implementing and evaluating learning according to the needs of ABK. This is as stated by (Kustawan, Dedy, 2013), the learning process must be adapted to the abilities and needs of each student (methods, media, and learning resources).

Facts on the ground show that there are still teachers in special schools who have not managed learning optimally. Some of the contributing factors include: 1) limited funds so that schools have not been able to involve a team of experts such as psychiatrists/psychologists and parents in planning ABK learning; 2) the variety of obstacles and class levels in a study group makes it difficult for teachers to carry out learning; 3) the presence of children in school is less so that the existing planning is wrong; 4) lack of learning support media; and 5) the number of students in one study group is excessive, so the learning is not conducive. The five main factors in the management of needs-based learning or known as PPI in the State SLB of Gorontalo City hinder the management of learning.

With the implementation of the KTSP for special education, teachers in the State SLB of Gorontalo City can take it as an opportunity to provide effective learning services to children with special needs. Teachers can choose and apply learning models that can help children with special needs develop their potential. The main factor in choosing a learning model for ABK is a learning model that can foster fun learning activities, increase concentration and motivation for activities for ABK. This is with the reason that in the learning process, ABK does not feel burdened by learning tasks, but ABK feels like they are playing a game. In this case, it takes understanding and creativity of teachers in SLB in managing learning. The purpose of this study was to develop a needs-based learning plan in the SLBN of Gorontalo City. In addition, the implementation of needs-based learning at the SLBN of Gorontalo City is also carried out along with an evaluation of the implementation of the learning.

METHOD

This research is a type of case study research. The approach used in this research is a qualitative descriptive approach. This approach emphasizes the explanation of strategies and benefits with experienced backgrounds as direct data sources. The type of data in this study is qualitative data collected using in-depth interviews, observation, and documentation studies. The sample in the study amounted to 7 people, consisting of the principal, teachers, and parents/guardians of students. The research data were analyzed using the data analysis process presented by (Sutrisno Hadi, 2004) and (Sugiyono, 2013), namely data reduction, data presentation, and drawing conclusions and verification.

RESULTS

A. Needs-based learning planning in Gorontalo City State SLB.

Special School learning planning is a series of preparatory activities carried out by teachers and school principals before carrying out the learning process for ABK. Learning planning for children with special needs begins with the identification stage, identification of children with special needs is intended to find out whether a child has special needs in terms of physical, social, intellectual, or emotional/behavior by means of observation.

The teacher is obliged to make identification and assessment for each child with a view to mapping the obstacles that exist in the child and the solutions that the teacher will take. Identification and assessment activities are a process of collecting data that will provide information to teachers about the child's profile and the type of assistance the child needs. The process of identifying and assessing students is the school can collaborate with several people in one team, for example classroom teachers/ PLB teachers, parents, medical personnel/ psychologists/ therapists. The form of identification can be in the form of observations, interviews and tests of children's abilities using existing instruments or those prepared by the teacher. Anyone may use the instrument, including parents or the closest person to the child as long as the instrument can help the child.

The data from the assessment becomes the basis for teachers in preparing lesson plans that refer to the Content Standards (SI) that have been developed in the SLB education unit level curriculum (KTSP) which refers to individual-based learning/the needs of children with special needs. KTSP developed in special schools is a curriculum that is adapted to the competencies and needs of children. Thus the results of the child's assessment will become a teacher's reference in mapping the SK/KD in accordance with the obstacles and strengths of the child. Schools are given the opportunity to modify SK/KD including GPA by increasing/lowering or replacing existing standards if they are not in accordance with the child's competence from the assessment results.

Mapping and modification of SK/KD and GPA will be the basis for teachers in preparing individual learning programs (PPI) because considering the variety of characters that exist in ABK even though they are in the same disability, but have different characters and needs. Interviews with teachers explained that in one class there are various characteristics of children with special needs, although they are still in one handicap and one grade level but have different obstacles and characteristics such as low vision and total blindness, mild and severe hearing impairment, C1 mental retardation with a low IQ and upper and lower dexterity. lower. However, in education services they can still participate in educational programs at special schools.

The preparation of special learning programs for ABK is prepared by a team, consisting of classroom teachers, subject teachers and teachers with PLB educational backgrounds. The schools have not been able to involve experts such as doctors/psychologists/therapists due to limited funding. However, it is possible that if there are children who need to be referred to medical personnel, the school advises the parents of students to be taken to medical personnel. The involvement of parents in the PPI is in the form of support and input of information about the daily presence of children at home. Input from parents is taken into consideration in preparing the PPI. With the PPI, teachers can

find out the level of mastery of children's knowledge and skills as a basis for teachers in teaching materials, strategies, methods, media or tools that are selected according to the child's condition. PPI in addition to providing opportunities for students to learn according to their needs, abilities, speed and way, students can also learn more optimally. Students can also achieve a better level of mastery of the lesson.

Children with special needs in learning vary widely, with complex problems, ranging from various conditions, situations and needs. This requires teachers to have reliable competence. Teachers must be able to develop learning programs that are able to accommodate the needs of children. Failure to accommodate the learning needs of children with special needs will adversely affect the further learning process. Therefore, in the education of children with special needs, PPI is used to provide better educational services. Thus, teachers are required to be able to develop PPI according to the potential of ABK.

To optimize learning for children with special needs, schools develop curriculum according to children's abilities. This curriculum is the basis for teachers to develop individual learning programs. Teachers carrying out IPC assessments must be thorough on all aspects of students' personalities which include: cognitive, affective and psychomotor, also includes aspects of continuous learning processes and outcomes.

B. Implementation of needs-based learning in Gorontalo City State SLB.

The implementation of needs-based learning or what is often termed PPI (individual learning program) is learning developed in Special Schools (SLB) where SK, KD, indicators, materials, methods, media and evaluations are tailored to the needs of students. The teacher modifies the SK, KD and GPA by looking back at the results of the assessment on each ABK. Thus, the learning tools applied are different for each student even though they are in the same disability and grade level.

The real situation in the field, the number of students in one study group varies both in grade level and the character of ABK. For example, one class of visually impaired (A) consists of 3 people consisting of grades 1, 2, and 3 with total blindness (zero vision) and low vision (less alert), as well as the class of deaf (B) which consists of 3 people. , namely grades 4, 5, and 6, in this class consists of children with light and heavy speech. In the moderate mental retardation class (C1) with 6 students consisting of grades 1, 2, and 3 with typical student characteristics or Down syndrome, while the physically disabled class (D) with 4 students consisting of grades 4, 5, and 6 , with the category of upper and lower right students, and the autistic class consists of 3 students who are still sitting in grade 1 with mild and moderate autism categories.

The implementation of PPI learning for each child is different even though in learning activities there is no separation of material, the only difference is in the level of difficulty of the material, methods and evaluations, thus teachers need to work together with parents in providing support to children in the fluency of PPI, especially in help children repeat lessons at home. From the interviews, it is known that the implementation of the PPI is running and some is running slowly,

this is due to the lack of attendance at school and the behavior of children who are difficult to control so that learning has not run as expected.

The implementation of learning for children with special needs is not easy, teachers must be able to understand the obstacles and situations that occur to children. The absorption of learning material in each child varies, some are fast and some are slow. the implementation of PPI learning in one competency is fluctuating and uncertain, some are fast and some are slow, this is due to the conditions that exist in children that are difficult to predict. According to the results of the observations of researchers in the mentally retarded class, data was obtained that there was one student who had not been able to distinguish pictures of types of fruits in thematic learning even though it had been repeated by the teacher.

The varied characteristics of children require the creativity of the teacher not only to be able to convey subject matter but the teacher must be able to explore the potential of the child to achieve learning goals. Teachers must be able to carry out learning steps well to achieve the KKM that has been set. In the introduction the teacher must be able to convince students that the subject matter to be studied is useful in everyday life, the teacher must also be able to prepare students to be ready to learn, then core learning is carried out on the learning material.

Seeing the varying conditions of children, the Gorontalo City State Special School developed a needs-based education unit level curriculum (KTSP) where learning is individual-based and in accordance with the conditions and characteristics of the child. This is so that teachers can provide optimal learning services so that children with special needs feel comfortable in learning.

Peace and comfort in learning will go well if it is supported by patience and the selection of appropriate teaching strategies and methods from the teacher. Learning strategy is a series of activities in the learning process related to student management, learning environment management, learning resource management and assessments carried out by teachers so that learning is more effective and efficient in accordance with the learning objectives set. While the method is a way or path taken that is appropriate to present something. Associated with learning strategies and methods in special schools are very varied and in accordance with the obstacles that exist in children.

Teachers in using teaching strategies vary according to the barriers that exist in children. The strategies used are for example managing the learning environment such as seating, how the teacher teaches, behavior modification, cooperative, direct approach, modeling. As for the method adapted to the obstacles in children such as in blind children, the teacher uses the sensing method (sound), the totality method means using all the five senses that are still functioning and braille, deaf children use verbal, nonverbal, and a combination of verbal-nonverbal methods, for mentally retarded the direct approach method, the learning method is the same as normal children, namely there are lectures, group discussions, practice and for autism using two-way communication methods, giving positive praise, and lots of time and opportunity to practice for children. Learning strategies and methods for ABK are strengthened by the results of a documentation study on mentally retarded

teachers who prepare PPI documents containing strategies and learning methods in the classroom.

The success of learning with ABK is determined by the strategies and methods of the learners, it is also determined by the use of learning resources and media. The function of learning media for ABK is as an intermediary in communicating between teachers and students, meaning that the teaching and learning process in special schools will run well if teachers use learning media in teaching. This is because children with special needs experience physical and psychological disorders/damage so that they have limitations in accessing all activities, with the use of aids/media in learning will help children with special needs in optimizing their abilities. Various learning media that can be used by teachers in learning such as audio media in the form of sounds such as cassettes, tape recorders, radio, visual media that can show appearance and shape, two-dimensional images such as image transparency, slides, films and three-dimensional images in the form of real object model.

C. Evaluation of needs-based learning in Gorontalo City State SLB

Evaluation is carried out when learning is complete and aims to measure students' abilities after participating in learning. Evaluation for children with special needs is different from regular school children where for children with special needs the questions presented are simple in accordance with the obstacles that exist in children, as well as the tasks that children do at school and at home, allowing children to answer without feeling burdened.

Evaluation of children with special needs is carried out throughout the learning process where the progress of learning outcomes in children includes process and outcome assessments. Assessment does not have to be a written test, but rather a behavioral observation. This assessment method is in accordance with authentic assessment and includes all activities, both attitudes, knowledge and skills, which are carried out in a planned, gradual and continuous manner to obtain an overview of changes in behavior in students as a result of teaching and learning activities.

The assessment for ABK in the State Special School of Gorontalo City is adjusted to the child's competence, the target of the assessment is the process of the child's activities not on the numbers due to a process or result. The teacher conducts assessments covering all shutters such as affective, cognitive and psychomotor, both in the form of observations, direct questions and answers, assignments / homework, UH, UTS, UKK and UAS. And for deaf children, each item of questions is equipped with pictures to facilitate understanding of concepts in children so that children will make it easier for children to answer questions well. The form of evaluation in the form of tasks that children do at home requires the role of parents, especially in providing repetition of the materials that have been studied at school in order to improve children's understanding.

However, learning for ABK is not as easy as turning the palm of the hand, support and alertness from all parties, especially teacher human resources, the environment, adequate advice and

infrastructure will greatly support the learning process in schools. The results of interviews with the principal explained that schools still lack facilities and infrastructure, especially those that support special learning programs such as braille textbooks, braille laptops, children's hearing devices, wheelchairs, imitation objects for self-development, children's vocational equipment, etc. However, schools are trying to use what is available at school while submitting an application to the Center to complete the equipment. Thus the success of learning activities for children with special needs in special schools requires awareness from all parties involved in them to always evaluate and be open to inputs both within the school environment and from other parties for the smooth process of education in special schools.

DISCUSSION

A. Needs-based learning planning in Gorontalo City State SLB.

Children with special needs are children who experience limitations or extraordinaryness, whether physical, mental-intellectual, social, or emotional, which significantly influences the process of growth or development compared to other children of the same age. This causes children to experience obstacles to achieve optimal development so that they require special education services to achieve optimal development. Therefore, teachers need to understand these differences so that teachers are able to provide appropriate learning programs and are able to motivate and assist children in achieving their potential, improve life skills according to interests so that children can live more independently. The learning program considered in accordance with the characteristics of ABK is a needs-based or individual learning program (PPI).

The PPI stage begins with identification activities, assessment of the preparation of individual learning programs (PPI) and lesson plans that involve health workers (psychologists/psychiatrists), school principals, parents, children, general teachers/class teachers who are considered to have knowledge about special needs children through education or training. Education and training that has been previously obtained and appointed by the school principal.

Identification is an artificial test to explore barriers that exist in children which is carried out at the beginning of children entering school, next is an assessment of academic and non-academic/developmental abilities in the form of reading, writing, arithmetic, social-emotional, communication and neuromotor skills of children carried out to find out obstacles in the child, so that the teacher can recognize the child's objective conditions, strengths and weaknesses. This is as stated by Hamalik and Garnida about the need for assessment as: 1) Learning planning is adjusted to the needs of students by referring to the adapted curriculum. Teachers are able to develop individual learning program plans (PPI) and are able to modify the curriculum according to the abilities of students, 2) The learning process is carried out according to the conditions and abilities of students which emphasizes the optimal learning process. Learning can be flexible by looking at the child's progress, 3) Assessment includes measuring the material that has been studied with individual

standards on the basic abilities that must be mastered, 4) Supervision of learning is carried out not only by the school but in collaboration with parents and the community. (Hamalik, 2011) and Garnida, 2015).

At the planning stage, not only the assessment is carried out by the school but the school also holds a meeting with parents. This aims to provide understanding to parents about the conditions and needs of their sons and daughters, as well as to provide socialization of individual programs that will be undertaken by children, then the teacher can develop an Individual Learning Program (PPI).

PPI is a learning based on the needs of each student, student-centered and working with students, students who control the program and not the program that controls students because students will be taught so that students' needs, developments and interests become orientations in considering program preparation. Thus, PPI aims to harmonize student needs, tasks and student learning development in an effort to develop student potential optimally.

The components in the PPI refer to the curriculum that has been developed at SLB and is adapted to the conditions and needs of children, such as: the identity of children with special needs, descriptions of the initial/current level of abilities of children with special needs, both in academic, motor, communication, and communication skills, social and emotional. Then the long-term and short-term goals of learning for children with special needs. Details of specific services and learning service delivery arrangements. Individual learning programs are made by the teacher and known by the principal.

Based on the results in the PPI planning field at the State SLB Gorontalo City with the interview, observation and documentation study methods, there is a planning document made by the teacher, where in the document there is a student profile that contains the weaknesses, strengths, needs, and steps for assistance to be provided, teacher to students. Likewise, the preparation of the RPP has been planned with reference to the SK/KD and the GPA is modified according to the characteristics of the crew. However, in terms of the involvement of experts such as health workers and therapists, it has not gone as expected, this is due to funding problems, as well as the involvement of parents of students has not been maximized because generally parents are more concerned with handing over children's education affairs to the school, so this form of involvement parents just notice.

B. Implementation of needs-based learning in Gorontalo City State SLB.

The essence of a friendly learning process is a teacher who understands each student as an individual who has unique, different abilities, interests, needs, and characteristics, this understanding is very important in creating a conducive learning environment. Competencies and subject matter are adjusted to the potential or needs of the individual concerned. The point is that teachers and children learn together as a learning community, placing children as the center of learning, encouraging children's active participation in learning and teachers having an interest in providing the best

educational services for children. The implementation of a friendly learning process is based on the implementation of planned observations and assessments. Observations are intended to identify the background, developmental history, and health history of the child. While an assessment needs to be carried out to assess the basic abilities of the child regarding the advantages, disadvantages, inhibiting factors of the learning process, and the possibilities that can be developed from the child.

Teachers should create harmonious socio-emotional conditions and a harmonious classroom climate to manage a safe and enjoyable classroom. teachers should set a good example for students in addition to that teachers are also required to provide tutoring services to students with special needs individually, for that teachers need to prepare children to socialize with their learning environment. As for the implementation of learning, teachers can use several steps in learning activities, as proposed by (Cecil D. Mercer Dan Ann R. Mercer., 2016)

Regarding the implementation of ABK learning at the State SLB Gorontalo City has carried out individualized learning where the RPP/PPI is prepared and modified according to the child's abilities, as well as methods, learning strategies, media and material management differ according to the characteristics or disabilities of children and evaluation of learning . This is as stated by Parwoto (2007:337) the learning process of children with special needs needs to be considered by the teacher, especially in preparing learning strategies, methods, media, material management and evaluation.

The implementation of learning in special schools is in principle the same as learning in regular schools where the initial activities begin with the introduction, core activities and closing. Likewise with the implementation of individual learning (PPI), where in this activity teachers are required to provide individual assistance and guidance to ABK in understanding lessons that are difficult for ABK to understand. Learning programs that are developed based on students' individual abilities are known as individual learning programs (Garnida. Dadang, 2015).

The findings in the implementation of learning at the State Special School of Gorontalo City, have carried out learning activities in accordance with the stages contained in the PPI document, such as early prayer activities, apperception and providing motivation to explore children's initial knowledge, in addition the teacher also explains the learning objectives and delivery of material according to the child's competence by using strategies, methods, audio/visual media, colorful pictures, and others according to the child's abilities. Next, the teacher throws simple questions using picture media, then the teacher explains again with light material to the ABK if there is material that is difficult to understand.

The implementation of learning using coherent learning steps will make it easier for children to absorb the learning provided by the teacher, but sometimes the learning steps in the lesson plan are only used as a reference in writing learning programs, but in the implementation of learning they are

not appropriate. This is as the findings in learning activities at SLB Negeri Gorontalo City where teachers have difficulty implementing the learning steps written in the document due to the condition of children who sometimes change, especially in children with autism and mental retardation.

In autistic children, the teacher's activities in the introduction are only greeting, praying, singing which they do themselves because there has been no response from the child, as well as for mentally retarded children (C1) the achievement of learning goals has not been maximized because, this is because children with Down syndrome have a low IQ or 50 which has an impact on memory that is easy to forget so that in one competency it takes a long time.

Another finding is that media that supports learning still need to be equipped, this is as the results of observations at the State Special School of Gorontalo City still lack braille textbooks, 4-fold sticks, embossed Indonesian maps, hearing aids (hearing aids), wheelchairs, imitation objects for self-development, children's vocational equipment etc.

C. Evaluation of needs-based learning in Gorontalo City State SLB.

Every teaching and learning activity must have a goal that needs to be assessed in various ways. Assessment should describe learning outcomes, namely providing an overview of student success in developing a series of skills (psychomotor), knowledge (cognitive), and behavior (affective) during learning, topics or flexible curriculum. To find out the achievement of each student's competence, the role of assessment/evaluation is very significant. In an extraordinary education setting, systematic and continuous assessment of learning outcomes aims to assess student learning outcomes in schools, be responsible for providing education to the community, and determine the quality of education in schools.

Assessments in special schools have been carried out before learning begins to obtain data about the baseline for each child before the lesson is carried out by the teacher. At the time of learning takes place to see if the child is experiencing obstacles, see the child's response to the process, and to see the developments that occur. The function of the assessment (Assessment) includes Screening & Identification (screening and screening), Child's Educational Needs exploration (exploration of children's learning needs) and Instructional Planning (learning planning) and Evaluation (outcome assessment).

Screening and identification is carried out to obtain data on who children have learning disabilities (have special needs) both internal, both special needs due to the child's own factor (disability or giftedness) or external, special needs due to the system/environment. While the function in exploring children's learning needs is to get data about what children have mastered at this time, what are the obstacles for children to learn and what are their learning needs.

Assessment for children with special needs is carried out on an ongoing basis by means of the teacher making continuous observations about something that is known, understood, and can be done by students. This observation can be done several times a year, for example the beginning of the year, the middle of the year and the end of the year. Continuous assessment is carried out through: observations, portfolios, checklist forms (skills, knowledge, and behavior), tests and quizzes, and self-assessments and reflective journals. (Directorate of PLB, Braillo Norway and UNESCO: 2003).

In special education settings, the assessment system expected in schools is a flexible assessment system, where the assessment is adjusted to the competence of the child. Thus, this opportunity can be used to lead to a way of implementing a friendly learning process for all students, because the learning process is always adapted to the needs and characteristics of each student. (Sunanto et al, 2004: 86-87). This is in line with the opinion of (Budimansyah, 2002) as follows: "A good assessment should pay attention to the conditions and individual differences (individual differences).

The assessment process in special schools starts from the administrative involvement of children in schools, reflecting the recognition of the diversity of characteristics of students. The results of the assessment process are then used as reference material in developing the curriculum, so that the learning needs of each student can be accommodated by the diversity of aspects contained in the curriculum because one of the keys to success in teaching and learning is the curriculum.

Regarding the evaluation for ABK in the State SLB of Gorontalo City, various types and models are carried out according to the competencies and indicators to be achieved, the type of learning material, and the purpose of the assessment itself. There are two types of assessment, namely test and non-test. The tests include oral test activities, written tests (descriptions and objectives), and performance tests. While non-test includes attitude scale, checklist, questionnaire, case study, and portfolio. The diversity of assessments is intended to give teachers the flexibility to apply certain types of assessments so that teachers are more professional and responsible when making choices. In addition, SLB uses continuous evaluation, this is intended to encourage the study and reflection of students' abilities in learning and the results they have achieved. This means that this is an assessment process that is carried out continuously and does not stop and when the child is focused on the final exam only, but all processes are seen carefully, so that the teacher gets a complete picture of the student's learning conditions from beginning to end. So that every student gets the same attention according to their needs, thus teachers need to compile an individual assessment book that contains a summary of all student learning outcomes (test results, individual assignment results, practicum results, homework results, etc.) et al., 2004:87). The assessors for ABK include all aspects such as: social emotional aspects, physical motor, adaptive behavior and academic competence that can be reported quantitatively and qualitatively descriptive. Where this assessment can be in the form of questions and answers, homework assignments, UH, UTS, odd/even US, UKK, and UAS. National exams must be followed by children

A (blind), deaf (B) and physically disabled (D) while for children with mental retardation, autism and multiple categories take the school exam and get a Study Completion Certificate (STTB) to continue to the next level.

Assessment is not judging students, but to find out the progress of students' learning experiences. For this reason, the activities are carried out in a comprehensive and balanced manner between process and outcome assessments. The teacher's position as constructive evaluators reflects how students learn, how students relate what they know to various contexts, and how student learning progresses in various learning contexts. Through assessment students have the opportunity to be able to develop self-assessment with various tools on an ongoing basis as an integral part of the learning process. Students, parents and schools benefit from assessment activities to diagnose learning difficulties, learn feedback, and/or to determine student achievement.

In general, the implementation of the evaluation at SLB Negeri Gorontalo has been going well, but several things have made the evaluation not run as expected, namely the lack of children's attendance at school, the character of children who often change, the number of children in one class is excessive. The facts above sometimes make the evaluation that has been scheduled sometimes have to change and the competencies that should be evaluated have not been completed. In response to the above, teachers are expected to always communicate with parents in order to motivate children to go to school and help children in repeating the learning that has been received at school so that what is expected by both parents and school can run as expected.

CONCLUSION

The form of needs-based learning program implemented by the school is individual learning or individual learning program (PPI) which is prepared by a team consisting of school principals, general teachers/ homeroom teachers who are considered to have knowledge and have attended training on children with special needs. The preparation of the PPI is also adjusted to the student's abilities which can be obtained from the results of the initial assessment of the child. PPI itself is flexible and can change according to the child's condition. The components in the PPI are: the current level of student ability, general goals to be achieved, specific learning objectives, descriptions of learning services, start time of activities, length of time given and evaluation, The learning process or the implementation of learning is carried out in the classroom and outside the classroom, lesson plans, learning strategies, methods and learning materials follow the characteristics of children by simplifying learning materials. The problem with individual learning with special needs students in special schools is that the variety of barriers and different grade levels in a study group makes teachers have to have high creativity in using teaching methods and strategies to stimulate students' motivation to learn with special needs. Children's varied learning desires in learning need parental support in helping and guiding children with special needs in repeating lessons that have been received at school. Evaluation of learning in SLB

adjusts to the competence of ABK and the results of assessments and modifications of learning. The evaluation carried out was simple in terms of material, difficulty weight, summarizing words and sentences, as well as determining the KKM adjusted to the abilities of each ABK. When the child does not achieve completeness, the teacher provides remedial to the child. rating is not required for crew members. Evaluation of children with special needs can also be done by enrolling children in the national exam in which the form and weight of the questions are submitted to schools and school exams for those who have IQ barriers.

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