

# Management of Developmental Assessment In Improving The Quality of Learning for Students With Special Needs In Inclusive Schools

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## Abstract.

*The present study reports the first comprehensive study on the freshwater macroinvertebrates and its habitat preferences in Bilah River, the largest river in the Northern Sumatra. The riverside is characterized by the presence of anthropogenic and industrial activities which may alter the macroinvertebrate assemblage and biodiversity. Five months of investigation on 10 sampling stations from December 2016 to October 2017 was conducted based on the river flow in Bilah River. Principal component analysis indicated a decrease in trophic status from upstream to downstream of the river. A total of 27 taxa were recorded, with the most abundant group The developmental task of a child is something that appears at a certain period in the life span, if one phase fails it will cause various difficulties in completing the next phase of development. This is experienced by students with special needs (PDBK). Currently, the reality of teachers in the field is that they do not understand how to identify and assess these developmental phases for GDPK, which is a prerequisite for supporting success in the academic field. The purpose of this study was to find out how the implementation of developmental assessments in the two inclusive organizing schools, Ibnu Sina and Mutiara Bunda, in finding the actual GDPK profile through the "Daming Cycle" management theory approach from W. Edward Daming. In particular, this study describes and analyzes (1) plan, (2) Do, (3) Check and (4) action on developmental assessment using Sallis Edward's quality theory and Huvinggurst's developmental theory. This study uses a descriptive method with a qualitative approach. Collecting data by conducting observations, interviews, and study of documentation and validation of research results by conducting FGD (forum group discussion). The results of the study indicate that the management of developmental assessments at the inclusive schools of Ibnu Sina and Mutiara Bunda has been carried out by adjusting the existing concept rules, although in its implementation there are still obstacles, especially in terms of parental commitment and teacher understanding in GDPK confectionery.*

**Keywords:** *Inclusive School. Implementation of Developmental Assessment Management and Assessment Implementation Model.*

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## I. INTRODUCTION

Development is a process that never stops, meaning that humans are continuously developing, influenced by experience or learning. All aspects of development influence each other, meaning that every aspect of individual development, whether physical, emotional, intellectual or social, affects each other if one of these aspects is not present. The development follows a certain pattern or direction, meaning that development occurs regularly so that the results of development from the previous stage are prerequisites for further development. [1] Havighurst 1961 (in Yusuf, 2008:65) defines: 'developmental tasks are things that appear at certain periods in an individual's life span which if successfully completed will bring happiness and success in the next stage of development. Education is factually a lifelong learning experience. As stated in the official statement [2] "United Nations of Educations, Scientific, and Cultural Organization" (UNESCO) on education for all "Education for All" in 1990. This statement implies that everyone in this world has the right to get education . Education can be done by anyone, anywhere and anytime. This means that education can be done without knowing the boundaries of age, space, and time. Every citizen has the right to get education and the government is obliged to provide educational facilities and infrastructure that support the continuity of the education process.[3] Bandung Regent Regulation Number 42 of 2013 concerning the Implementation of Inclusive Education in Bandung Regency and [4] Bandung Mayor Number 610 of 2016 which contains the system for accepting new students in Bandung Regency / City and its requirements, as well as explaining the provisions inclusive education providers as schools that accommodate the diversity of students, are open, fair, and non-discriminatory, respect every difference, minimize student barriers, both

disability barriers, socio-economic barriers, and other obstacles. As well as being innovative and flexible in optimizing the potential of all students.

Inclusive education is not just placing GDPK in regular classes/schools and not just including as many children with special needs as possible in the normal student learning environment. More than that, inclusive education is also related to teachers being able to recognize the values of student diversity. The teacher is one of the important figures in the practice of inclusive education in schools. Because teachers interact directly with students, both students with special and regular needs. In addition, a teacher must also have a vital role in managing all learning processes and planning up to the evaluation stage to measure the level of success of the GDPK in following each subject matter. The importance of the role of assessment in learning has been emphasized according to MCloughlin & Lewis 1979 (in Soendari & Nani, 2015: 5): [5] 'Assessment is a systematic process of a learner whose function is to see the abilities and difficulties faced by individuals at that time, as material to determine what is really needed'. Further explained by Harwell regarding developmental assessment are: 'the process of collecting data/information systematically on aspects of student development that are thought to have an effect on academic achievement. Some aspects of children's development that need to be assessed if they are found to have learning difficulties including children with special needs, namely: motor disorders, perceptual disorders, attention disorders, memory disorders, obstacles in spatial orientation and direction/spatial, barriers in language development, barriers in concept formation, and problems in behavior' (in Soendari & Nani, 2015:6). One management model that can be used in the implementation of the GDPK assessment is the W. Edward Deming-PDCA quality management model: Plan, Do, Check, Action [6] 'a cycle that will result in continuous improvement (continuous improvement) or Kaizen quality as seen in the Deming Cycle or "Deming Cycle". The improvement model will run continuously which is developed on four main components in sequence' (in Prasojo, 2016:73). Thus, the GDPK assessment in management is a process of guiding, motivating and facilitating teachers in carrying out effective and efficient teaching and learning processes to achieve learning objectives through planning, implementing,

Therefore, to realize quality inclusive education and quality learning processes require competent teachers, a teacher must be able to develop creative and innovative learning materials that are guided by creative and innovative, namely by developing their professionalism in a sustainable manner by taking reflective actions. The teacher is an important figure in the teaching and learning process in the classroom (school). It is he who influences students to succeed in achieving competence in the learning process. Therefore, teachers must always learn (update) and develop themselves to be able to help students achieve the best results from each learning process at school. In line with what was stated by Tuala (2018:40) that: [7] "Quality is something defined by the customer. In this concept, the result to be achieved is student satisfaction, so that quality is determined by the extent to which the teacher is able to satisfy the needs and desires of students and even exceed it. Because satisfaction and desire are abstract concepts, the sense in which they are referred to is called quality in perception-quality in perception. To improve the quality of GDPK learning in the classroom, it is necessary to manage assessments to support teachers in making PPI and as a standard for the success of teaching and learning activities in the classroom. According to Sallis (2012:29): [8] "staff have to understand how they and their pupils and students will benefit from a change to a customer focus. Total quality is about more than being 'nice to customers and smiling'. It is about listening and entering into a dialogue about people's fears and aspirations." Based on the background of the problem above, in general this study aims to develop a developmental assessment model for GDPK based on the individual needs of students. Specifically, the research aims to: (1) develop an assessment model in inclusive schools based on a developmental assessment to facilitate the need for identification/screening and assessment/screening of the potential and weaknesses of individuals with special needs, and (2) determine the empirical validity of the assessment on curriculum modification and handling of GDPK. to improve the quality of learning.

## II. RESEARCH METHODS

The research method used is descriptive qualitative, which describes or describes the situation in the field by photographing and presenting the data as it is and interpreting the correlation as an existing factor that applies including the point of view or the ongoing process.

The subjects in this study were the principal, class teacher, special supervisor teacher (GPK) and child assistant teacher. The research location is in the inclusive schools of Ibnu Sina and Mutiara Bunda. The research subjects in the two schools were principals, classroom teachers, special guidance teachers (GPK) and children's assistant teachers. Collecting data by conducting observations, interviews, and documentation studies with purposive sampling data collection techniques and validation of research results by conducting FGD (forum group discussion).

## III. RESULTS AND DISCUSSION

Management of developmental assessment cannot be separated from the principles of management that must be carried out systematically in the two inclusive schools, Ibnu Sina and Mutiara Bunda, Bandung. With the description as follows:

**Planning (Plan):** The identification of the GDPK is a stage in the planning of the assessment at the Ibnu Sina and Mutiara Bunda schools, compiled and formulated through the PPDB. The PSLB Directorate, (2007) explains the relationship between identification and assessment, namely: [9] "Identification and assessment are stages or a series of activities in an educational service process for students with special needs. Identification can be interpreted as a screening activity, while assessment can be interpreted as screening. PPDB is the management of student management as an annual activity that has been routinely carried out at the two institutions. Where with the screening of all students, it aims to map students based on their characteristics, interests and potential. With the selection of students, one of them is to determine the GDPK that is accepted and will be netted in the identification process. The general purpose of the two institutions in identifying students aims to map students according to their potential and according to the school's ability to facilitate needs.

The PDBK that is clearly detected is experiencing obstacles in the selection process, the PDBK will automatically be given an assessment action. The implementation of the developmental assessment in the two institutions itself is a comprehensive assessment process to find facts, data and evidence using measuring tools, methods through developmental assessment instruments that have been prepared, involving a professional GPK team and child companion teachers. GDPK that has been detected through the identification process and psychotest, will immediately go through the developmental assessment stage procedure. The GDPK development assessment aims to identify GDPK in detail by collecting data and information by comparing the facts obtained, with reference to the stages of Early Childhood development.

**Implementation (Do):** In the implementation of developmental assessments at the Ibnu Sina and Mutiara Bunda schools using 3 (three) assessment approaches, namely baseline assessment, specific assessment and follow-up assessment. The explanation of the results of the research on the implementation model is as follows:

1. *Assessment baseline* is a developmental assessment given to regular students, to determine the level of ability of students in terms of academics. The indicators in the baseline assessment are those related to advanced cognitive mastery, while the aspects seen are the ability to read, write and count
2. *Specific assessment* is a developmental assessment that refers to the developmental age of Early Childhood to see weaknesses, strengths and potentials in developmental skills that have been mastered by students.
3. *Follow-up Assessment*. The assessment action will be carried out as a follow-up of the findings of the teacher or parent who wants to be examined in detail regarding the student's problems.

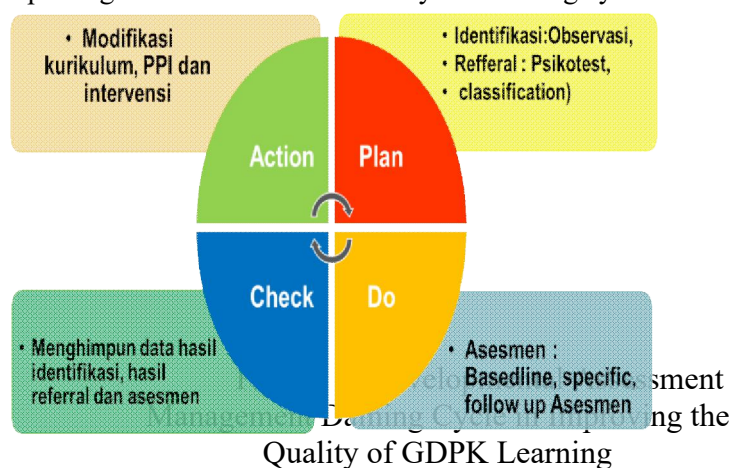
The above is in accordance with the explanation according to Hermawan and Kustawan, (2013: 99-101), which can be explained as follows: [10] "(1) Assessment Baseline: The purpose of the assessment is to obtain comprehensive information and description. that already possessed by a child include the skills, skills

and needs in basic academic abilities. (2) Specific assessment: The goal is to obtain specific information related to the things that exist in the child. (3) Follow-up assessment: Assessment activities are carried out at the last time the teacher interacts with students or at the time of grade promotion. The goal is to find out to what extent the learning objectives are achieved. If along the way, findings that leave problems, such as: whether the child has not or is not served learning because the child is not capable academically. So in this case, it is necessary to make clear information to be used as a reference for other teachers, parents, or other experts.

**Evaluation (Check):** assessment assessment is a systematic and continuous process of collecting, interpreting, narrating, and presenting various information about the GDPK profile that is used as a basis for decision making, policy formulation and preparing programs for the next step through follow-up.

Slavia, et al 2000 (Marlina: 43) stated that the purpose of the assessment was to have 5 things to consider, including: [11] '(1) Screening. (2) Classification, (3) Determination of the direction and goals of education. (4) Development of individualized educational programs. (5) Determination of strategies, learning environment, and evaluation of learning'.

Meanwhile, at the follow-up stage (action) is the stage of the learning modification approach, where at this stage the GDPK will create an Individual Learning Program, a mentoring program from GPK and children's accompanying teachers as well as individual and classical learning services combined with students in general. Developmental assessment management in improving the quality of GDPK learning at Ibnu Sina schools in Bandung Regency and Mutiara Bunda in Bandung City includes all stages that have been repaired and based on the evaluation of the do and check phases in which there are efforts to identify problems in implementing the existing plans. So, the phase is the last phase in the PDCA cycle. However, all the steps will keep repeating itself. Can be described by the Daming cycle as follows:



The management cycle of the GDPK development assessment at the Ibnu Sina and Mutiara Bunda schools cannot be carried out in one go or in a short time span, these activities are carried out periodically and continuously as long as the PDBK is in school. Through this assessment management, at least the teachers at the Ibnu Sina and Mutiara Bunda schools can understand more closely the characteristics of the GDPK in their class by providing a learning service system, teaching, curriculum, facilities and infrastructure, as well as an appropriate assessment system that will accommodate the needs of GDPK, so that they can adapt and receive the best possible education. Constraints that occur in the implementation of developmental assessment management in the two institutions, including technical constraints, lie in some teachers who have not fully mastered the process of implementing the developmental assessment so that in its implementation it is still centered on GPK and accompanying teachers, while some parents are still not cooperative in carrying out school programs. at home.

#### IV. CONCLUSION

By implementing inclusion goals through the vision, mission of the institution, programs, approaches, structures, strategies, supporting facilities and infrastructure as well as collaboration between institutions, educators, education staff and parents of the Ibnu Sina and Mutiara Bunda Schools in improving

the quality of learning for students with special needs through the management principles approach is carried out in a systematic, measurable and planned manner so that the objectives of the assessment can be achieved. In implementing the management results, it can be described as follows: Identification and assessment are very important early stages of assessment planning as service determinants and the basis for consideration in learning programs for GDPK. Then, with the identification results, assessment, evaluation and follow-up are carried out in the form of curriculum accommodation, making PPI and special services in learning. In its implementation, the management principles have been carried out quite well and systematically, but have not been fully supported by the teacher so that the process and follow-up of the assessment management are still focused on GPK and GDPK companions.

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