



## Optimization of The Implementation of Assessment For Students With Special Needs Through The Development of The “ASSES ABK” Application

BY

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### Abstract

*This research aims to develop a product in the form of the ASSES ABK application to optimize the implementation of assessments for students with special needs in schools providing inclusive education. This type of research is Research and Development (R&D) which uses the ADDIE model (analysis, design, development, implementation, and evaluation). This research was conducted at SDN Semangat Dalam 1 Barito Kuala. Data collection techniques use observation, documentation, and questionnaires. The instruments used were questionnaires, interview sheets, and documentation tools. Data analysis techniques use descriptive statistics to analyze product validation and effectiveness of product use. The results of the research show that at the analysis stage, it was discovered that the main problem faced by teachers in implementing assessments in the field was the unavailability of assessment instruments. At the design stage, researchers prepared a conceptual design related to the development of assessment instruments through the use of technology designed in the form of the ASSES ABK application as an effort to overcome problems in the field. The development stage is the development of the application by the IT team in accordance with the conceptual design prepared by the researcher, then the application is validated by an expert validator with a validation percentage of 87.5% with very valid criteria and can be continued at the implementation stage using the ASSES ABK application product by users in carrying out the assessment students with special needs in schools providing inclusive education. The evaluation stage showed that the percentage of product effectiveness was 86.7% with the criteria being very effective for use in assessing students with special needs. However, it is recommended for further research to enrich the ASSES ABK application by adding aspects of other developmental assessment instruments such as motor, language, social-emotional, and basic cognitive development*

**IndexTerms:** ASSES ABK application, implementation of assessments, students with special needs.

## INTRODUCTION

This article guides a stepwise walkthrough by Experts for writing a successful journal or a research paper starting from inception of ideas till their publications. Research papers are highly recognized in scholar fraternity and form a core part of PhD curriculum. Research scholars publish their research work in leading journals to complete their grades. In addition, the published research work also provides a big weight age to get admissions in reputed varsity. Now, here we enlist the proven steps to publish the research paper Every child born in this world has the same right to receive a proper education which can later be used to develop the potential that each of them has. Education is the basic right of every child whose aim is to ensure that all students have access to knowledge, skills, and information that will prepare them to contribute to

society and the workplace in the new era, including those who have special needs. Children with special needs have the right to receive educational opportunities together with other normal children in general (Mirnawati, 2020). Children with special needs are children who have abnormalities in themselves, resulting in the child having needs that must be adapted to their characteristics (Nawangwulan, 2019).

Education services that provide opportunities for children with special needs to learn together with normal children in general are through inclusive education. Inclusive education is education that provides learning opportunities for all children without exception to children with special needs (Amka & Mirnawati, 2020). Inclusive education describes that children with special needs are educated in regular schools with normal children in general who usually develop with services

that are tailored to their basic learning needs (Sheehy & Budiyanto, 2015). Through inclusive education, it is hoped that children with special needs can learn and socialize in an environment with other normal children. Inclusive education aims to provide the widest possible opportunities in education for students who have needs without discrimination so that they receive services according to their needs and carry out education that emphasizes diversity. (Sheehy et al., 2017).

Inclusive education is the development of an approach that seeks to meet the learning needs of all children, young people, and adults with a particular focus on those who are vulnerable to marginalization and exclusion. (Sánchez et al., 2019). Inclusive education means that all children, regardless of ability level, are included in mainstream classrooms, or in the most appropriate or least restrictive environment, that students of all ability levels receive equal learning, and that teachers adapt curricula and teaching methodologies so that all students benefit. Inclusive education refers to an education system that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions (Alnasser, 2020).

Quality learning services for students with special needs in inclusive schools, it is not enough just to accept the presence of students with special needs in schools providing inclusive education (Kartini & Aprilia, 2022). However, in providing inclusive education, teachers should strive to provide learning services that are appropriate/according to the abilities and needs of students with special needs, systematic steps are needed. This step begins with an assessment process. Every child with special needs must go through the assessment process so that an overview of their abilities and learning needs can be obtained (Dewi D, 2018). If the assessment process is not carried out then the learning carried out does not have a basis/footing to achieve the expected learning material indicators. Children will also have difficulty mastering learning material because the material does not match their abilities and learning needs. Failure in learning can be caused by the absence of assessment results data (Zahroh S, 2019). Thus, assessment has a very important and strategic role in determining learning success. In general, the assessment aims to analyze the condition of students or students in order to gather information about weaknesses and strengths or remaining strengths as an effort to prepare programs and learning materials to suit student needs.

However, the implementation of assessments in schools providing inclusive education has not been carried out comprehensively, teachers are more dominant in implementing academic assessments, which include reading, writing, and arithmetic skills. (Mujahid, 2019). Meanwhile, non-academic assessments take the form of functional assessments for students with special needs which provide information about the sensory functions of vision, hearing, kinesthetic tactics, smell, and taste (Binarani B et al., 2021). Meanwhile, a teacher needs to know the sensory modalities that can be utilized or optimized in obtaining information about learning activity material in the classroom. Functional assessments of students with special needs have not been

implemented in inclusive schools because teachers have not been able to develop functional assessment instruments. This condition certainly affects the quality of services provided to students with special needs because the results of academic assessments carried out so far do not fully reflect their needs (Hamzah et al., 2020). If it is not improved, the services provided to students with special needs will be vulnerable to being misdirected.

Considering that in this modern era, almost all activities can be carried out more easily with the help of technology. Technology is a tool that can make work easier, therefore people who do not understand technology at all will be left behind (Husaini, 2014). Technology also greatly influences life today and of course, has many very useful uses. Technology is the result of developments in science, which occur in the world of education (R. Ce ha, Endang Prasetyaningsih, Iyan Bachtiar, 2008). Therefore, it is appropriate for education itself to also utilize technology to help implement learning. Technological progress can be demonstrated by the presence of applications.

Thus, this research aims to develop the "ASSES ABK" application as a functional assessment tool for students with special needs in schools providing inclusive education, considering that the implementation of functional assessment for students with special needs in each educational unit providing inclusive education is very important to implement, in order to realize the provision of accommodating learning services for students with special needs.

## METHOD

This research is educational development research (educational research and development) which aims to developing software in the form of a functional assessment application for children with special needs "ASSES ABK". The type of R&D used in this research is analysis, design, development, implementation, and evaluation (ADDIE) as depicted in Figure 1 below:



Figure 1. R&D Research Flow of the ADDIE Model

The flow of implementing the ADDIE model in this research includes: the analysis process is carried out through a preliminary study to formulate the results of the analysis of needs for using the "ASSES ABK" application. The design process was carried out by creating a conceptual design for developing the "ASSES ABK" application based on the analysis results that had been obtained. Development activities are carried out by submitting the conceptual design prepared to partners who in this case have expertise in the IT field as a reference for partners in creating the "ASSES ABK" application which is then validated by experts. The implementation process was carried out by conducting trials using the "ASSES ABK" application involving teachers and students with special needs in elementary schools providing

inclusive education. The final stage, namely evaluation, is carried out by making improvements to the results of the trials that have been carried out so that the application becomes suitable for use as a functional assessment tool for students with special needs in a wetland environment. The research was conducted at SDN Semangat Dalam 1 Barito Kuala with the research subjects being teachers and students with special needs.

Data collection techniques in this research include 1) Interviews, conducted with teachers at the analysis stage to obtain information or description of the problems and needs of teachers in implementing functional assessments of students with special needs in schools; 2) Questionnaires are used at the development stage and implementation stage. At the development stage, questionnaires are intended for validators to obtain an assessment of the feasibility of the "ASSES ABK" application product for subsequent implementation to users. At the implementation stage, a questionnaire was provided to teachers as users of the "ASSES ABK" product to obtain an assessment of the effectiveness of using the product; 3) Documentation is used to complete research data in the form of documents or images/photos of research activities. The research instruments developed in this research were interview guides, questionnaire sheets, and a camera for taking photos of research activities in the field. Data analysis techniques used in this research include:

### Analysis of Product Validation Data

Quantitative data analysis is used to analyze data collected from questionnaires. Quantitative data was obtained at the product validation research stage by experts. Validity here is to test the feasibility of the "ASSES ABK" application being developed. The expert validation questionnaire instrument uses a Likert scale, the variables measured are translated into indicator variables. The Likert scale used consists of five categories, namely "Very Good" score 5, "Good" score 4, "Quite Good" score 3, "Not Good" score 2, and "Not Good" score 1. The IT expert validation questionnaire test can This is done by comparing the number of respondents' scores ( $\Sigma$ ) with the number of ideal scores (N) (Sugiyono, 2015).

$$P = \frac{\Sigma R}{N} \times 100\%$$

Description

P: Score Percentage

$\Sigma R$ : The total score of answers given by each respondent

N: The total number of ideal scores in one item

Validation criteria used in the validity of application research presented in the following table:

**Table1. Expert Validation Criteria for the Application**

Criteria	Level of Achievement	Qualification	Description
A	81-100%	Very Good/ Very Valid	No Need for Revision

Criteria	Level of Achievement	Qualification	Description
B	61-80%	Good/ Valid	No Need for Revision
C	41-60%	Sufficient/Quite Valid	Needs Revision
D	21-40%	Not Good/Invalid	Needs Revision
E	< 20%	Not Good/Invalid	Needs Revision

(Sugiyono, 2015 with researcher modifications)

### Data Analysis of Product Effectiveness

Product effectiveness data was obtained through questionnaires filled out by users when implementing the "ASSES ABK" application in the field. Data obtained from user response questionnaires, namely teachers, are then analyzed using quantitative data to test the effectiveness of the product being developed. Questionnaire answers by users (teachers) are measured using the Guttman scale, the variables measured are translated into indicator variables. Sugiyono (2015) The Guttman scale used consists of two categories, each of which has a different value or score which is made in the form of a checklist ( $\surd$ ), this category is the "yes" category with a score of 1, and the "no" category with a score of 0. The average presentation of each component is calculated using the following formula:

$$P = \frac{\Sigma R}{N} \times 100\%$$

Description

P: Score Percentage

$\Sigma R$ : The total score of answers given by each respondent

N: The total number of ideal scores in one item

Providing and making decisions about the effectiveness of this product uses a conversion level of achievement on a scale of five as in the following table.

**Table 2. Criteria for Product Effectiveness Assessment by Users (Teachers)**

Criteria	Level of Achievement	Qualification	Description
A	81-100%	Very effective	No Need for Revision
B	61-80%	Effective	No Need for Revision
C	41-60%	Effective enough	Needs Revision
D	21-40%	Less effective	Needs Revision
E	< 20%	Ineffective	Needs Revision

(Sugiyono, 2015) with researcher modifications)

## RESULT AND DISCUSSION

### Result: Development Stage of the ASSES ABK Application

#### Analysis

Based on the results of previous research conducted in elementary schools providing inclusive education through filling out questionnaires by teachers regarding problems faced in implementing assessments for children with special needs in elementary schools providing inclusive education, data was found that 77% of teachers experienced problems in preparing assessment instruments for children with special needs. Specifically, 13% had problems with infrastructure and 10% expressed problems due to limited human resources.

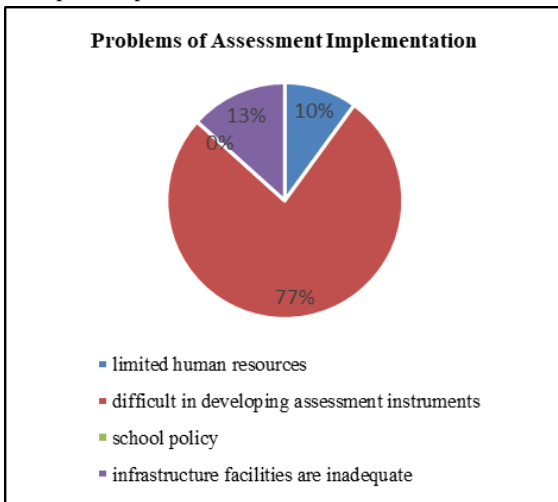


Figure 2. Percentage diagram of problems in implementing assessments for Children with Special Needs

Based on the data above, it appears that the main problem in implementing assessments of students with special needs is related to the difficulties faced by teachers in developing assessment instruments. The unavailability of instruments has an impact on the lack of optimal implementation of assessments for students with special needs. This will of course have an impact on the provision of education and learning services that are not in accordance with the conditions and learning needs of students with special needs. Thus, it is necessary to utilize technology in developing assessment instruments for students with special needs. It is hoped that assessment instruments developed in the form of applications will be easier and more practical for teachers to use in carrying out assessments for students with special needs.

#### Design

The development of the application as an assessment instrument for students with special needs was named "ASSES ABK" which was conceptually designed by the research team. The components in the application begin with logging in by the user, then inputting the child's data, then selecting and filling in the scope of the assessment which consists of several instrument items. Users are encouraged to fill in the instrument according to the condition and

performance shown by the child so that the final data can be used as a reference or point of reference in developing learning programs. Meanwhile, the process of developing instrument items was carried out through focus group discussions to agree on representative instrument items in measuring the scope of the assessment which consisted of perception assessment, social-emotional assessment, motor behavior assessment, and communication language assessment. However, due to time and cost considerations, this research is limited to developing the ASSES ABK application which includes the scope of assessing perception development.

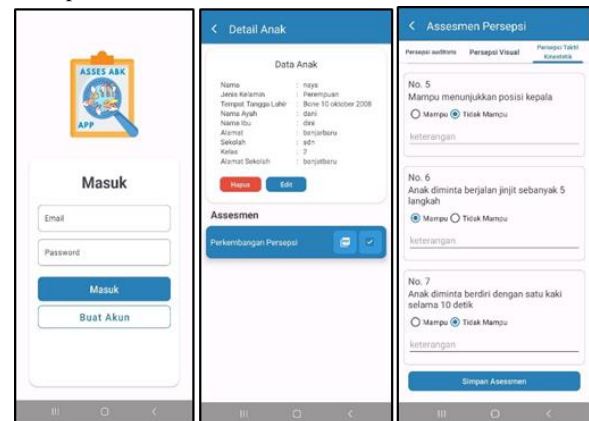


Figure 3. ASSES ABK application design

#### Development

Development of the ASSES ABK application by the IT team is based on the conceptual design that has been prepared by the research team. After the product has been developed by the IT team, the application feasibility test is then carried out by validating the application. Validation is carried out by expert validators by looking at the quality of the application which consists of content suitability, language, appearance, usefulness, and ease of use. The development of the ASSES ABK application in this research was validated by two validators, each of whom carried out validation regarding the appropriateness of the content, language, and appearance of the product. There are several suggestions for improvements from the validators, including the following: 1) The assessment results should be downloaded in pdf form; 2) The instrument items are arranged more simply so that they are easier to understand; and 3) Pay attention to color contact in the application. Next, a revision of the ASSES ABK application product was carried out according to suggestions for improvements from the validator. And after the revision, the ASSES ABK application product was validated again for the second time until it was declared valid. The results of the second product validation are visualized in the following table.

Table 3 Results of validation of ASSES ABK products

Validatio n	Score obtaine d	Maxi mum score	Percentag e (%)	Criteria
Validator 1	32	40	80%	Very valid

Validator 2	38	40	95%	Very valid
<b>Average Product Validation Results</b>			<b>87,5%</b>	<b>Very valid</b>
<b>Description</b>		<b>No revision needed</b>		

Based on Table 2 of the validation results from the two expert validators, the assessment obtained from validator 1 was that the validation percentage was 80% with very valid criteria and did not require revision, while the assessment obtained from validator 2 was 95% with very valid criteria and the product did not need to be revised again. Thus, the next step can be taken, namely implementing the use of the ASSES ABK application by teachers in schools providing inclusive education in carrying out assessments of the development of perceptions of students with special needs.

### Implementation

Implementation steps are carried out after meeting the eligibility or validity criteria of the validator. The implementation of the ASSES ABK application for students with special needs in schools providing inclusive education is carried out by teachers to obtain data or information related to the ability of auditory perception, visual perception, and kinesthetic tactile perception in children, which can be used as one of the basic considerations for teachers in preparing learning plans for students with special needs. The implementation of the ASSES ABK application product was carried out at SDN Semangat Dalam 1 Barito Kuala as one of the providers of inclusive education which has had difficulties in carrying out assessments of students with special needs due to the unavailability of assessment instruments that can be used. The ASSES ABK application product was used by six teachers in collecting information on the development of perceptions of students with special needs in class 1, class 2, class 3, class 4, class 5, and class 6, which was then carried out to measure the effectiveness of the use of the ASSES ABK application product by users, which in this case consist of 6 teachers at SDN Selamat Dalam 1 Barito Kuala. The results of measuring the effectiveness of the ASSES ABK application product by users are visualized in the following table:

**Table 4. Percentage of effectiveness of ASSES ABK application products by users**

Data source	Score obtained	Maximum score	Percentage (%)	Criteria
1st class teacher	32	40	80%	Very Effective
2st class teacher	38	40	95%	Very Effective
3st class teacher	33	40	82,5	Very Effective
4st class teacher	36	40	90%	Very Effective
5st class teacher	32	40	80%	Very Effective
6st class	37	40	92,5%	Very

teacher				Effective
<b>Average Percentage of Product Effectiveness</b>			<b>86,7%</b>	<b>Very Effective</b>

### Evaluation

Based on the results of the evaluation of the effectiveness of using the ASSES ABK product obtained from six teachers at SDN Semangat Dalam 1 Barito Kuala as users in the implementation stage, data was obtained that the percentage of product effectiveness was 86.7% with very effective criteria, which means the product does not need to be revised again. There are several testimonials submitted by teachers in using the ASSES ABK application, including the following: 1) attractive appearance and layout of the product; 2) the use of solid language for each item of the instrument is easy to understand and implement; 3) each instrument item is equipped with media illustrations so that it does not make it difficult for teachers to dig up teacher information; and 4) the assessment results can be downloaded in PDF form, which is very useful in completing the administration of assessment results for students with special needs. Thus, based on the evaluation results that have been presented, the ASSES ABK application product does not require further revision.

### Discussion

The development of the ASSES ABK application is intended to make it easier for teachers to carry out assessments of the development of perceptions of students with special needs in schools providing inclusive education which is carried out through a development procedure consisting of five stages, namely analysis, design, development, implementation, and evaluation. The need to develop the ASSES ABK application is due to the fact that the results of previous research found that the main problem or problem faced by teachers in implementing assessments was the difficulty in developing assessment instruments. and incorporating the use of technology in developing assessment instruments in the form of applications is an effort by researchers to overcome the problems faced by teachers today, considering that the implementation of developmental assessments is an urgent matter in providing education and learning services to students with special needs in schools providing inclusive education.

Assessment of children with special needs is the main thing that must be done after the identification stage. Assessment of students with special needs needs to be carried out in order to obtain profile data on the learning needs of students with special needs which can be used as a reference in developing learning service programs for students with special needs. (Ydesen & Andersen, 2020; Shelton et al., 2021).

Assessment of students with special needs must be carried out comprehensively, namely covering developmental and academic aspects so that the profile of learning needs of students with special needs that is obtained later is also complete or comprehensive, namely covering the potential, weaknesses, and learning needs of students with special needs from both developmental and academic aspects. , so that

teachers get an overview of learning programs that are in accordance with the child's current baseline abilities (Martika, 2020; Elder et al., 2021). Practices like this are certainly very much in line with the inclusive education paradigm, namely an education system that is open and friendly to all conditions of students. Inclusive education is an education system for students with special needs in regular schools, where the education system adapts to the conditions and learning needs of students with special needs (Virinkoski et al., 2020).

Assessment has an important or urgent position in the implementation of inclusive education in schools, considering that accommodating learning based on the learning needs of students with special needs is required in inclusive education, and these learning needs can only be identified through carrying out thorough/comprehensive assessments and carried out continuously by working as a team (Hamzah., Djuko & Juniarti, 2020).

However, not all schools providing inclusive education are able to carry out assessments (Mapunda et al., 2017; Lipsky & Kantor, 2019). SDN Semangat Dalam 1 Barito Kuala is one of the schools that is experiencing difficulties in carrying out assessments. In the previous problem analysis stage, it was explained that the main causal factors that were allegedly hampering the implementation of assessments for students with special needs at SDN Semangat Dalam 1 Barito Kuala were the unavailability of assessment instruments and teachers being unable to develop assessment instruments for students with special needs. (Wiliyanto, 2017; Mirnawati & Jaleha, 2022). Implementation of assessments for students with special needs, which are not a priority and are carried out from the start, will greatly influence the development of intervention service programs and learning services that are not in accordance with the learning needs and conditions of students with special needs (Aquino & Bittinger, 2019; Rofiah & Kawai, 2020).

The development of assessment instruments for students with special needs through the use of technology into a product in the form of the ASSES ABK application is a solution in overcoming the problems faced by teachers at SDN Semangat Dalam 1 Barito Kuala who have not been able to develop assessment instruments independently. The ASSES ABK application is easy and very practical for teachers to use, apart from that at the end of collecting information by filling in instrument items according to the conditions and performance shown by students with special needs, teachers can access the results of assessments on certain aspects which can then provide teachers with an idea regarding competency, students' weaknesses and learning needs in relation to the aspects being assessed.

The product in the form of the ASSES ABK application has previously been declared valid and suitable for use by validators with an average percentage of 87.5% with very feasible criteria, in addition to the results of the evaluation of the effectiveness of the ASSES ABK application product by the user, in this case, the class teacher at SDN Selamat In 1 Barito Kuala, it was proven that the ASSES ABK application

was very effective in carrying out assessments of students with special needs with an effectiveness percentage of 86.7% with very effective criteria.

## CONCLUSION

A conclusion section is not required. Although a conclusion may review the main points of the paper, do not replicate the abstract as the conclusion. A conclusion might elaborate on the importance of the work or suggest applications and extensions. Based on the results of the research and discussion, it can be concluded that the ASSES ABK application development process uses the ADDIE model with stages of analysis, design, development, implementation, and evaluation. At the analysis stage, it was discovered that the main problem faced by teachers in implementing assessments in the field was the unavailability of assessment instruments. At the design stage, researchers prepared a conceptual design related to the development of assessment instruments through the use of technology designed in the form of the ASSES ABK application as an effort to overcome problems in the field. The development stage is the development of the application by the IT team in accordance with the conceptual design prepared by the researcher, then the application is validated by an expert validator with a validation percentage of 87.5% with very valid criteria and can be continued at the implementation stage using the ASSES ABK application product by users in carrying out the assessment students with special needs in schools providing inclusive education. The evaluation stage showed that the percentage of product effectiveness was 86.7% with the criteria being very effective for use in assessing students with special needs. However, it is recommended for further research to enrich the ASSES ABK application with the addition of other developmental assessment instruments such as motor, language, social-emotional, and basic cognitive development.

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