

Assessment Mechanism for Educators at Aisiyah Tembung Special Needs School

Deliati¹, Yenti Arsini², Robbi Asri³, Zadrian Ardi⁴

Guidance and Counseling Study Program, Faculty of Teacher Training and Education,
Universitas Muhammadiyah Sumatera Utara, Indonesia¹

Islamic Education Guidance and Counseling Study Program, Faculty of Teacher
Training and Education, Universitas Islam Negeri Sumatera, Indonesia²

Guidance and Counseling Study Program, Faculty of Teacher Training and Education,
Universitas Bengkulu, Indonesia³

Guidance and Counseling Study Program, Faculty of Education, Universitas Negeri
Padang, Indonesia⁴

E-mail: deliati@umsu.ac.id¹, yentiarsini@gmail.com²,
robbi.asri@unib.ac.id³, zadrian@fip.unp.ac.id⁴

Correspondent Author: Deliati, deliati@umsu.ac.id

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Abstract

Inclusive education has become a global priority, emphasizing the right of children with special needs (CSN) to receive quality education without discrimination. This study is motivated by the critical role of accurate assessment in designing effective learning for children with special needs (CSN). This research aims to evaluate the implementation of educational assessment for CSN at Aisiyah Tembung Special Needs School and to identify the factors influencing its practice. A qualitative approach was employed, using content analysis of verbal, visual, and written documentation. The research subjects were educators teaching CSN at the school. The findings reveal that most teachers do not have a background in special education, but rather come from other disciplines such as mathematics, religion, physical education, and the arts. This lack of specialized training affects the accuracy of assessment practices, as teachers struggle to identify the individual needs of CSN comprehensively. The study underscores the urgent need for targeted training programs to equip non-specialist educators with adaptive assessment skills. The main contribution of this research lies in highlighting the importance of strengthening assessment competencies among general educators within the context of inclusive education, as a strategic step toward improving the quality of educational services for children with special needs.

Keywords: assessment mechanism, educators in special schools, children with special needs

Abstrak

Pendidikan inklusif telah menjadi prioritas global, yang menekankan hak anak berkebutuhan khusus (CSN) untuk menerima pendidikan berkualitas tanpa diskriminasi. Studi ini dimotivasi oleh peran penting penilaian yang akurat dalam merancang pembelajaran yang efektif untuk anak berkebutuhan khusus (CSN). Tujuan dari penelitian ini adalah untuk mengevaluasi pelaksanaan penilaian pendidikan untuk CSN di Sekolah Luar Biasa (SLB) Aisiyah di Tembung dan untuk mengidentifikasi faktor-faktor yang memengaruhi praktiknya. Pendekatan kualitatif digunakan, dengan menggunakan analisis isi dokumentasi verbal, visual, dan tertulis. Subjek penelitian adalah para pendidik yang mengajar CSN di sekolah tersebut. Temuan penelitian mengungkapkan bahwa sebagian besar guru tidak memiliki latar belakang dalam pendidikan khusus, melainkan berasal dari disiplin ilmu lain seperti matematika, agama, pendidikan jasmani, dan seni. Kurangnya pelatihan khusus ini memengaruhi keakuratan praktik penilaian, karena guru berjuang untuk mengidentifikasi kebutuhan individu CSN secara komprehensif. Studi ini menggarisbawahi kebutuhan mendesak akan program pelatihan yang ditargetkan untuk membekali pendidik non-spesialis dengan keterampilan penilaian adaptif. Kontribusi utama penelitian ini terletak pada pentingnya penguatan kompetensi asesmen di kalangan pendidik umum dalam konteks pendidikan inklusif, sebagai langkah strategis untuk meningkatkan kualitas layanan pendidikan bagi anak berkebutuhan khusus.

Kata kunci: mekanisme asesmen, pendidik di sekolah luar biasa, anak berkebutuhan khusus

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INTRODUCTION

Education observers provide policy input to decision-makers in the process of designing public policies in the education sector (Rahmi, Desvianti & Mufitasari, 2024). Educators are responsible for implementing policies to achieve progress. The success of students' education depends heavily on the implementation of these policies. These students encompass various types and levels of education, including educational institutions classified as inclusive education. Inclusive education is a form of education that combines children with special needs with typically developing children to learn together. Children with special needs are given opportunities to receive education at all levels, from Early Childhood Education (PAUD) to higher education, through both formal and non-formal channels (Asfiati & Mahdi, 2020). After a child is diagnosed with a developmental disorder or difficulty, parents typically seek therapy or intervention to support their child. Therapy aims to provide medical or psychological care to the child, while intervention aims to train and improve their basic abilities (Rani, Rafikayati, & Jauhari, 2018). Every child has unique characteristics, particularly in relation to their individual needs and capabilities within the school learning context. This naturally prevents them from directly receiving the same educational services as their peers (Chairunnisa & Rismita, 2022). One aspect that supports the quality of learning for children with special needs is the identification and assessment of their needs.

Inclusive education has become a global concern as an effort to realize equal rights for all children, including children with special needs (ABK), to receive a quality education without discrimination. This model emphasizes the importance of providing collaborative learning opportunities for children with special needs and other children in the same educational environment (Sunardi, et al, 2011). In the Indonesian context, the commitment to inclusive education has been strengthened through various regulations, one of which is Law Number 8 of 2016 concerning Persons with Disabilities, which states that the government is obliged to organize and/or facilitate education for people with disabilities at all levels and educational pathways.

Although national policies have affirmed the importance of inclusive education, its implementation still faces serious challenges, particularly at the level of special education units such as Special Needs Schools (SLB). One of the primary concerns is the limited understanding of educators regarding the characteristics and needs of children with special needs. Many teachers in special needs schools still come from general education backgrounds, such as mathematics, religion, or the arts, and lack formal training in Special Education (PLB) (Indreswari, Fauzan, Probawati, & Apriani, 2023). This situation directly impacts the low quality of assessments conducted on children with special needs, as teachers are unable to accurately identify developmental barriers or potential in children.

Assessment is a fundamental element in designing learning that meets the individual needs of students. According to Salvia, Ysseldyke, and Bolt (2013), a good assessment should encompass academic, socio-emotional, physical, and environmental aspects of the learning environment to support informed educational decision-making. Pierangelo and Giuliani (2012) also emphasize that comprehensive assessment enables teachers to understand students' strengths and weaknesses holistically, allowing for the development of responsive learning strategies. However, in practice, the assessment tools used by educators in special needs schools (SLB) still focus on general academic aspects and do not adequately consider the individual profiles of children with special needs.



A similar situation was found at SLB ABC Aisyiyah Tembung, where teachers lacked special education backgrounds. This limitation impacted the low effectiveness of educational assessment, resulting in the ineffectiveness of addressing the needs of children with special needs. Teachers also lacked adequate assessment training, and the assessment program used lacked professional accountability. This situation reinforces the findings Sumarni et al, (2024) that unstructured assessments can hinder the development of individualized learning programs. On the other hand, Meijer and Watkins (2019) emphasized that accurate assessments are a key requirement for ensuring equitable access to education in inclusive schools.

Based on this background, this study focuses on the implementation of assessments by teachers at the ABC Aisyiyah Tembung Special School (SLB) in Tembung, who come from general education backgrounds. This study aims to investigate the following question: How do teachers from general education backgrounds conduct assessments for children with special needs at the Aisyiyah Tembung Special Needs School, and what challenges do they encounter?

The objectives of this study are: (1) to evaluate assessment practices carried out by teachers with children with special needs, (2) to identify obstacles faced by teachers in implementing assessments, and (3) to formulate recommendations for improving educators' assessment capacity based on field findings.

The urgency of this research lies in the need to enhance the quality of educational assessment in Special Needs Schools through training and strengthening educators' capacity. The novelty of this study is its focus on teachers from non-special education backgrounds, a relatively understudied area in the literature on inclusive education assessment in Indonesia. These findings are expected to contribute to the development of educational policies and provide a practical reference for teacher training in special education settings.

METHOD

This study employed a qualitative analysis approach. The research method employed content analysis to systematically and objectively draw accurate conclusions from verbal, visual, and written documentation (Alaslan, 2022). For data analysis, the assessment mechanism was examined based on the educator assessment program to determine the understanding and development of children with special needs in classroom learning, using a research framework. This research will be conducted over one year with the following stages: (1) preliminary survey, (2) data collection, (3) identification of questions regarding the assessment mechanism for educators' understanding of children with special needs, (4) analysis of questions related to the quality of educators, (5) training and workshops on the assessment mechanism (questions and answers), (6) concluding/verification, (7) report writing, and (8) publication.

The subjects of this study were educators of children with special needs, including those with permanent or temporary disabilities, at the Aisyiyah Tembung Special Needs School. The data collection process was not carried out directly by the researcher, but rather by individuals referred to as surveyors or interviewers. To ensure the data obtained was not influenced by bias, the researchers provided training to the data collectors. The research instruments used in this study were structured/semi-structured interview guides, classroom assessment observation sheets, and supporting documents. In addition to data collection techniques such as interviews and observations, participants were also



provided with explanations on how to complete the instrument (questionnaire), the editing process, coding, and other relevant aspects.

After collecting all data from educators of children with special needs, the data were analyzed using the analytical categories proposed by Ilyas. The analytical categories comprise clarification, assumptions, reasons and evidence, viewpoints or perspectives, implications, consequences, alternatives, questions, predictions, agreements and disagreements, and summaries and conclusions.

The flow and stages of this research can be seen in the following chart:

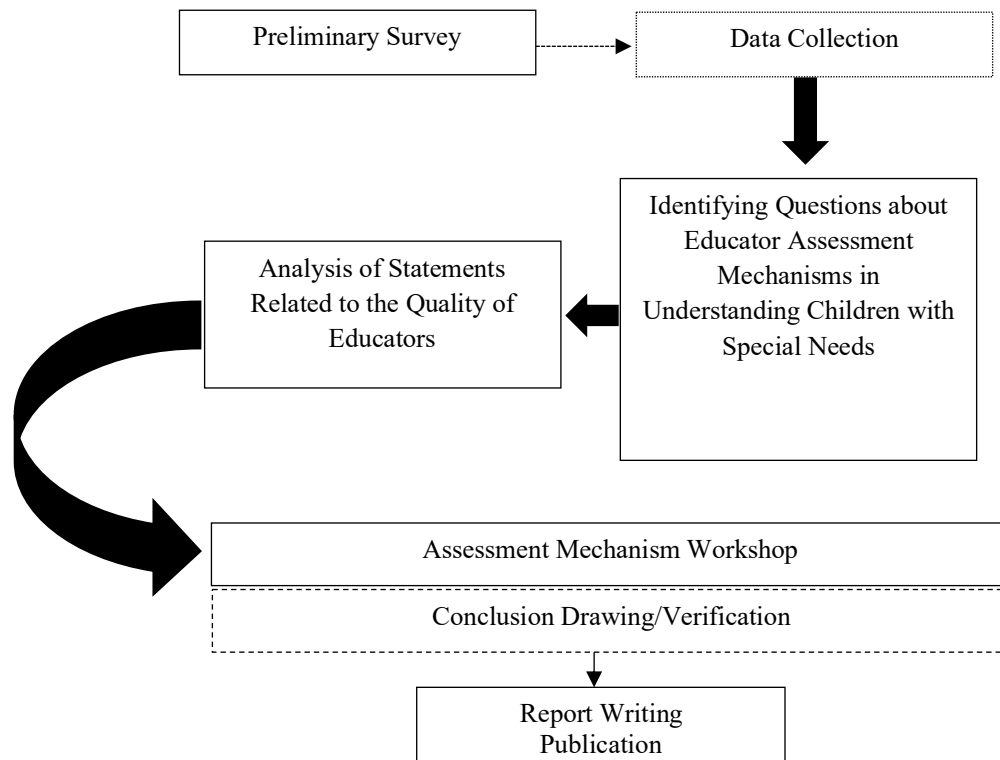


Figure 1. Research Flowchart and Stages

RESULTS AND DISCUSSION

Assessment Mechanism

Based on observations made by researchers regarding assessment mechanisms for educators at special needs schools (SLB), Aisyiyah Tembung Special Needs School has conducted research on assessment mechanisms for educators. This research was made possible thanks to the collaboration and support of the school, including the principal and guidance and counseling teachers. This collaboration was strengthened by an interview with Ms. Nurbaya, S.Pd., the principal of Aisyiyah Tembung Special Needs School, who discussed the assessment mechanisms implemented by educators at the school.

"The assessment mechanisms at this school still need improvement, considering that most of the educators here are not graduates of special needs education but rather graduates from general majors such as mathematics and religion. This serves as a reference for me and the educators to improve our ability to prepare assessments that are appropriate to the needs of students who differ from those of the general population."



From this statement, it can be inferred that, despite the implementation of assessment mechanisms, the results remain unsatisfactory. The interview with the principal revealed that SLB ABC Aisyiyah Tembung still needs improvement and training to ensure that learning is tailored to students' needs. Children with disabilities have different learning needs than their peers and often face obstacles in their learning process. Therefore, it is crucial for teachers to conduct accurate assessments to understand and meet the learning needs of each student, including those with disabilities. An interview with Ms. Nurbaya, S.Pd., the principal of ABC Aisyiyah Tembung Special Needs School (SLB ABC), revealed support for educators to maximize teacher performance and advance teacher learning in the classroom. The principal's support for educators' ability to prepare appropriate assessments is crucial for improving the school's learning system.

"By providing and equipping various facilities and equipment, such as classrooms equipped with desks, cabinets, teacher chairs, guest chairs, attendance books, guest books, student case notes, parent invitation letters, and writing utensils, all these needs are met in the teachers' and students' classrooms."

The interview concluded that the principal has ensured the availability of complete facilities and has established collaborations to improve the teaching process at Aisyiyah Tembung Special Needs School.

Assessment is a general concept defined as a series of processes undertaken to obtain information used in decision-making regarding students, curriculum, programs, and educational policies, as well as other academic methods or instruments. This process is carried out by an official body, agency, organization, or institution that organizes certain activities (OECD, 2013; Prastikawati, Adeoye & Ryan, 2024). A teacher when related to the student (Amos, Bedu-Addo, & Antwi, 2020). Assessment procedures serve as the basis for collecting relevant data and information related to child development. Thus, assessment mechanisms play a crucial role as evaluation tools, providing a comprehensive picture of a child's needs and potential. According to Linn and Grondlund, assessment is a concept that involves various methods of collecting information related to student learning progress, including observation, written tests, and other assessment formats (B.Uno, 2006). In addition, Popham also stated that assessment within a learning framework is a formal process or effort to collect information related to important variables in the learning process. Teachers use this information to make decisions to improve student learning processes and outcomes (Sari, 2022).

Each teacher has a unique style and characteristics in the classroom. Therefore, schools provide specific learning guidelines for each educator. Not all teachers in inclusive schools can implement learning methods appropriate to the needs of children with special needs, as achieving these skills requires specialized capacities and skills. Therefore, through this capacity-building program, mentoring will be provided to support teachers and principals, equipping them with the skills to facilitate learning for children with special needs (Komarudin & Kaeni, 2023).

As observed by researchers regarding assessment mechanisms for educators at special needs schools (SLB), it is known that SLB Aisyiyah Tembung has conducted research on assessment mechanisms for educators at special needs schools. This research was made possible thanks to the collaboration and support of the school, including the principal and guidance and counseling teachers. This collaboration was strengthened by



an interview with Ms. Nurbaya, S.Pd., the principal of SLB Aisyiyah Tembung, who discussed the assessment mechanisms implemented by the school's educators.

"The assessment mechanisms at this school still need improvement, considering that most of the teachers here are not graduates of special education programs, but rather graduates from mainstream majors such as mathematics and religion. This serves as a benchmark for me and the educators to improve our ability to prepare assessments that are tailored to the needs of students who differ from those of the general population."

From this statement, it can be inferred that although assessment mechanisms have been implemented, the results remain unsatisfactory. The interview with the principal revealed that improvements and training are still needed at SLB ABC Aisyiyah Tembung to ensure that learning is tailored to the students' needs. Children with disabilities have different learning needs than those of the general population and often face obstacles in their learning process. Therefore, it is crucial for teachers to conduct accurate assessments to understand and meet the learning needs of each student, including those with disabilities. An interview with Ms. Nurbaya, S.Pd., the principal of ABC Aisyiyah Tembung Special Needs School (SLB ABC), revealed support for teachers' ability to prepare appropriate assessments to improve the school's learning system.

"By providing and equipping various facilities and equipment, such as classrooms equipped with desks, cabinets, teacher chairs, guest chairs, attendance books, guest books, student case notes, parent invitation letters, and writing utensils, all these needs are met in the teachers' room and student classrooms."

The interview concluded that the principal has ensured the availability of complete facilities and has established collaborations to improve the teaching process at SLB Aisyiyah Tembung.

This is supported by observations conducted by the researcher on July 17, 2023, regarding the assessment mechanism for educators at special needs schools (SLB). This was implemented to assist educators in preparing appropriate assessments to address the needs of students at these special needs schools. The principal's role was to observe the training plans developed and implemented by the researcher, so that the principal's work was examined every three months.

Educators are viewed as professionals because they carry out tasks or work that align with their expertise (Husein, 2016). Educators are required to possess the qualifications stipulated in Article 8 of Law Number 14 of 2005 concerning Teachers and Lecturers, which states, "Teachers must have academic qualifications, competencies, a teaching certificate, be physically and mentally healthy, and possess the ability to achieve national education goals" (Republik Indonesia, 2005). These requirements serve as a reference in recruiting educators, given their key role in the continuity of the educational process (Hou, Hill, Chan, Chen, & Tang, 2021). Educators are at the center of every transformation occurring in the world of education (Fitria, Kristiawan, & Rahmat, 2019). Any educational reform efforts implemented by the government will not succeed without the active participation of educators. From this context, the role of educators is crucial in ensuring the sustainability of education in every educational institution today. Without their involvement and contribution, achieving educational goals will be difficult.

Implementation of Assessment at ABC Aisyiyah Tembung Special Needs School



Assessment of Children with Special Needs (ACSN) is a systematic and organized procedure for collecting data regarding an individual's attributes, capacities, and challenges. The information obtained through this assessment forms the basis for designing programs and providing appropriate services (Sumarni, Salman, Priwicaksono, & Triana, 2024). The goal of assessing children with special needs (ABK) is to understand the individual's potential and areas of weakness. This aims to identify needs that have been addressed and areas that still require development, both in the context of learning and individual development.

Schools hold a significant responsibility in providing support to students with special needs to achieve success in their learning (Nurrofiah, Farozin, & Mutiara, 2022). Therefore, it is recommended that schools aid students in addressing obstacles that arise during the learning process. In this context, the implementation of assessment mechanisms by educators is crucial in helping students overcome the various obstacles they face. Educators need to be trained in conducting appropriate assessments to identify student needs, as these assessments can help them understand students' challenges (Prastikawati, Adeoye & Ryan, 2024). This is done to improve academic achievement and develop students' potential.

To identify the needs of children with special needs, educators must also possess sufficient capacity to develop effective methods and techniques for delivering learning to them (Meijer & Watkins, 2019). However, this presents a barrier because some teachers lack an understanding of appropriate assessment mechanisms to address students' challenges.

"Some of us are not graduates of Special Education, so we have to learn a lot and practice understanding the appropriate learning process for children with special needs. However, this limitation requires us to practice and learn more about identifying the needs of children with special needs," as confirmed by an interview with one of the teachers at the school.

Based on the explanation above, it can be concluded that educators need to develop their skills in creating needs assessments tailored to the specific needs of children in special education schools (Roberts & Sobel, 1999). Furthermore, special education educators must have a deep understanding of the material and curriculum. This indicates that special education teachers are expected to demonstrate mastery of the content of the subjects they teach. Teaching ability is also a crucial aspect that qualified teachers must possess. Research has shown that teachers' pedagogical knowledge and skills play a significant role in student achievement (Darling-Hammond & Youngs, 2002). Special education teachers are expected to meet several CEC (Council for Exceptional Children) standards, which encompass an understanding of effective teaching practices. These aspects include lesson planning, implementing teaching strategies, managing learning environment skills, communicating effectively with students, and building positive collaborations (Nagro et al., 2023). From this explanation, it can be concluded that special education teachers must possess a high level of competence. This opens opportunities to improve the quality of education in special schools, which in turn can improve student achievement due to the presence of highly qualified educators.

In the process of improving educators' ability to conduct appropriate assessments for students, principals must continuously evaluate their work. This aims to assess the level of success of educators in addressing the various challenges of providing learning for children with special needs. According to Suharsimi, evaluation involves measuring



and evaluating (Arikunto, 2013). The evaluation must accurately describe information or data related to guidance and counseling services, both quantitatively and qualitatively. Furthermore, the evaluation should be accompanied by consideration of relevant values and decision-making processes.

Assessment mechanisms in schools can be tailored to the desired information needs. Therefore, the steps can be detailed as follows: 1) Explaining the student's problems or conditions based on teacher observations, parental perceptions, and information from individuals close to the student's situation; 2) Determining information needs from various aspects of the student, such as information on communication styles, verbal expressions, frequent maladaptive behaviors, self-help skills, and social responses the child may exhibit; 3) Inventory and determine information needs, and prioritize them according to core and additional information as reinforcement of core information. For example, a student who frequently makes errors in multiplication can be sought for diagnostic information about the source of the error; 4) Determine information sources starting from those closest to the child, then expanding to sources related to the challenges faced by the child; 5) Determine ways or methods to obtain information; 6) Determine references; 7) Hold an assessment team meeting; 8) Conclude to describe the child's abilities and obstacles, including the potential possessed and obstacles faced by the child; 9) Plan a program as the first step in the learning process.

Components of Information Needed in Decision Making

Assessments aimed at making decisions about effective programs for students with special needs require various types of information (Nurrofiyah et al., 2022). In general, Sunardi (2006) stated that the information component consists of several aspects, namely: 1) Academic Ability aspect: Information related to this element can be found through academic ability testing, such as reading, writing, and arithmetic tests. Test results should reflect the level of achievement of abilities, possible weaknesses, and errors or difficulties encountered by students; 2) Intelligence aspect: Information regarding intelligence requires the involvement of authorized professionals. If it is difficult to obtain professionals, for example, due to distance or in remote areas, teachers can utilize a checked observation scale. In this context, teachers need to develop an observation scale instrument that refers to the child's developmental stages; 3) Social and Adaptive Skills: Assessment of these abilities can be carried out by referring to the child's developmental stages related to independence, communication, motor-perceptual development, socialization, and self-management; 4) Language Ability: Information regarding language ability can be obtained by describing receptive and expressive language skills. The expressive language component should include both theoretical and practical developmental encompassstages. 5) Other Components: Referrals from medical professionals can be sought for other components, such as health, muscle strength, senses such as vision and hearing, and the child's psychological state.

According to Salvia, Ysseldyke, & Bolt (2013), a comprehensive assessment focuses not only on academic performance such as reading, writing, and arithmetic but also considers social, emotional, and environmental factors that influence a child's learning process. On the other hand, Turnbull, Turnbull & Wehmeyer (2010) emphasize that effective assessment must accurately reflect a student's strengths and needs to ensure that educational services are truly tailored to their circumstances. Assessment of intelligence should be conducted by professionals using standardized measurement tools, but in situations of limited resources, teachers can use developmental observation scales



to estimate a student's cognitive abilities. Assessment of social and adaptive skills is conducted by observing a child's ability to independently carry out daily activities, communicate, socialize, and manage themselves. Language skills, both receptive (understanding) and expressive (expressing), are also important indicators in the assessment because they are directly related to the child's learning and social interactions. Furthermore, medical information such as sensory conditions (vision, hearing), muscle strength, and mental health status should be included to obtain a comprehensive picture of the student's needs. By understanding these various dimensions, teachers can develop more accurate and responsive assessment instruments, thereby significantly contributing to designing appropriate learning programs for each child with special needs.

Teachers are responsible for evaluating students' adaptive and functional academic skills. Therefore, a teacher's understanding of the developmental stages of adaptive and functional academic skills is crucial as a basis for designing assessment instruments. These instruments cover the child's potential achievements and identify any difficulties they may encounter. By conducting these assessments, teachers can make a significant contribution to understanding students' needs and potential.

Implementation of Assessments in Special Schools for Students with Special Needs.

Assessments conducted by schools in a planned and ongoing manner will bring several benefits (Komarudin, K., & Kaeni, N. F. (2023). These benefits involve the formation of an "information bank," which plays a crucial role in program decision-making, teacher research, professional development, and accountability for institutions and related parties. For teachers involved in the special education learning process, the necessary procedural steps include conducting joint assessments with parents regarding the conditions of students with special needs.

Assessments designed and implemented in a planned and ongoing manner in special schools provide numerous benefits, including the formation of a student information bank that is highly useful for educational decision-making, the development of individual learning programs, and as a basis for accountability for educational institutions (Salvia, Ysseldyke, & Bolt, 2013). This assessment data is not only useful for teachers in designing appropriate learning strategies but also serves as an important reference for program evaluation and teacher professional development. In the context of special education, assessment should involve collaboration between teachers and parents to comprehensively identify the child's condition and needs (Turnbull, Turnbull, & Wehmeyer, 2010). The assessment results are then used to design specific learning objectives tailored to the student's individual needs. For example, for students with intellectual disabilities who are able to purchase and prepare food, instruction focuses on these functional skills. These objectives serve as the basis for determining relevant themes and subject areas, such as mathematics for calculating prices, language for communication, and social and natural sciences for understanding social contexts and food. The next stage involves forming cross-subject teacher teams that integrate science-based learning approaches, planning learning resources and media, and a phased training method tailored to student characteristics. This strategy aligns with the 2013 Curriculum learning approach, which emphasizes interdisciplinary connections and strengthening student competencies. However, the findings of this study are limited to observations and interviews. They are not yet strongly supported by expert opinion or broader quantitative evidence, thus opening up opportunities for more in-depth and comprehensive follow-up research.



Table 1.
Research Finding and Implication

Sub-Theme	Research Finding	Implications
Assessment Mechanism	Assessment mechanisms are present but underdeveloped. Most educators are from general education backgrounds, making it difficult to create accurate assessments for children with special needs. Facilities are adequate, but structured training is limited.	Strengthen assessment frameworks through targeted teacher training and integration of holistic assessment components (academic, social-emotional, adaptive).
Implementation of Assessment at ABC Aisyiyah Tembung Special Needs School	Teachers conduct assessments inconsistently, often focusing on academic skills and neglecting adaptive, social, and language development. Principal supports the process by providing resources but lacks structured monitoring of assessment quality.	Need for regular supervision and workshops to ensure assessments align with children's diverse needs and inform individualized learning plans.
Components of Information Needed in Decision Making	Current assessments mainly prioritize academic performance. Comprehensive information needed includes academic ability, intelligence, social/adaptive skills, language abilities, and medical/psychological aspects.	Expand assessment scope to multiple domains to build accurate student profiles for learning interventions and program planning.
Implementation of Assessments in Special Schools for Students with Special Needs	Continuous assessments are not yet fully practiced; existing assessments provide limited data for long-term planning. Collaborative assessment involving parents and teachers is minimal.	Establish continuous assessment cycles and strengthen collaboration with parents to build an "information bank" for individualized education programs (IEPs).
Overall Result	The overall research shows that while assessment mechanisms exist, they are inconsistent and narrowly focused. Teacher background and lack of training are key factors limiting effectiveness, despite school-level support and available facilities.	Comprehensive reforms are needed, combining teacher capacity-building, broadened assessment domains, and systematic collaboration with stakeholders to improve assessment quality and learning outcomes for students with special needs.

CONCLUSION



This research was conducted at Aisyiyah Tembung Special Needs School. The subjects involved educators who teach students with special needs, including those with both permanent and temporary conditions. The results indicate that the assessment mechanisms at Aisyiyah Tembung Special Needs School still need improvement. Most educators at the school are not special education graduates, so their understanding of assessment mechanisms for students with special needs requires improvement. Awareness of this need for improvement was confirmed by interviews with the school principal, who acknowledged that educator qualifications and training must be improved to ensure assessments are aligned with student needs. Assessment procedures and mechanisms in schools can be implemented through a series of steps, such as describing the child's problems; determining information needs; creating a step-by-step inventory of information needs; determining information sources; determining methods or ways to obtain information; establishing referrals; holding assessment team meetings; formulating conclusions to describe the child's or student's abilities, including their potential and barriers; and planning programs as a starting point for learning decisions.

The challenges faced by educators in identifying the needs of students with special needs are highlighted. Although assessment mechanisms have been implemented, the principal recognizes the need for continuous improvement to ensure education meets students' needs. In this context, the discussion highlights the importance of enhancing assessment mechanisms, promoting parental involvement, and the principal's role in providing necessary support and resources. Overall, this study emphasizes the importance of improving assessment mechanisms at Aisyiyah Tembung Special Needs School, with a focus on educator qualifications and principal involvement, to create a more effective learning environment for students with special needs. The results of this study can provide a basis for developing policies and training programs aimed at improving educator qualifications at Special Needs School, particularly in implementing assessments for children with special needs.

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