Evaluation of Learning in Students with Special Needs Who Are Deaf

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Abstract

The purpose of this research is to analyze the evaluation of learning for students with special needs who are deaf. This research uses a qualitative method with a case study approach. Sekolah Khusus Negeri 1 Kota Serang was used as the research site. Various data collection methods such as interviews, observations, and documentation were used to ensure the accuracy and validity of information related to this research theme. The research data was collected, reduced, presented, and conclusions were drawn. The results of this study show the evaluation process of students with deaf special needs at State Special School 1 Serang City. The process consists of planning including preparing evaluation objectives, evaluation models and types, evaluation objects, evaluation instruments and data sources. Implementation, in the cognitive domain, test techniques are used according to the individual abilities of students by referring to the curriculum and non-tests in the form of portfolios. In the affective domain, the instruments used are rating scales and observation guidelines. In the psychomotor domain, what is assessed is the ability of students to make projects and the instrument used is a rubric. Processing and reporting, the results of learning evaluation are processed by each teacher and reported in the form of a report card at the end of each semester.

Keywords: *Deaf; Evaluation; Results*

INTRODUCTION

In this era of globalization, education is the main foundation in preparing individuals to compete and contribute in an increasingly complex society (Marszowski et al., 2020). In the realm of inclusive education, teaching and evaluating learning for deaf students is an important aspect that requires special attention (Larosa et al., 2022). The deaf are one group of children with special educational needs who require different learning approaches and careful evaluation to ensure they receive an equal education (Zein, 2018). Sekolah Khusus Negeri 1 Kota Serang has a great responsibility in providing quality education services for deaf students in the region. However, the learning

evaluation process in this environment is often faced with complex challenges and requires a more systematic and effective approach (Syafi'i, 2023).

Education is the human right of every individual, however, for children with special educational needs such as the deaf, this right is often hindered by unique challenges that require specialized approaches (Mweri, 2022). In this context, learning evaluation becomes a key element in ensuring that the education provided actually has a positive and effective impact on their development (Septiani et al., 2023). At Sekolah Khusus Negeri 1 Kota Serang, in the midst of their efforts to provide inclusive education for deaf children, learning evaluation is a significant challenge. However, in its implementation, there are obstacles, one of which is that children do not understand the questions that have been made so that teachers have to rearrange the questions continuously until students understand the questions.

Based on a search at https://www.researchrabbit.ai/ research on learning evaluation in children with special needs has been carried out many times before, such as research conducted by (Oktaviana Bhena et al., 2023), (Anshar et al., 2020), and (Maftuhatin, 2014). Although many studies have been conducted to examine the evaluation of learning in children with special needs, previous studies tend to pay more limited attention to general evaluation aspects in children with special needs, not specific to students with deaf special needs. In addition, previous research is also located elsewhere and no one has examined the evaluation of learning for children with special needs who are deaf at State Special School 1 Kota Serang.

This research highlights the importance of emphasizing new aspects and the importance of this research for the scientific field. Although there have been significant efforts to improve the quality of education for deaf children, learning evaluation remains important in learning (Baniaturrohmah et al., 2023). The novelty of this research lies in the holistic and integrated approach in evaluating deaf students' learning at Sekolah Khusus Negeri 1 Kota Serang by knowing the principles of inclusive education, the specific needs of deaf children, and appropriate evaluation techniques. The purpose of this study is to analyze the evaluation of learning for students with special needs who are deaf.

METHODS

Researchers seek to analyze and understand how the evaluation of learning for students with deaf special needs. This research uses a qualitative method with a case study approach. Sekolah Khusus Negeri 1 Kota Serang was used as a research site. The researcher made direct observations of various activities at the research location as a research tool. Data collection techniques were conducted through interviews with five purposively selected informants, consisting of the Vice Principal, Teachers, and students. The informants were selected based on their expertise and understanding of the research topic. In addition, the researcher also observed various learning evaluation activities at

Sekolah Khusus Negeri 1 Kota Serang. Furthermore, researchers documented various activities related to the evaluation process and collected other supporting data.

The data analysis technique in this research follows the concept of Milles and Huberman. The analysis process begins with data collection from all research results. Then data reduction was carried out, where researchers sorted and selected relevant data in accordance with the research focus. Furthermore, the reduced data is presented by the researcher in the form of conclusions which are the findings of this study. The sequence of steps in this study refers to the explanation of Johnson and Christensen, (Ulfatin, 2022) stating that there are eight stages that researchers generally go through in qualitative research methods with a case study approach, which are explained in the form of a series of activities as follows:
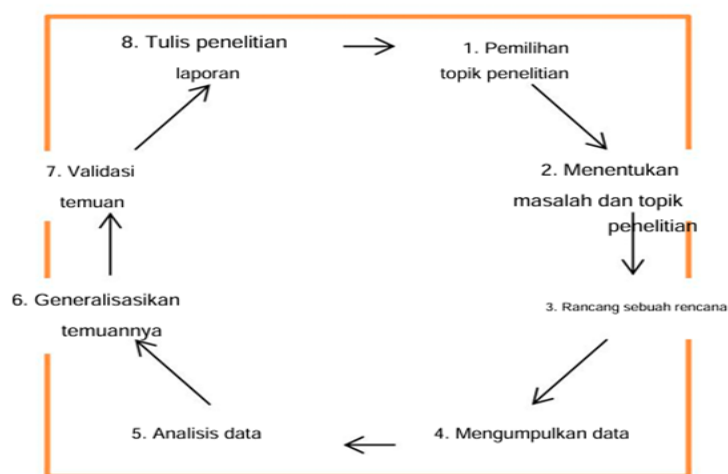
Figure 1
stages of case study research

The steps in this case study research can be described as follows: (1) Selection of research topics related to learning evaluation. (2) Identifying problems and research topics that focus on the learning evaluation of students with special needs who are deaf. (3) The research design uses a descriptive qualitative approach and case study method. (4) Collecting data through interviews, observation, and documentation. (5) Analyzing data by reducing, presenting, and drawing conclusions. (6) Generalizing research findings as conclusions. (7) Data validation to ensure the validity of the research results. (8) Compiling a research report.

Basically, this section explains how the research was carried out, which includes research designs, populations, and samples (research targets), data collection techniques, and data analysis techniques. For qualitative research such as classroom action research, case studies, and so on, it is necessary to add the presence of researchers, research subjects, informants who helped along with ways to explore research data, location, and duration of research as well as a description of checking the validity of research results.

RESULTS AND DISCUSSION

The importance of evaluation in the learning process is necessary and should not be underestimated. However, there are three stages in evaluating learning for students with special needs who are deaf. The stages in evaluating learning for students with special needs who are deaf at Sekolah Khusus Negeri 1 Kota Serang are described below.

. **Planning**

There are several things that need to be prepared at the planning stage, this is confirmed by the first respondent

"of course before conducting a learning evaluation there are several preparations such as determining the time of evaluation, implementation techniques, models, methods, to compile the form of questions in accordance with the abilities of students but still referring to the curriculum... of course in making preparations there are obstacles such as when making questions, the sentences must really be understood by students then also the questions must be adjusted to individual students... for the solution to these obstacles, yaa must understand the characteristics of each student" (R1: WKS).

This is supported by the second respondent

"yes, of course, before conducting a learning evaluation it is important for us to make preparations. The preparation is like preparing a grid to make questions in accordance with the Learning Outcomes and adjusted to the ability of students. In addition, we also have to deposit the questions with the committee. In planning there are also obstacles, namely children not being able to understand the questions that have been made to overcome this, we rearrange the questions continuously until students can understand the questions given and can work on them" (R2: G1).

The same thing was also conveyed by the third respondent

"yes, before conducting an evaluation, of course we have to make questions according to the material according to the curriculum and the ability of the students which are then deposited with the committee and distributed to students ... ohh there are definitely obstacles in evaluation planning, such as the diverse abilities of children so that I have to make questions according to the diversity of children, incidentally in my class there are three groups with different obstacles from mild, moderate, and severe deafness" (R3: G2).

In contrast to the fourth respondent's answer

"yes, before participating in the learning evaluation we study, prepare stationery such as: books, pencils, erasers, bags" (R4:S1).

The same thing was also conveyed by the fifth respondent

"before taking the learning evaluation we study, prepare stationery such as: books, pencils, erasers, bags" (R4:S2).

B. Implementation

In general, learning evaluations are carried out at the end of the learning process, mid-semester, end of semester one, mid-semester two, and the end of semester two, this was confirmed by the first respondent

"yes, in Sekolah Khusus Negeri 1 Kota Serang, of course, we implement learning evaluations at the end of the learning process, mid-semester and the end of the semester as well as the Implementation of the End of Level Assessment (PSAJ) for grades 6, 9, and 12 ... in evaluating learning, the principal acts as a supervisor.... for class assessment, it is left to each class teacher... for the implementation of PSAJ, there is a supervisor but the assessment is still left to each class teacher.... of course there are KKM, but the KKM for children with special needs is in accordance with their respective abilities so it cannot be equated between students with one another" (R1: WKS).

This is in line with what the second respondent stated

"Yes, at Sekolah Khusus Negeri 1 Kota Serang, we implement learning evaluations at the end of the learning process, mid-semester one, end of semester one, mid-semester two, and end of semester two. The test technique used is in the form of multiple choice where one meeting is only given one question using a clue. For example, question number 1 is who buys clothes at the market? The question presented a picture of a girl named Rizka who was buying clothes in the market and then under the picture was given a short reading about Rizka buying clothes in the market and then given the answer choice options: a. Rizka, b. Rika, c. Riki. The short reading has an answer clue so that students only need to match the answer to the option with the clue contained in the reading ... for the assessment of the attitudinal or affective domain, the instruments used are in the form of rating scales and observation guidelines and in the psychomotor domain the instruments used are rubrics.... yes of course in the assessment there are KKM but here the KKM is adjusted to the individual abilities of students" (R2: G1).

This is also supported by the third respondent

"Yes, at the State Special School 1 Kota Serang, learning evaluations are carried out every mid-semester one, the end of semester one, mid-semester two, and the end of semester two. For each meeting I don't always give test questions, most only do questions and answers." For the assessment of the cognitive domain, test techniques are used. Because in my class there are three groups of students, the questions given also vary, for example, group A with mild deafness, the questions given are easy levels, for example, meat-eating animals are... answers a. Fish, b. Chicken, c. Tiger. Group B with moderate deafness, then the questions given are very easy in the form of matching, for example a picture of a tiger animal with the option of a picture of meat, grass, and fruit. Group C with high needs deafness then the questions given are very easy in the form of matching, for example pictures of tiger animals with the option of pictures of meat only. For affective domain assessment using scale instruments and observation guidelines. For the assessment of the psychomotor domain using rubric instruments and what is assessed is the ability of students to make projects" (R3: G2).

Likewise, the answer given by the fourth respondent

"Yes. When taking the exam I felt dizzy and the questions were difficult" (R4:S1).

Regarding the time of the exam, the fifth respondent's answer was similar to the fifth respondent's answer but at the time of the exam the fifth respondent answered differently

"Yes. During the exam I did not feel dizzy and the questions were easy" (R4:S2).

C. Results Processing and Reporting

All evaluation activities and results should be reported to various interested parties, such as the principal, government, parents and the learners themselves. This was confirmed by the first respondent

"the results of the evaluation of student learning are reported in the form of report cards and also stored in the data bank. For the collection of the report card itself, we call the parents to come to school at the end of each semester and then the teacher explains to the guardians about the achievement of student learning outcomes" (R1: WKS).

This is supported by the second respondent

"Reporting the results of learning evaluation at Sekolah Khusus Negeri 1 Kota Serang is carried out at the end of semester 1 and 2 by inviting student guardians to report learning outcomes and discuss the development and obstacles of students during the learning process." (R2:G1)

The same thing was also conveyed by the third respondent

"There are 2 sessions for the first and second semester, for taking report cards, parents must be explained about the results of student achievement" (R3: G2).

The same thing was also conveyed by the fourth respondent

"yes, report cards are taken by parents" (R4: S1).

This is supported by the fourth respondent

"yes, report cards are taken by parents" (R5:S2).

Learning evaluation includes measurement and assessment activities. In the process of the process there are three stages, namely planning, implementation, and processing of results and reporting (Muhammad Ferry Kurniawan et al., 2022).

. Planning

(Hidayat & Asyafah, 2019) revealed that evaluation planning is very important and has an influence on the entire evaluation procedure. Before conducting an evaluation, it is necessary to prepare evaluation objectives, evaluation models and types, evaluation objects, evaluation instruments and data sources (Suardipa & Primayana, 2023) this is in line with what R1: WKS revealed. Evaluation planning is done to facilitate data collection, which is used to make valid statements about the effect of learning (Magdalena et al., 2023). In addition, according to Arikunto in (Magdalena et al., 2023) before conducting an evaluation, it is important to know the extent of the learners' abilities in order to arrange the evaluation in accordance with the predetermined objectives. This is in

accordance with the five participants who revealed that at the State Special School 1 Kota Serang before conducting a learning evaluation there is preparation. These preparations include preparing a grid to make questions in accordance with the Learning Outcomes and adjusted to the abilities of students. A grid is a question mapping format that describes the distribution of items for various topics or subject matter based on certain levels of ability which serves as a guide for writing questions or assembling questions into test devices (Saputra et al., 2018).

According to (Guntur et al., 2022) grids are important in planning learning outcomes assessment because they contain a number of indicators as a reference in developing instruments (questions) with requirements.

1. Representative, which must truly represent the content of the curriculum as a sample of the behavior to be assessed.
2. The components must be broken down / detailed, clear, and easy to understand.
3. The questions can be made in accordance with the indicators and the form of questions applied.

If the questions and devices have been prepared properly, they need to be tested first in the field (Purantiningrum et al., 2017). The goal is to see which questions need to be changed, improved, or even discarded altogether. Good questions are questions that have undergone several trials and revisions, which are based on empirical and rational analysis (Haniah et al., 2018). This is intended to improve the weaknesses of each question (Faisal, 2023). In line with that, respondents also revealed that the questions were made continuously until students could understand the meaning of the questions given by the teacher and could work on them.

B. Implementation

Evaluation implementation means how to carry out an evaluation in accordance with evaluation planning. According to Febriana in (Remiswal & Sabri, 2023) based on its function, the evaluation is divided into 5, namely formative evaluation, summative evaluation, diagnostic evaluation, selective evaluation, and placement evaluation.

a. Formative evaluation

Formative assessment is an evaluation carried out at the end of the learning program to evaluate the success rate of the learning process itself.

b. Summative assessment

Summative assessment is an evaluation carried out at the end of the program unit, namely at the end of a semester.

c. Diagnostic assessment

Diagnostic assessments are evaluations conducted with the aim of identifying factors that cause difficulties or challenges faced by participants.

d. Selective evaluation

Selective evaluation is an evaluation used to select the most appropriate learners according to the criteria of a particular activity program.

e. Placement assessment

Placement assessment is an evaluation that aims to assess the prerequisite skills needed in a learning program as well as the level of mastery of the programmed material before starting learning activities for the program.

R1: WKS, R2: G1, and R2: G1 explained that the type of evaluation used for deaf special needs students at Sekolah Khusus Negeri 1 Kota Serang is formative assessment where the assessment is carried out at the end of the lesson and summative assessment which is carried out at the end of the semester. In addition, the assessment of children with deaf special needs is also carried out in the middle of semester one and the middle of semester two as well as diagnostic assessments to identify the factors that cause difficulties or challenges faced by participants.

R2: G1 stated that in the assessment process of students with deaf special needs in class 4 of Special State School 1 Kota Serang there are three domains that are assessed, namely the cognitive, affective and psychomotor domains. In assessing the cognitive domain using test and non-test techniques in the form of portfolios. According to (Rizqiyah, 2018) test technique is a technique in evaluation used to determine student learning outcomes by using test instruments. In assessing the cognitive domain of children with deaf special needs at the State Special School 1 Serang City using a multiplechoice test technique where one meeting is only given one question using a clue. For example, question number 1 is who buys clothes at the market? The question presented a picture of a girl named Rizka who was buying clothes in the market and then under the picture was given a short reading about Rizka buying clothes in the market and then given the answer choice options: a. Rizka, b. Rika, c. Riki. The short reading has an answer clue so students only need to match the answer to the option with the clue contained in the reading.

However, it was different with R3:G2 who explained that the test questions given to students must be in accordance with students' abilities. Because in this R3:G2 class there are 3 groups with different deaf needs, the questions are adjusted to the group of each student. For example, group A with mild deafness, the questions given are easy levels, for example "meat-eating animals are... answers a. Fish, b. Chicken, c. Tiger". Group B with moderate deafness, then the questions given are very easy in the form of matching, for example "a picture of a tiger animal with the option of a picture of meat, grass, and fruit". Group C with severe deafblindness, the question is very easy in the form of matching, for example "picture of a tiger with the option of a picture of meat only".

R1: WKS, R2G1, and R3: G2 explained that in the assessment of the attitudinal or affective domain, the instruments used are in the form of rating scales and observation guidelines. This is in line with what is stated by (Alfath, 2019) that the realm of attitudes in affective learning outcomes, the instruments used are in the form of rating scales and observation guidelines. R1: WKS, R2G1, and R3: G2 stated that the psychomotor domain

assessed was students' skills in making projects and the instrument used was a rubric. This is in line with (Yatimah, 2020) that one of the instruments often used to assess psychomotor learning outcomes is a rubric.

(Nurmaryam & Musyarapah, 2022) in the assessment there are KKM (Minimum Completeness Criteria) that must be met by students determined by the education unit referring to the Graduate Competency Standards (SKL) by considering the characteristics of students, the characteristics of the subjects, and the conditions of the education unit this is in line with what was stated by respondents R1: KWS, R2: G1, R3: G2 but at the State Special School 1 Kota Serang, the KKM is adjusted to individual students so the KKM is not the same from one to another but still refers to the Graduate Competency Standards (SKL). According to (Setiawati et al., 2019) KKM is formulated with at least 3 (three) aspects in mind, namely the complexity of the material / competencies, the quality of students, as well as teachers and the carrying capacity of the education unit.

In the implementation of the learning evaluation process for children with special needs who are deaf in grade 4 of State Special School 1 Kota Serang, R1: WKS, R2: G1, and R3: G2 stated that there were several challenges such as miscommunication between teachers and students, different student abilities which caused some students to be unable to understand the questions given by the teacher, thus hampering the learning evaluation process. And to overcome these challenges, various methods are carried out, such as making questions continuously until they are understood by students and making questions according to the individual characteristics of students, if only one student does not understand, sometimes the teacher asks a peer who already understands to explain to students who find it difficult to understand the question.

C. Results Processing and Reporting

Processing the results of learning evaluation is a systematic process that involves several important steps to collect, analyze, and interpret data obtained from evaluations of learning (Septiani et al., 2023). R1: WKS, R2: G1, and R3: G2 stated that in Sekolah Khusus Negeri 1 Kota Serang, the processing of evaluation results is carried out by each teacher. The following is a more detailed explanation of the stages of processing learning evaluation results.

1. Data Collection

The first step is to collect data from various evaluation sources such as tests, Quizzes, observations, projects and other assessments. This data can be quantitative (numbers) or qualitative (descriptions).

2. Organizing the Data

The data that has been collected is organized to make it easier to analyze. This involves grouping the data by specific categories, such as assessment type, topic, or student group.

3. Data Filtering

Irrelevant or invalid data is filtered out to ensure only quality data is used in further analysis.

4. Data Analysis

Data is analyzed using statistical methods or qualitative methods to find patterns, trends or anomalies. This analysis helps in understanding the extent to which learning objectives were achieved and identifying areas that require improvement.

5. Interpretation of Results

The results of data analysis are interpreted to give deeper meaning to student achievement. This involves assessing whether students have achieved the expected standards and how various factors may have affected the learning outcomes.

All evaluation activities and results should be reported to various interested parties, such as the principal, government, parents and the learners themselves. This is so that the results achieved by learners can be known by various parties and can determine the next steps. In addition, reports are also important for the learners themselves so that they know their abilities (Suardipa & Primayana, 2023). R1: WKS, R2: G1 and R2: G2 stated that the reporting of learning evaluation results at the State Special School 1 Kota Serang is carried out at the end of each semester 1 and 2 by inviting student guardians to report learning outcomes and discuss the development and obstacles of students during the learning process. The results are used to determine the direction he should take and what he should do.

CONCLUSION

In summary, the results of this study show the evaluation process of students with deaf special needs at the State Special School 1 Serang City. The process consists of planning including preparing evaluation objectives, evaluation models and types, evaluation objects, evaluation instruments and data sources. Implementation, in the cognitive domain, test techniques are used according to the individual abilities of students by referring to the curriculum and non-tests in the form of portfolios. In the affective domain, the instruments used are rating scales and observation guidelines. In the psychomotor domain, what is assessed is the ability of students to make projects and the instrument used is a rubric. Processing of results and reporting, the results of learning evaluation are processed by each teacher and reported in the form of a report card at the end of each semester.

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