

Performance Assessment Student with Special Needs. Indonesian Sambal Competence in Inclusive Vocational School

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Abstract—Learning outcomes assessment system for students with special needs in Indonesia has been equated with students without other special needs, Assessment of children with special needs in developed countries is carried out thoroughly adjusted to the uniqueness of students, Vocational Teachers culinary skills program encountered problems when conducting assessments Indonesian sambal competency practices for students with special needs, in this regard, the unavailability of appraisal format performance assessment that became reference in carrying out this research. This research performance assessment uses a descriptive approach in its implementation through several stages, namely: Finding facts in the research process and then describing the results of the research obtained in accordance with the facts found in the field. This research is focused on reviewed developing the format of Development Performance Assessment for Students with Special Needs for Indonesian Sambal Competence at Inclusive vocational.

Keywords—*performance assessments; students with special needs; Inclusive Vocational Schools*

I. INTRODUCTION

Assessment in the world of education is constantly evolving dynamically in accordance with theoretical, technological, social and political developments, although some aspects have remained stable for many years, such as the classic test theory [1]. Professionalism in the field of assessment is characterized by openness of thought towards the existence of various possibilities for new developments in assessment. Some development trends in the current assessment are (1). Computerized Adaptive Testing (CAT) and other technologies; (2). Authentic or complex performance assessment; (3). Educational accountability and high-stakes assessment; and (4). Assessment for students with disabilities [2].

Performance assessment is one of the performance assessments shown to students to demonstrate certain skills and competencies by performing a performance, the assessment is carried out directly on students by conducting a scoring guideline format according to the practice activities carried out by students [3].

The assessment approach that is now widely used captures how students think, reason, and play an active role in the

learning process, not only seeing what students remember and report to the teacher or simply showing that students can do calculations or carry out procedures correctly. Some alternative methods such as portfolio assessments, authentic assessments, and performance assessments began to be widely used in assessment practices in the world of education [1].

Performance assessment is carried out realized based on the "four main assumptions", namely (1) performance assessment based on student active participation; (2) tasks given or done by students which are an integral part of the whole process of learning; (3) assessment is not only to find out about learning, but more than that, assessment is also intended to improve the learning process; and (4) by knowing in advance the criteria that will be used to measure and assess the success of the learning process, students will openly and actively strive to achieve learning goals [4].

Performance assessment on children with special needs has been carried out on students with dyslexia can measure students' skills [5]. Assessment of students with special needs and students with no special needs It should be done separately according to the students' abilities so that the assessment will be fairer and run well [6]. The format for assessing performance assessment in students with special needs is not yet available to be a reference for assessment in the learning process.

II. THEORETICAL FRAMEWORK

A. Performance Assessment

Performance assessment is one of the performance assessments shown to students to demonstrate certain skills and competencies by performing a performance, the assessment is carried out directly on students by conducting a scoring guideline format according to the students' practical activities [7]. Performance assessment is used to assess practical skills in learning activities in schools, this assessment can be done by observing students while practicing in the field or in class, the benefits of teacher performance evaluation can directly observe the abilities possessed by students, the results of performance appraisal show in detail the students' ability to apply knowledge to their practical abilities in school [7].

Characteristics of performance assessment include: the assignment given is more realistic or real, the assignment given is more complex so it encourages students to think so that students can see the ability to follow the practice learning process in school [8]. Explanation of performance assessment based on knowledge, reasoning, skill, product and affect includes namely (1) Knowledge means students must have good knowledge about the topic of practical learning in school, (2) Reasoning means students must be able to carry out instructions given by the teacher, (3) Performance skills means students must be able to show performance when carrying out practice in school, (3) Product means students must be able to make products when carrying out practice in school. These four factors are indicators for making performance assessments in practice at school [9].

B. Performance Assessment Student with Special Needs

Educational policy for students with special needs for mild autism category, namely by establishing inclusive schools in various developing countries, this is so that mild autistic students get the same education as students without special needs in general [10]. Modification of the curriculum is carried out in developed countries in determining curriculum for mild autistic students [11].

Inclusion education culture is designed to bring together students with special needs with students without special needs in developing their potential, in the implementation of inclusive education students with special needs mild autism category and students without special needs can compete to get achievements.

The learning model for deaf students using mobile platform technology containing puzzles is designed in the process of preparation, implementation and evaluation of learning to facilitate students with special needs in the learning process at school [12]. Learning systems using computer technology can learning in school using software in accordance with the program prove to help students with special needs in doing his expertise [13].

C. Performance Assessment Development for Students with Special Needs

Steps in preparing the development of a performance assessment for deaf students focusing on learning objectives that will be used to measure student performance, create patterns for tests that have content, content that is suitable for learning goals, set expected goals and criteria to be assessed [7].

Performance assessment criteria are used in the assessment of performance assessment, namely scoring rubrics (rating scales) and checklists. This performance assessment emphasizes the use of scoring rubrics [14]. Rubrics are assessment tools used by teachers to determine abilities that students can do, or the level of knowledge students have achieved. Performance assessment does not have true or false values clearly, these rubrics clarify a teacher to determine the level of ability of a student in practical activities [15].

III. METHOD

A. Literature Search

Three strategies are used to identify the studies included in the review: (a) search reference databases, (b) journal searches, and (c) prior research searches (i.e., review of reference lists from relevant literature reviews and relevant articles). The literature review was conducted to find performance assessment instruments developed to measure the assessment of students with special needs. Some databases including EBSCOhost, Scindirect, Tandoffline, Sage Journals and Google Scholar are traced using the keywords "Performance Assessment" and "Students with Special Needs". After that, references in articles were used to find more studies, only articles published in the last few decades were included in this review, due to the limited number of studies, so this study limits content to reviews with summaries of each research result or journal.

Studies on children with severe special educational needs, including physical disabilities, were excluded. In our definition, mild to moderate disabilities include children with mild to moderate learning difficulties, children with mild to children with mild to moderate psychosocial difficulties. In some studies, it is not entirely clear whether students with special mild, moderate or severe educational needs are involved. This is why we use the author's description of their subject in the description of our study, a study in which several groups of students with special educational needs were investigated and included, although in describing this study, we only discussed the results in the groups of children with special needs we wanted to study

A total of 30 performance assessment instruments were used from a total of 100 studies published collectively, in accordance with the assessment performance criteria of students with special needs.

IV. RESULTS AND DISCUSSION

The performance assessment instrument results of the development make the assessment of student competency clear, objective not subjective, and with a clear assessment of the value can be justified. In addition, by giving artists feedback on self-competency evaluations to students with special needs regarding the acquisition of values, students with special needs know what their weaknesses are so that it is hoped that later ABK students can improve and improve their competence.

Students who use performance assessment instruments can achieve higher scores on school final exams and show significantly higher levels of motivation in the learning process, than students who are evaluated by using traditional / manual paper and pencil paper tests. First, students in traditional learning environments often complain that they know more than they express in a statement answered through written answers. Second, students who experience assessment with performance assessment want to continue learning as a result of their involvement in this assessment [16].

Third, students who are researched and evaluated by performance assessment suggest that their evaluation is far

more concrete and less abstract than what they experience traditional learning environment. Fourth, students with performance assessment assessments tend to reflect more seriously on their experiences than their peers who use evaluation formats with paper (and traditional) paper and pencils. Fifth, students who are evaluated by an assessment performance instrument are more motivated to learn as a result of authentic settings where they show their knowledge and skills. This study shows that active involvement in the evaluation process also contributes to students' motivation to learn [16].

V. CONCLUSION

Performance assessment can see the development of students with special needs in learning the material given, because it is done by students in a performance observed by the teacher. In addition, the use of performance assessment in learning activities can make students with special needs more active, because involvement and activity in learning will further motivate students to understand.

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