

Improving the competence of special teachers in learning assessment through the university- school partnership program

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ABSTRACT

Mastery of assessment skills is a determinant of the success of learning for children with special needs. This is still not fully mastered based on a needs analysis conducted in one of the special schools in Yogyakarta. Therefore, universities collaborate with schools to map the need for strengthening teacher competence, especially in the implementation of assessments with 42 teachers as respondents. The results of the needs analysis show that 65% of teachers conduct assessments with the aim of determining learning. This shows that the implementation of the assessment has been carried out but there are still few (6%) of the respondents who evaluate learning. This shows that the learning assessment has been carried out but is limited at the beginning and has not been carried out to monitor the extent of student progress in learning. The training was carried out for 2 days with a focus on assessment processes and procedures accompanied by an analysis of the existence and needs of assessment instruments in schools. On the second day, the workshop participants practiced the development of assessment instruments in the pre-academic area. After the training, an increase in understanding was obtained (n = 11, 61.1%); increased significantly (n=4, 22,2%), and slightly increased (n= 3, 61.1%). The most significant increase in understanding occurred in the assessment implementation process (see Figure 6), increased (n=13, 72.2%) and increased significantly (n=5, 27.8%). From this activity, the flow of teacher competency strengthening based on the needs of the school can be mapped and in the long term the school will become a good place for student practice and learning.

Kata Kunci: University-school partnership, learning assessment, special teachers, special schools