



The teacher performance evaluation in learning management in inclusive settings

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Abstract: This study is to evaluate the performance of basic education teachers in managing learning in inclusive settings, with a focus on teachers' understanding of the diversity of students with special needs, teachers' abilities in preparation for learning in inclusive settings, teachers' abilities in implementing inclusive setting learning and teachers' abilities in assessing learning in inclusive settings. This descriptive study is based on monitoring and evaluation data for inclusive schools in 2019. The research subjects involved 160 teachers, consisting of 21 early childhood education teachers, and 139 elementary school teachers from five districts in Daerah Istimewa Yogyakarta (DIY) Province. The data collection instrument used a questionnaire, while the data analysis technique used descriptive analysis. The results of this study conclude that teachers whose performance is effective at the level of inclusion are teachers who understand the conditions and development of their students. Based on the evaluation of teacher performance, it is necessary to provide teacher strengthening programs in line with inclusive education policies, and appropriate accommodation for students with disabilities in schools.

Keywords: inclusive settings, learning management, teacher performance.

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Introduction

Children with special needs are citizens who have physical, emotional, mental, intellectual, and/or social disorders as well as those who have the potential for intelligence and special talents (Rapisa et al., 2021; Shree & Shukla, 2016). The term children with special needs are often used with the term disability, or even people with disabilities. In the context of education, there are substantial differences between children with special needs and disabilities. Children with special needs are interpreted as children with their weaknesses and strengths. Special education is education for students who have difficulty in following the learning process due to physical, emotional, mental, social, and/or have the potential for intelligence and special talents (Cavendish, 2013).

Unlike the term disability. In Indonesia, in Law Number 8 of 2016 that persons with disabilities are any person who experiences physical, intellectual, mental, and/or sensory limitations for a long period of time who in interacting with the environment can experience obstacles and difficulties to participate fully and effectively. with other citizens based on equal rights. The Law on Persons with Disabilities states that the variety of persons with disabilities includes persons with physical disabilities; persons with intellectual disabilities; persons with mental disabilities; and/or persons with sensory disabilities. The variety of Persons with Disabilities as referred to above can be experienced singly, multiple, or multiple for a long period of time as determined by medical personnel.

In this context, the author focuses more on using the term children with special needs. Thus, it is not only intended to offend individuals who are due to their shortcomings, but also those who have advantages, in this case, special talents and or intelligence. The term children with special needs are also more familiar in educational studies, especially in special education studies. Children with special needs have the same education rights, as other citizens. This is stated in the goal of Indonesian independence, and in Article 31 of the 1945 Constitution that every citizen has the right to education. Every citizen is obliged to attend basic education and the government is obliged to pay for it. Thus, it is only natural that



educational opportunities for children with special needs must be prepared and provided as well as possible.

The form or model of educational services for children with special needs can be implemented in special schools or in inclusive schools. In current developments, inclusive education is one of the choices and even an alternative. With inclusive education, of course there are several aspects that must be considered and one of them is the human resource factor or what is often referred to as educators and education staff (Safonova et al., 2019). Educators or teachers are important factors for the success of education in general (Wuryandani & Herwin, 2021). This also applies to inclusive education in schools, especially in the learning process. This does not mean to underestimate education personnel, such as: principals or school administration staff. The teacher is the spearhead in the classroom in learning activities. Teachers in inclusive education settings have not been specially prepared. Even prospective teachers have not fully obtained an understanding of children with special needs.

Teachers in inclusive settings are required to be able to conduct assessments, prepare accommodation and modifications, design learning for all students or learners. Implementing differentiated learning and evaluating learning according to student characteristics. The ability of teachers who are asked for in inclusive settings is in line with the pedagogical competence of teachers in general (Permendiknas Number 16 of 2007). The teacher's ability to pay attention to student individual differences is also reflected in the standard process in the principles of preparing lesson plans.

The teacher's role in learning is so important in inclusive education settings (Cate et al., 2018; Ginja & Chen, 2021). Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in educational activities (Bautista & Oretga-Ruiz, 2017; Makovec, 2018; Tjabolo & Herwin, 2020). These tasks include planning lessons or mentoring; carry out learning or mentoring; assessing the results of learning or mentoring; guide and train students; and carry out additional tasks attached to the implementation of the main activities in accordance with the teacher's workload.

The implementation of inclusive education in the Province of Daerah Istimewa Yogyakarta (DIY) has been around for a long time. At least when referring to since its declaration as an inclusive province in 2012, inclusive education in DIY has been implemented for no less than eight years. Likewise, if the implementation of inclusive education in DIY is calculated from the promulgation of the Minister of National Education Regulation Number 70 of 2009 concerning Inclusive Education, then inclusive education should have been implemented for more than 10 years.

Seeing the implementation or implementation of inclusive education policies that have been around for a long time, and the importance of teacher performance in inclusive education settings, evaluation of teacher performance in inclusive education settings is important and interesting to do. This is very important because education must assume a commitment to inclusion and pedagogy (Escano et al., 2021; Penketh, 2014). This evaluation will provide many benefits, especially for teachers in preparing and implementing more ideal inclusive education. What if it is not able to be used as an improvement material, then to photograph the implementation of inclusive education from the perspective of the teacher's performance.

In this study, the authors focus on evaluating the performance of basic education teachers which include: the performance of PAUD and SD teachers. The purpose of this study is to discuss the evaluation of the performance of basic education teachers in learning management in inclusive settings. In detail, this study is intended to obtain information about teachers' understanding of the diversity of students, the ability of teachers in preparation for learning in inclusive settings, the ability of teachers in implementing learning in inclusive settings and teachers' abilities in assessing learning in inclusive settings.

Methods

Types of research

This study is an evaluative study to obtain information about teacher performance in learning management in inclusive settings. The research approach used is descriptive quantitative research. This research was carried out in 2019. In this study, monitoring and evaluation activities were carried out at schools that provide inclusive education organized by the Special Education Sector, Youth Education

and Sports Office of DIY. Monitoring and evaluation activities were carried out in 24 schools divided into five districts in DIY during the 2019 Fiscal Year.

Research subject

Participants in the monitoring and evaluation consisted of principals, and teacher representatives from early childhood education to senior high school and vocational high schools providing inclusive education. In this study, researchers focused on teachers as participants in monitoring and evaluating basic education levels (early childhood education and elementary school). The subjects involved in this study were 160 teachers, consisting of 21 early childhood education teachers, and 139 elementary school teachers.

Data collection technique

The data collection instrument used an open questionnaire. This is done to provide an opportunity for respondents to write down their personal opinions on a list of expected questions or questions prepared to measure certain performances. The responses to the questions are then interpreted to obtain a description of the teacher's performance which is the focus of the research.

Data analysis technique

The data analysis technique used descriptive analysis. This is to provide an overview of research subjects based on variable data obtained from certain subject groups based on the research focus, namely teacher performance in learning management in inclusive settings.

Results and Discussion

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. Education as a process, the support and involvement of various parties to support the achievement of goals is very important. The teacher is one of the facilitators and motivators in the learning process. For this reason, teachers need to keep up with the demands of the world of education.

One of the demands of the world of education is inclusive education. Teacher performance in the implementation of inclusive education is an important aspect and even becomes one of the main determining factors in the success of the educational process. Therefore, the performance of teachers in inclusive schools in learning must receive serious attention. Attention to teachers in inclusive schools is at least to provide educational rights for people with disabilities. To determine the performance of teachers in schools providing inclusive education at the basic education level which includes early childhood education teachers and primary school teachers, the total respondents involved were 160 teachers. The complete data can be presented in Table 1 below.

Table 1. Distribution of respondents by level and district

Districts	Educational level	n	Percentage
Kulon Progo	Primary School	41	100%
Bantul	Early Childhood Education	1	6,7%
	Primary School	14	93,3%
Gunung Kidul	Early Childhood Education	7	13,2%
	Primary School	46	86,8%
Yogyakarta	Early Childhood Education	6	50%
	Primary School	6	50%
Sleman	Early Childhood Education	7	17,9%
	Primary School	32	82,1%

Table 1 shows the data of teachers who were invited to represent their schools and become the basis for the data in evaluating teacher performance in inclusive settings. Of the 160 participants, the most participants were from Gunung Kidul as many as 53 teachers, Kulon Progo as many as 41 teachers,

Sleman as many as 39 teachers, Bantul as many as 15 teachers, and Yogyakarta as 12 teachers. From these data, there is no representative of participants from the early childhood education level is from Kulon Progo.

Based on the results of the questionnaire from the participants, it was further processed and classified into four focuses. The first focus is the teacher's understanding of the diversity of students with special needs. The second focus is the teacher's ability to prepare for inclusive learning settings. The third focus is the teacher's ability in implementing inclusive setting learning and the fourth focus is the teacher's ability to assess inclusive learning settings. The fourth focus is a representation of the 10 questions that have been given to the teachers. To clarify the discussion on how the performance of teachers in learning management in inclusive settings with these four focuses, the following is presented and discussed in the exposure according to the district.

Teacher performance in learning management in inclusive settings in Kulon Progo Regency

Respondents as performance evaluation participants from Kulon Progo Regency, as many as 41 teachers. Each respondent is a representative of each school. The data on teacher performance evaluation in the management of learning in inclusive settings in Kulon Progo Regency is presented in Table 2 below.

Table 2. Teacher performance from Kulon Progo Regency

Aspects	Already	Percentage	Not yet	Percentage
Teachers understand the diversity of students	32	78	9	22
The teacher conducts a learning assessment	7	17,1	34	82,9
The teacher develops the syllabus	11	26,8	30	73,2
The teacher develops lesson plans	8	19,5	33	80,5
Teachers develop learning media	7	17,1	34	82,9
Teachers carry out differentiated learning	7	17,1	34	82,9
The teacher plans and conducts class management	9	22	32	78
The teacher gives a special program	4	9,8	37	90,2
The teacher carries out the assessment of learning outcomes	9	22	32	78
Teachers do not provide learning services for students with special needs to special supervisors	6	14,6	35	85,4

Based on the information presented in Table 2, respondents in Kulon Progo Regency who stated that they understood the diversity of students were quite large or as many as 32 teachers. Only 9 respondents stated that they did not understand. In its implementation, which describes attention to children with special needs, such as assessment activities, preparation of syllabus and lesson plans, media development, and special assessments, there are not many that provide equality to students with special needs.

Teacher performance in learning management in inclusive settings in Bantul Regency

The number of respondents as participants in the performance evaluation from Bantul Regency is quite a lot, but most of them are from the secondary school level. The participants from the basic education level were 15 teachers, with details of one level of early childhood education and 14 from the elementary school level. The data for evaluating teacher performance in the management of learning in inclusive settings in Bantul Regency is presented in Table 3 below.

Table 3. Teacher performance from Bantul Regency

Aspects	Already	Percentage	Not yet	Percentage
Teachers understand the diversity of students	14	93,3	1	6,7
The teacher conducts a learning assessment	6	40	9	60
The teacher develops the syllabus	1	6,7	14	93,3
The teacher develops lesson plans	1	6,7	14	93,3
Teachers develop learning media	4	26,7	11	73,3
Teachers carry out differentiated learning	3	20	12	80
The teacher plans and conducts class management	7	46,7	8	53,3
The teacher gives a special program	5	33,3	10	66,7
The teacher carries out the assessment of learning outcomes	4	26,7	11	73,3
Teachers do not provide learning services for students with special needs to special supervisors	3	20	12	80

Of the 15 respondents in Bantul Regency, who stated that they understood the diversity of students with special needs as many as 14 teachers or 93.3% and only one person stated that they did not understand. The implementation of services that show the performance of teachers in inclusive settings is quite varied. There are 6 teachers who have done the assessment and 9 teachers who have not. In its implementation, many have not done it, such as in the assessment, preparation of the syllabus and lesson plans by considering the characteristics of children with special needs, providing, and developing media for children with special needs. Likewise in the assessment, there are still 11 teachers or 73.3% who describe paying attention to students with special needs.

Teacher performance in learning management in inclusive settings in Gunung Kidul Regency

Most of the participants in the monitoring and evaluation in this activity came from the basic education level. There were 53 respondents as performance evaluation participants from Gunung Kidul Regency, with details of 7 teachers from the kindergarten level and 16 teachers from the elementary level. The data for evaluating teacher performance in the management of learning in inclusive settings in Gunung Kidul Regency is presented in Table 4 below.

Table 4. Teacher performance from Gunung Kidul Regency

Aspects	Already	Percentage	Not yet	Percentage
Teachers understand the diversity of students	44	83	9	17
The teacher conducts a learning assessment	28	52,8	25	47,2
The teacher develops the syllabus	7	13,2	46	86,8
The teacher develops lesson plans	8	15,1	45	84,9
Teachers develop learning media	9	17	44	83
Teachers carry out differentiated learning	15	28,3	38	71,7
The teacher plans and conducts class management	21	39,6	32	60,4
The teacher gives a special program	14	26,4	39	73,6
The teacher carries out the assessment of learning outcomes	20	37,7	33	62,3
Teachers do not provide learning services for students with special needs to special supervisors	19	35,8	34	64,2

Based on the information in Table 4, it is known that some participants have understood the diversity of students or as many as 44 teachers (83%), and 9 teachers have not understood (17%). As many as 28 (52.8%), assessments of students with special needs have been carried out, while the dominance that does not describe the performance of inclusive education management is still quite a lot, such as: syllabus development, lesson plans, media, differentiated learning, classroom management, special program provision, and special assessments. Thus, depending on other parties in the education of children with special needs in schools, they still dominate.

Teacher performance in learning management in inclusive settings in Yogyakarta

Participants from the City of Yogyakarta, quite a lot from the secondary school level, were not the focus of this study. Respondents as participants in the performance evaluation from Yogyakarta City, as many as 12 teachers, with details of 6 teachers from early childhood education level and 6 teachers from elementary school level. The data for evaluating teacher performance in the management of learning in inclusive settings from the City of Yogyakarta is presented in Table 5 below.

Table 5. Teacher performance from Yogyakarta

Aspects	Already	Percentage	Not yet	Percentage
Teachers understand the diversity of students	10	83,3	2	16,7
The teacher conducts a learning assessment	6	50	6	50
The teacher develops the syllabus			12	100
The teacher develops lesson plans			12	100
Teachers develop learning media	2	16,7	10	83,3
Teachers carry out differentiated learning	2	16,7	10	83,3
The teacher plans and conducts class management	1	8,3	11	91,7
The teacher gives a special program			12	100
The teacher carries out the assessment of learning outcomes	2	16,7	10	83,3
Teachers do not provide learning services for students with special needs to special supervisors	3	25	9	75

Based on the data in Table 5 regarding the performance of teachers from the city of Yogyakarta, it can be explained that the teacher's understanding of the diversity of students is good, as many as 10 teachers (83.3%) stated that they had understood and only 2 teachers or 16.7% did not understand. As for what has been done by teachers as an illustration of performance in the management of inclusive learning in the city of Yogyakarta, among others, 50% of teachers have carried out assessments, syllabus development, and lesson plans development. For performance that is still low, what needs to be improved is the development of media, differentiated learning, the provision of special programs and the development of assessments that are more suitable for students with special needs.

Teacher performance in learning management in inclusive settings in Sleman Regency

Respondents as participants in the evaluation of inclusive education performance from Sleman Regency, as many as 39 teachers. Participants from the early childhood education level were seven teachers (17.9%), while participants from the elementary school level were 32 teachers (82.1%). The data on the results of teacher performance evaluations in the management of learning in inclusive settings in Sleman Regency are presented in Table 6 below.

Table 6. Teacher performance Sleman Regency

Aspects	Already	Percentage	Not yet	Percentage
Teachers understand the diversity of students	31	79,5	8	20,5
The teacher conducts a learning assessment	16	41	23	59
The teacher develops the syllabus	1	2,6	38	97,4
The teacher develops lesson plans	2	5,1	37	94,9
Teachers develop learning media	4	10,3	35	89,7
Teachers carry out differentiated learning	4	10,3	35	89,7
The teacher plans and conducts class management	7	17,9	32	82,1
The teacher gives a special program	3	7,7	36	92,3
The teacher carries out the assessment of learning outcomes	7	17,9	32	82,1
Teachers do not provide learning services for students with special needs to special supervisors	10	25,6	29	74,4

Table 6 shows information that from 39 participants, 31 participants stated that they understood the diversity of children with special needs, only 8 (20.5%) stated that they did not understand. However,

the performance of teachers in managing learning in inclusive settings, has a tendency not to be carried out. Only 16 teachers (41%), developed a syllabus and lesson plans in accordance with the inclusive setting, not more than two people. From the data above, it is known that most teachers have not developed media, differentiated learning, including in classroom management, special programs and assessments that are in accordance with the character of an inclusive class. The description of teacher performance in the management of learning in inclusive settings as a whole or without distinguishing the origin of the district is presented in Figure 1 below.

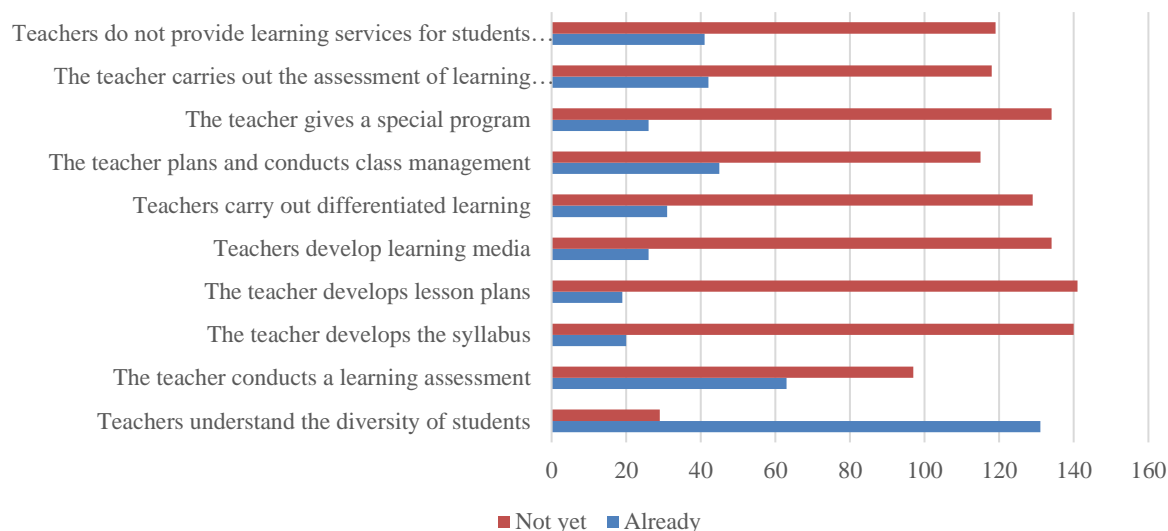


Figure 1. Overall teacher performance

Based on Figure 1, of the ten questions used to measure teacher performance in the management of learning in inclusive settings, the aspect that stands out is the teacher's understanding of children with special needs. As for the other nine questions, the teacher's dominance is in the position of not doing. This can be seen in the orange color chart. Teachers are only limited to understanding children with special needs, but have not carried out assessments, learning management and special assessments.

The official rules in force in Indonesia emphasize that every citizen has the same right to obtain quality education. Citizens who have physical, emotional, mental, intellectual and social disabilities are entitled to special education. Citizens who have the potential for intelligence and special talents are entitled to special education. This shows the meaning that anyone or everyone has the right to obtain and access education (Manan, 2015). Therefore, the government must always be present to ensure access to quality education for all its citizens (Muttaqin, 2018). Despite the various efforts made by the government for the quality of education, there are still some parts that are not optimal (Lundine et al., 2013). This is relevant to the findings of this study which shows that several educational efforts, especially in inclusive settings, still need improvement.

Children with special needs are one part of the group that has the right to access quality education services. They have the right to proper education according to their level of development and needs (Hasugian et al., 2019). Through education, they can help themselves and adapt to their environment. Developing the potential of children with special needs to the fullest is not easy. Adequate supporting resources are required, including special learning facilities, special treatment for professional and non-academic learning, a student-friendly environment, operational costs, and most importantly, qualified educators (Efendi, 2018). Based on these views, it is clear that the teacher is one of the most important factors in learning management in inclusive settings.

Teachers are one of the strategic factors that have an important role in education, especially those related to student success (Vukicevic et al., 2021). Furthermore, in education management based on inclusive settings, the role and performance of teachers are highly expected and become the main focus in achieving the success of children's education (Takala et al., 2009). The importance of the teacher's role can be measured and seen from how it performs. Teacher performance in learning can be seen from lesson planning, learning implementation, and classroom management to the learning assessment that must be carried out by the teacher. In the setting of inclusive education, planning, implementation, and

evaluation must be based on the results of the assessment of children with special needs who are students.

The implementation of teacher work in the management of learning in inclusive settings as in the findings of this study has not fully met the requirements in inclusive schools. As one of the points in the standard process in Indonesia that teachers must start from planning from assessment as a basis for planning. The results of the next assessment are developed in a balanced manner between regular students and students with special needs in the syllabus and lesson plans and then implementation. Learning planning includes the preparation of learning implementation plans and preparation of learning media and resources, learning assessment tools, and learning scenarios. The preparation of the syllabus and lesson plans is adjusted to the learning approach used. Finally, effective teachers are effective teachers who care about their students and show that they care so much that their students are aware of the condition of their students.

Conclusion

The findings of this study conclude that teachers whose performance is effective at the level of inclusive are teachers who understand the conditions and development of their students. The findings of the research that have been carried out show that as many as 133 (83.1%) teachers stated that they understood the diversity of students, while 27 (16.9%) teachers did not understand. A total of 97 (60.6%) teachers have not conducted an assessment as a basis for preparation for learning in inclusive settings, and 133 (83.1%) teachers have not developed a syllabus or lesson plans for inclusive settings.

Furthermore, as many as 134 (83.8%) teachers have not developed special media, 129 (80.6%) teachers have not conducted differentiated learning, 127 (79.4%) teachers have not provided special programs, and 115 (71.9 %) teachers have not managed the inclusive setting class. In addition, as many as 118 (73.8%) teachers have not made different assessments with regular students. Based on the evaluation of teacher performance, it is necessary to provide teacher strengthening programs in line with inclusive education policies, and appropriate accommodation for students with disabilities in schools.

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