Evaluation of learning in inclusive schools: Analysis of constraints and strengthening teacher competencies

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ABSTRACT

This study analyzes the practices of learning evaluations carried out by teachers in regions with minimal support for inclusive education. It is aimed at identifying the need for improving teacher competence. The respondents in this study were 101 teachers (40% of class teachers, 37% of special teachers, and the rest of BK teachers and teachers of the field of study) of which 50% had never received training on inclusive education and they had students with special needs in the classroom. The research was conducted using a survey method conducted online by targeting teachers who teach in one of the provinces in Central Java and continued with FGDs on 25 teachers and principals. The results of this study show that the practice of implementing learning evaluation for students with special needs tends to be a teacher's responsive action when students are unable to respond to learning in the classroom. There are four obstacles in general that come from students experienced by teachers, including: the ability of students to be less than other peers in the class, low learning motivation, and difficulty in achieving KKM. Other obstacles expressed by respondents include matters related to: teacher skills and knowledge are still limited in providing inclusive education services, there are no supporting facilities to provide services to students with special needs, limited time, and collaboration between special teachers and regular teachers has not been established. The teacher's perspective sees students with special needs as an obstacle inseparable from limited knowledge and skills so that it represents a medical paradigm that requires support for continuous competency improvement. The framework for strengthening teachers in regions that do not have adequate inclusive education support is discussed in this study.

Kata Kunci: *teacher competence, learning evaluation, inclusive education*