

Differences in the Results of the Evaluation of Special Program Implementation at Two Special Schools in the City of Banjarmasin

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Abstract: The evaluation obtained depends on the objectives of the evaluation program it self which of course have been formulated previously and are accounted for in the form of a program, to reward program implementers, for selection and promotion, for program improvement, and to predict the possibility of continuing the program in the future. This research is to find out the differences in the evaluation results of 2 Special Public Schools in the City of Banjarmasin, Indonesia. This type of research approach is to use a quantitative approach. The data collection technique was through a questionnaire accompanied by free interviews addressed to several teachers and the principal. The subjects of the study were 33 people, with details at the Pelambuan State Special School in Banjarmasin as many as 16 people and 17 people at the Public Special School 2 Banjarmasin City. The results of the data were analyzed using independent sample t test. The value of t count is $1.120 < t$ table is 2.040, then based on the basis of decision making through a comparison of the t count value with t table, it can be concluded that there is no difference in the average results of the evaluation of the implementation of special programs at the Pelambuan Banjarmasin State Special School and the Public Special School 2 Banjarmasin.

Keywords: evaluation results; implementation of special programs; special schools

INTRODUCTION

Based on the functions and objectives of national education that have been stipulated in Law No. 20 of 2003, national education functions to develop dignified national character and civilization capabilities in order to educate the nation's life and develop the potential of students to become human beings who believe and pious to God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent and becomes a democratic and responsible citizen (Riadi, 2017).

Based on the Republic of Indonesia National Education System Law No. 20 of 2003 article 58 paragraph 1 that evaluation of student learning outcomes is carried out to assist the process, progress, and development of student learning outcomes on an ongoing basis (Idrus, 2019). Based on the Regulation of the Ministry of Education and Culture Number 23 of 2016 concerning Education Assessment Standards, the purpose of the assessment is as follows (article 4): a. assessment of learning outcomes by educators aims to monitor and evaluate processes, learning progress, and continuous improvement of student learning outcomes. b. assessment of learning outcomes by educational units aims to assess the achievement of Graduate Competency Standards for all subjects. c. assessment of learning outcomes by the Government aims to assess the competency achievement of graduates nationally in certain subjects (Mahdiansyah, 2018).

Article 6 paragraph 6 of RI Law No. 4 of 1997 states that every person with disabilities has the same right to develop their talents, abilities and social life, especially children with disabilities in the family and community environment (Fathurozi, 2011). Haryanto (2020) states that in every educational activity, especially in the learning process, evaluation is something that cannot be denied. Moreover, this is closely related to how to improve the quality of learning itself which can then become a barometer for educational

progress. Likewise with the learning process, of course there must be an evaluation of the course of the learning process. Things that are already good will be continued and improved through evaluation, while things that are obstacles and obstacles will be sought for what causes them, how to overcome them, and what must be done in the next learning program.

Children with disabilities are recognized for their existence and therefore special schools, nursing homes, social institutions that specifically educate and care for children with disabilities are starting to be established. Students with disabilities are considered to have special characteristics and are different from most (normal) people so that in their education requires very specific approaches and methods in accordance with their characteristics. Therefore education for children with disabilities must be separated (in special schools) from normal children (Thaibah, et.al., 2018).

According to Nuriyah (2014) evaluation tools can be in the form of tests, questionnaires, interviews, and observations. Assessment is all the methods used to collect information about students' knowledge, abilities, understanding, attitudes, and motivation which can be done through tests, self-assessment, both formal and informal. Munthe's research (2015) entitled the importance of program evaluation in educational institutions: an introduction, understanding, goals and benefits where the results of this research are program evaluations present to provide input, studies and considerations in determining whether the program is feasible to continue or stop. This study is to provide an overview and introduction to the importance of program evaluation in educational institutions.

Research conducted by Saputra (2020) entitled management of teacher learning evaluation on the results and quality of teacher performance at the 25 Lhoksukon public elementary school where this research aims to find out how the management of teacher learning evaluation is at the Lhoksukon State Elementary School. The results of the study show (1) the ability to create a conducive atmosphere is a demand for teacher professionalism in classroom management; (2) the teacher's ability to cooperate and discipline students is known through a series of technical activities such as pickets, class discipline, attendance, and changing student seats; (3) the management of learning evaluation makes it easier for Lhoksukon Elementary School teachers to find out the results of teacher performance.

Khairiah's research, et al (2022) entitled the role of the evaluation function in educational institutions (learning programs) where learning programs have not played a role and have not functioned properly, characterized by a low level of human productivity, unable to produce skilled and educated human beings which is shown by rampant corruption, collusion and nepotism as well as brawls. The results of his research indicate that evaluation is necessary in assessing a comprehensive learning program for the design, implementation and results of learning programs in educational institutions. Idrus' research (2019) regarding learning evaluation is an activity to collect data and information about students' learning abilities, to assess the extent to which the learning program has been running, and also as a tool for determining educational goals and the learning process in developing knowledge takes place as it should.

Information obtained during interviews with teachers and school principals at the State Special School 2 Banjarmasin said that special programs must be given to students but this special program does not include advocacy subjects and skills because special programs are carried out to overcome obstacles or obstacles that students have over unlucky condition. The specific programs in question include the development of orientation and mobility, development of communication, development of self-development, development of self-development and movement development, personal

development and social behavior, and development of interaction, communication and behavior. The implementation of the special program carried out by the 2nd Banjarmasin Special Special School is self-development, intended for Special Elementary School and Special Junior High School levels for intellectual disability and autistic children. The teacher who is responsible for teaching special programs is the homeroom teacher for each class, because all homeroom teachers have a special education background, to make it easier for teachers to deliver material, teachers are provided with textbooks that are tailored to the teacher's level and grade.

The duration of implementing the special self-development program is 4 hours for Special Elementary Schools and 2 hours for Special Junior High Schools, but there is a change in the duration of the special self-development program, which is 40 minutes for Special Elementary Schools and Special Junior High Schools because there are still pandemic period.

State Special School 2 Banjarmasin has supporting facilities and infrastructure to carry out special programs including a catering room as well as a self-development room. In terms of room use, the school has provided a schedule for using the catering or self-development room so that it can be used alternately according to the schedule of each class, but the teacher uses the classroom more often because other classes use the room with more time than scheduled so the teacher gives in to a class that has a cooking schedule to complete the practice. One class has five to seven students although ideally only five students.

The results of the observations made, found problems in the field, namely the room where the program is implemented has more than one function because the number is limited while many classes need the room, so the teacher chooses the classroom as an alternative, while in the classroom the tools used and the material used delivered only soberly. Another problem was also found to be a change in the duration of the program, which became 40 minutes of mastery of the material and the children's practice became less. During the implementation of the special program, which was only 40 minutes, the teacher found it difficult to implement the program, because the students' understanding speed was different.

Usually, students with milder disabilities can master one practice and one material with two to three meetings or two to three weeks. However, now by utilizing the duration of 40 minutes with lighter disabilities, one practice and one material can be mastered for a period of up to five weeks or five meetings. Students with severe disabilities and those with multiple disabilities need much longer time than friends with mild disabilities. Based on the introduction above, the purpose of this study was to find out the differences in the results of the evaluation of the implementation of special programs at two public special schools in the city of Banjarmasin.

METHOD

This study uses quantitative methods. According to Sugiyono (2010) a quantitative approach, namely a method based on the philosophy of positivism as a scientific method because it fulfills scientific principles, namely empirical or concrete, objective, measurable, rational and systematic.

Quantitative approach is a research approach with data that has been collected in the form of words, pictures, and numbers. The data taken in this study is a questionnaire. The research was conducted for 5 months at the Pelambuan State Special School in Banjarmasin and the 2 Banjarmasin State Special School. The research subjects in this study were teachers, administrators and school principals at the Pelambuan State Special

School in Banjarmasin and the 2 Banjarmasin State Special School. The data analysis technique used in this research is descriptive quantitative analysis by describing all the collected data and facts in the form of narratives and arguments based on field data that has been obtained using statistical data tables. According to Sugiyono (2012) after the data collection process is complete and the data is collected, the next step is to analyze the data obtained. Data analysis used the SPSS version 20 program with the Independent Sample T-Test.

RESULT AND DISCUSSION

Result

The research that has been carried out above aims to find out the results of the evaluation of the implementation of special programs at the Pelambuan State Special School in Banjarmasin and Banjarmasin 2 State Special School. Evaluation is a science to provide information that can be used to make decisions. This means that the evaluation includes measurement, assessment, and tests. Evaluation is also a process that involves the following four things: first, gathering information; second, processing information; third, forming considerations; and fourth, making decisions (Haryanto, 2020). The results of the Evaluation Data at the Pelambuan Banjarmasin SLBN can be seen in table 1 below:

Table 1. Material Expert Eligibility Assessment

No.	Subject	E1	E2	E3	E4	E5	E6	Total
1	S1	3	3	3	3	3	3	18
2	S2	5	5	4	5	5	5	29
3	S3	5	4	4	4	4	4	25
4	S4	4	4	4	4	4	4	24
5	S5	3	3	4	3	4	4	21
6	S6	5	5	4	5	5	5	29
7	S7	4	4	4	4	4	4	24
8	S8	4	4	4	4	3	3	22
9	S9	4	4	4	4	3	3	22
10	S10	5	5	4	5	5	5	29
11	S11	3	3	4	3	4	4	21
12	S12	5	5	4	5	5	5	29
13	S13	4	4	4	4	4	4	24
14	S14	4	4	4	4	4	4	24
15	S15	5	5	5	3	4	4	26
16	S16	3	3	4	3	4	4	21
Total		66	65	64	63	65	65	388

Primary Data: September, 2022

The results of the data above show that from the planning process, activities, to the evaluation carried out by the subjects in the special program in the Pelambuan Banjarmasin State Special School with an overall score of 388 in total carried out by each research subject, namely 16 subjects. Evaluation is part of the learning process which as a whole cannot be separated from teaching activities, carrying out evaluations carried out in educational activities has a very important meaning, because evaluation is a measuring tool or process to find out the level of success achieved by students on teaching materials or the

materials that have been submitted, so that with an evaluation, the objectives of learning will be seen accurately and convincingly (Idrus, 2019). The results of the Evaluation Data at the special program in the Banjarmasin 2 Public Special School can be seen in table 2 below:

Table 2. Evaluation Data at the special program in the Banjarmasin 2 Public Special School

No.	Subject	E1	E2	E3	E4	E5	E6	Total
1	S1	5	5	4	5	5	5	29
2	S2	4	5	4	5	5	4	27
3	S3	4	4	4	4	4	4	24
4	S4	5	5	3	3	4	4	24
5	S5	4	4	5	4	5	5	27
6	S6	5	5	5	4	4	4	27
7	S7	5	4	4	5	5	5	28
8	S8	4	4	3	5	4	4	24
9	S9	4	4	3	4	5	5	25
10	S10	3	3	3	5	5	4	23
11	S11	5	5	5	4	5	5	29
12	S12	4	4	4	4	4	5	25
13	S13	4	3	3	3	4	4	21
14	S14	5	5	5	4	5	5	29
15	S15	4	4	4	4	4	4	24
16	S16	4	4	3	3	4	4	22
17	S17	4	4	4	4	4	4	24
TOTAL		73	72	66	70	76	75	432

Primary Data: September, 2022

The results of the data above show that from the planning process, activities, to the evaluation carried out by the subjects in the special program in the Banjarmasin 2 Public Special School with an overall score of 432 in total carried out by each research subject, namely 17 subjects. Suarga (2019) argues that evaluation is a very important and very much needed subsystem in every education system, because evaluation can reflect how far the development or progress of educational outcomes. Progress and decline in the quality of education can be known through evaluation so you can find out weak points and easily find solutions to change for the better in the future. The results of data analysis through the normality test used using the Shapiro Wilk normality test, the results of the analysis can be seen in table 3 below:

Table 3. Normality Test Results

Evaluation result	Evaluation result	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Evaluation result	Evaluation result1	,168	16	,200*	,913	16	,131
	Evaluation result2	,184	17	,128	,926	17	,185

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it is known that the value of df (degrees of freedom) for the results of the evaluation of the implementation of the special program at the Pelambuan State Special School in Banjarmasin is 16 and that for the evaluation of the implementation of the special program at the 2 Banjarmasin State Special Special School is 17. Then the value of Sig. for evaluation results 1 of 0.131 and the value of Sig. for evaluation results 2 of 0.185. Because the value of Sig. for the two evaluation results > 0.05, as the basis for decision making in the Shapiro Wilk normality test above, that is normally distributed. One way that can be done to find out the results that have been achieved by educators in the learning process is through evaluation. Evaluations carried out by educators can be in the form of evaluation of learning outcomes and evaluation of learning (Suarga, 2019). The results of the Independent T-Test Test can obtain data results from special program evaluations at two (2) Special Schools in Banjarmasin which can be seen through the analysis below. The form of the analysis can be seen in table 4 regarding the results of group calculations through statistics.

Table 4. Group Statistics

	Evaluation result	N	Mean	Std. Deviation	Std. Error Mean
Evaluation result	Evaluation result1	16	24,2500	3,41565	,85391
	Evaluation result2	17	25,4118	2,50147	,60670

Based on the table above, it is known that the amount of data resulting from the evaluation of the implementation of the special program for the Pelambuan State Special School is 16 subjects and the results of the evaluation of the implementation of the special program for the 2 Banjarmasin State Special Special School are 17 subjects. The average value of the results of the evaluation of the implementation of the special program at the Pelambuan State Special School was 24.25, while the results of the evaluation of the implementation of the special program at the 2 Banjarmasin State Special School were 25.41.

Evaluation of learning is a process for determining the value of learning and learning that is carried out, through assessment activities or measuring learning and learning. While the notion of measurement in learning activities is the process of comparing the level of success in learning and learning with quantitatively determined measures of success in learning and learning, while the notion of learning and learning assessment is the process of making decisions on the value of success in learning and learning qualitatively (Idrus, 2019). So below are the results of data analysis using the SPSS application version 21 through the Independent Sample Test which can be seen in table 5 below:

Table 5. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Evaluation result	Equal variances assumed	,960	,335	1,120	31	,271	-1,16176	1,03765	-3,27807	,95454
	Equal variances not assumed			1,109	27,417	,277	-1,16176	1,04750	-3,30952	,98599

Based on table 5, it is known that the value of Sig. Levene's Test for Equality of Variances is $0.335 > 0.05$, so it can be interpreted that the data variance between evaluation results 1 and evaluation results 2 is homogeneous or the same (Sujarweni, 2014). The Sig.(2-tailed) result is $0.271 > 0.05$, so as the basis for decision making in the independent sample t test it can be concluded that H_0 is accepted and H_a is rejected. Thus it can be concluded that there is no significant difference between the average evaluation results at the Pelambuan State Special School and Banjarmasin 2 Special Special School.

Table 5 above shows that the "Mean Difference" value is -1.162. This value indicates the difference in the average results of evaluation 1 with the average results of evaluation 2, namely $24.25 - 25.41 = -1.162$ and the difference in the difference is -3.278 to 0.955 (95% Confidence Interval of the Difference Lower Upper). Then the t count is -1.120 with a t table of 2.040. Thus the value of t count is $1.120 < t$ table 2.040, then based on the basis of decision making through a comparison of the value of t count with t table, it can be concluded that H_0 is accepted and H_a is rejected, which means there is no difference in the average results of the evaluation of the implementation of special programs in Pelambuan State Special School and Banjarmasin 2 State Special School. Idrus (2019) also suggests that evaluation activities are carried out consciously by the teacher with the aim of obtaining certainty about student learning success and providing input to the teacher about what he is doing in teaching activities.

Discussion

A special program is special guidance provided according to special needs as a substitute for the obstacles experienced due to the disorder. Special needs programs that can be implemented properly will help children with special needs to adapt to the surrounding environment and minimize children's obstacles, so that they can carry out tasks as well as interact and communicate well (Firdaus & Madechan, 2016).

Special programs are planned and systematic activities aimed at things that are specific in nature, this special program can be in the form of Braille programs and other learning media that have been specifically designed for children with special needs in supporting learning. The special needs program is an intervention and or development service carried out as a form of compensation or reinforcement due to abnormalities experienced by children with special needs with the aim of minimizing barriers and increasing access to more optimal education and learning. The general objective of the Special Program is to minimize barriers and increase access to more optimal education and learning.

Evaluation is an activity of collecting, compiling and processing information and analyzing it, about whether or not a program is working or how far the program has been achieved, so that it can be known if there are differences between the plans that have been set and the results that can be achieved, then this information is used to determine alternatives or the right choice in making a decision. Evaluation is believed to be important for obtaining quality education and teaching (Sutedi, 2019).

The function of learning evaluation is to assist the process, progress and development of student learning outcomes on an ongoing basis, as well as being able to find out the abilities and weaknesses of students in certain fields of study, as well as being able to provide information to parents/guardians of students regarding the ranking or determination of graduating class of participating students. The evaluation tool requirements are validity, effectiveness, different items and objectivity.

The evaluation carried out at the Ciamis State Special School was carried out in three activities namely case evaluation, semester program evaluation and follow-up. The evaluation carried out is guided by the child's independence in carrying out assignments. While the assessment standards and minimum completeness criterion scores are set by the school (Rahmawati, et al., 2020).

According to Mahdiansyah (2018) said that one of the important changes in the 2013 Curriculum is the arrangement of standards for assessing learning outcomes. However, the new regulations governing the assessment system are felt by teachers to be very complex with various assessment instruments to evaluate student learning outcomes. So, the assessment of learning outcomes carried out by teachers, education units, and the Government has not been carried out optimally to improve the quality of learning. Teacher competence in conducting assessments is still inadequate.

Implementation is a placement of ideas, concepts, policies, or innovations in a practical action so that it has an impact, either in the form of changes in knowledge, skills as well as values and attitudes. Implementation is an important aspect in the overall policy process and is an effort to achieve certain goals with certain facilities and infrastructure and in a certain time sequence. Implementation is basically based on policy is an effort to achieve the goals that have been determined through programs so that the implementation of the policy can be fulfilled. Magdalena et al. (2020) stated that the role of evaluation is very important because with evaluation we can find out their child's learning progress, guide their child's learning activities, determine follow-up education according to their child's abilities.

The implementation of special programs is not a subject but must be given to all students with special needs wherever children go to school. Special programs are given by special education teachers or those who have received special training according to their speciality. Special programs are given according to special needs, not based on level or class level. The special self-development program is a coaching and training on daily life activities given to children with special needs who attend special schools as a form of compensation or reinforcement due to abnormalities experienced by children with special needs with the aim of minimizing barriers and increasing access to more optimal education and learning. There are special self-development programs that can be given to children with disabilities, namely mobility orientation for children with visual impairments, sound and rhythm perception communication development for children with hearing impairments, development of self-development and movement for children with physical and motor disabilities, development of interaction, communication and behavior in children with autism and many more.

The results of the special program learning evaluation are that each student is able to apply self-development in everyday life, for example being able to comb hair, being able to fasten clothes buttons, being able to tie shoelaces so that children are not dependent on other people. Meanwhile, according to Munawaroh (2019) that Self-development (Self-Development) is contained in the Special Program subjects given to students so they can develop abilities so as to reduce or eliminate dependence on others. These results are in line with Gurney (2018), self-development activities that are carried out consistently will be able to increase independence for intellectual disability children, while self-development activities or learning that are rarely carried out will result in children being less independent, and always asking for help from people close to them.

CONCLUSSION

Based on the results of research conducted by researchers regarding the evaluation of special programs, it can be concluded that the results of special program evaluations at the Pelambuan Banjarmasin State Special School and Banjarmasin Special 2 School showed no significant difference. This can be seen from the results of the questionnaire distributed to school principals, teachers and administrators. The suggestions that the researchers propose are aspects that are measured in more detail in specific programs such as self-development, vocational and others.

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