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Optimizing Learning Evaluation for Students with Special Needs in Elementary Schools

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ABSTRACT

This study aims to analyze the effectiveness of the Al-Qur'an Hadith learning evaluation method for students with disabilities in inclusive schools, focusing on MI Al-Ikhlas Bagorejo Srono Banyuwangi. Learning evaluation is an activity that teachers must carry out to determine the extent to which learning has succeeded in achieving the desired goals, especially for students with disabilities. This study uses a qualitative approach with a case study type, combining observation, interview, and test techniques. Data validity is tested through triangulation of sources, methods, and time. The study's findings indicate that MI Al-Ikhlas has attempted to adapt to the needs of students with disabilities but still needs improvements in evaluation to meet individual needs. More personalized evaluation methods and more advanced educational technology are key, as is improving teacher training to recognize the variety of educational needs. With these improvements, MI Al-Ikhlas can improve evaluation fairness and support all students' maximum potential in a supportive environment. This study contributes to the development of more personalized evaluation methods for students with disabilities and the integration of educational technology. This supports improving teacher training to create a more inclusive educational environment.

INTRODUCTION

Evaluation of learning for students with special needs in inclusive elementary schools still faces various challenges, especially in ensuring the effectiveness of the teaching and learning process that is by individual needs (Hayes & Bulat, 2017; Haleem et al., 2022; Fajri & Jauhari, 2024). Existing evaluation models often focus on academic aspects without considering students' social, emotional, and psychomotor skill development (Chernikova et al., 2020; Owan et al., 2023; Kuo et al., 2024). Therefore, evaluation must cover three main domains—cognitive, affective, and psychomotor—to provide a more comprehensive picture of student development (Wu et al., 2019; Nikolic et al., 2023). Differentiation-based approaches, portfolios, and direct observation methods are essential to objectively assess their progress, with success dependent on collaboration between teachers, support staff, and parents (Kaur et al., 2018; Strogilos et al., 2021). Inclusive education in Indonesia continues to grow, with the number of students in inclusive schools increasing from 2019 to 2020, indicating the need to improve evaluation models to be more adaptive (Susilawati et al., 2023; Yasin et al., 2023). Thus, integrating technology in assessment and collaboration between stakeholders are key factors in ensuring that every student with special needs can develop optimally in an inclusive education environment.

Several studies have examined the evaluation of Qur'an and Hadith learning, particularly for students with disabilities in inclusive schools. First, Mirrota et al. (2024) found that interactive learning methods, such as direct activities and role-playing, effectively enhance the understanding

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of Islamic religious lessons among students with intellectual disabilities. Second, Rokhim et al. (2021) and Bartolome (2024) identified three key stages in evaluating teacher interactions with students with disabilities: understanding the inclusive curriculum, utilizing appropriate learning resources and media, designing inclusive lesson plans, and implementing inclusive learning processes. Third, Szumski et al. (2017) reported that while elementary schools have adopted inclusive education, its implementation remains suboptimal, particularly in addressing the academic achievements of children with special needs. Fourth, Abbasi et al. (2023) highlighted that teachers assess the cognitive domain through written and oral tests, while the mental and psychomotor domains are evaluated using performance projects, assignments, and portfolios. Lastly, research by Abyan and Husna (2023) demonstrated that the gradual use of sign language significantly aids deaf students in learning the Qur'an and Hadith within Islamic boarding schools. Based on these findings, this study focuses on developing a comprehensive learning evaluation model for students with disabilities in inclusive schools, particularly to enhance their Qur'an and Hadith learning outcomes.

This study aims to develop an evaluation model for students with disabilities learning the Qur'an and Hadith in inclusive schools, especially at MI Al-Ikhlas Bagorejo Srono, Banyuwangi Regency. With an interactive approach, this study analyzes the effectiveness of learning methods in improving the understanding of students with intellectual disabilities. It evaluates teacher and student interactions, including implementing an inclusive curriculum, utilizing learning resources, and the learning process. In addition, this study assesses the implementation of inclusive education and the academic achievements of students with special needs to design an evaluation model that includes cognitive, affective, and psychomotor aspects. The results of this study are expected to guide teachers in developing more effective learning strategies and assist educational institutions in improving the implementation of inclusive education and more adaptive policies. Academically, this study enriches the literature on the evaluation of learning for students with special needs and becomes a reference for further research. Thus, this study is expected to encourage the creation of a more inclusive learning environment and support the development of all students.

The hypothesis is that applying a comprehensive learning evaluation model in learning the Qur'an and Hadith for students with disabilities in inclusive schools can improve their understanding and academic achievement. The interactive approach applied in learning is thought to have a positive impact on the understanding of mentally disabled students, primarily through the use of methods that are tailored to their needs, such as the active role of teachers, the use of inclusive learning media, and a curriculum that supports student diversity. In addition, an evaluation model that includes cognitive, affective, and psychomotor aspects provides a more accurate picture of student development, making it easier for teachers to design more effective learning strategies. With a more structured and inclusive evaluation system, it is hoped that implementing inclusive education in elementary schools can run more optimally, support the academic development of students with special needs, and strengthen inclusive education policies at the educational institution level.

RESEARCH METHODS

This study uses a qualitative paradigm emphasizing that understanding dynamic social realities must be done interpretively, contextually, and subjectively (Pervin & Mokhtar, 2022; Lim, 2024). The method used is a case study, which is a qualitative approach that explores real life in a limited system (case) or several limited systems (multiple cases) through very detailed and in-depth data collection involving various sources of information (Hyman & Li, 2018). This study's population and sampling techniques used purposive sampling, where the selected subjects are relevant to the studied object (Campbell et al., 2020).

This study, the subjects of the study were students with disabilities, teachers who teach in inclusive classes, and madrasah principals. Data collection techniques include observation, interviews, and tests. Observations were carried out using the passive participant method, where the

researcher acted as an observer only. Interviews were semi-structured, with several critical questions per the object of study and an unlimited answer system (Matsui et al., 2020). Tests were conducted with instruments prepared by teachers for students with disabilities. The instruments for these three techniques were developed according to the focus of the study so that the required data can be extracted effectively.

The validity of the data was tested by triangulation of sources, triangulation of techniques, and triangulation of time (Denzin, 2009). The data analysis technique used the Miles and Huberman model (Ridder, 2014), where data analysis was carried out continuously by combining data collection techniques, data presentation, and conclusion. This approach allows researchers to obtain a comprehensive picture of how Al-Qur'an Hadith learning is evaluated to improve the learning outcomes of students with disabilities at MI Al-Ikhlas Bagorejo Srono Banyuwangi. This analysis also helps identify factors that influence the effectiveness of the evaluation and provides recommendations for future improvements.

RESULTS AND DISCUSSION

Results

Adjustment of Evaluation Methods for Students with Special Needs

The need to adjust evaluation methods in MI Al-Ikhlas emphasizes the importance of special interventions tailored to the individual needs of students with special needs. In this context, specially designed evaluations not only help identify appropriate learning needs but also determine the most effective teaching strategies to support overall student success.

Table 1. Results of the ABK Evaluation Method Interview

No	Findings	Explanation
1	Need for Evaluation Adjustments	Need for adjustments to evaluation methods specific to students with special needs, including additional time and direct assistance.
2	Ineffectiveness of the Same Instruments	Using the same evaluation instruments for all students does not reflect individual needs and may result in inaccurate assessments.
3	Teacher Role and Training	The need for special training for teachers to be able to design and implement more equitable and effective evaluations for students with special needs.
4	Utilization of Technology in Evaluation	The use of educational technology as a tool to facilitate more independent and appropriate evaluation for students with special needs.
5	Improving Inclusive Practices	The need to improve inclusive practices through adjustments to evaluation methods, teacher training, and more intensive use of technology.

Implementing more flexible and individualized assessment methods supports academic equity and promotes more effective inclusion in the educational environment. Through this adjustment, MI Al-Ikhlas can ensure that all students, especially those with special needs, have equal opportunities to demonstrate their abilities and reach their full potential in an environment that supports and understands their uniqueness.

Differentiation and Modification of Learning Evaluation for Students with Special Needs

At MI Al-Ikhlas, optimization of differentiation and modification in learning evaluation for students with special needs is crucial. This adjustment is important to ensure fairness in assessment and support effective learning for each student, allowing them to show their full potential in the most supportive conditions.

Table 2. Differentiation and Modification in Evaluation of ABK Learning

No	Findings	Explanation
1	Lack of Differentiation in Evaluation	Uniform evaluation for all students indicates the need for more specific adjustments for students with special needs.
2	The Need for Modification of Assessment Standards	Unmodified evaluation standards for students with special needs can be stressful and not reflect their true abilities.

3	Teacher Training Needs	Specific mentoring during positive exams, but its effectiveness is limited without teacher training on differentiation of learning and assessment.
4	Use of Technology	Integration of technology in learning and evaluation for students with special needs needs to be improved to support accessibility and equity.

The importance of adjusting the evaluation method at MI Al-Ikhlas shows that the standard approach in education is not always adequate in meeting the needs of all students. To achieve true inclusivity, MI Al-Ikhlas must continue to improve differentiation and modification in the evaluation process. This will allow students with special needs to learn in appropriate conditions and be assessed in a way that accurately and fairly reflects their abilities.

Academic Values of Students with Special Needs in Subjects

The academic score table presented provides important insights into the performance of special needs students at MI Al-Ikhlas in Al-Qur'an Hadith. This analysis reveals how variations in disability types can affect student learning outcomes; from mental disabilities to physical disabilities and slow learners, each category shows a different pattern in their academic achievement throughout the semester.

Table 3. Results Of Scores for Students with Special Needs

No.	Type of Disability	Class	Average UH	PTS	PAS
1.	Mentally disabled	1	75	60	75
2.	Mentally disabled	2	75	75	75
3.	Physical disabled	2	95	98	93
4.	Slow learner	5	85	63	85
	Average		82,5	74	82

From the Daily Exam (UH), Mid-Semester Assessment (PTS), and Final Semester Assessment (PAS) scores for students with special needs, it can be seen that students with physical disabilities in grade 2 showed outstanding academic performance with consistently high scores. Meanwhile, students with mental disabilities showed variability in their scores, significantly lower PTS scores compared to other scores, indicating that there may be a need for adjustments in teaching approaches during the period. Slow learners also experienced a decrease in PTS scores, indicating a need for more focused interventions during the mid-semester. Overall, the data suggest that with the proper support, students with special needs can achieve good results. However, adjustments in learning strategies and evaluation are still needed to improve the consistency and effectiveness of their education.

Discussion

Learning Evaluation Model for Students with Disabilities in Inclusive Schools

In inclusive schools such as MI Al-Ikhlas, the evaluation of learning outcomes involves formative and summative assessments that focus on each student's attitudes, knowledge, and skills (Ozan & Kıncal, 2018; Yusop et al., 2022). Teachers conduct daily observations and assessments throughout the school year, including midterm and final exams (Ha et al., 2021; Adinda et al., 2021; Yildirim et al., 2024). However, students with disabilities face unique challenges because the same assessment instruments for all students do not meet their unique needs, such as intellectual or physical disabilities. This suggests the need for tailored evaluation methods that consider individual needs to ensure fair assessment (Rahajeng et al., 2024; Solís-García et al., 2024). This condition emphasizes the importance of developing an evaluation approach that is more inclusive and sensitive to the differences in students' needs so that all can be assessed equally and effectively.

At MI Al-Ikhlas, while students with physical disabilities perform well academically without additional accommodations, those with intellectual disabilities or who are slow learners require substantial support from educators, such as extended time or direct assistance during tests

(UNESCO, 2022; Thompson et al., 2018; Lovett, 2021). This indicates a pressing need for alternative evaluation methods, like oral exams or practical projects, to offer a more targeted assessment of a student's capabilities (Kim et al., 2021). Moreover, the role of teachers is critical. Adequate training on how to effectively evaluate students with disabilities is essential, as it equips educators with the knowledge to design assessments that are both fair and conducive to an inclusive learning environment (Florian & Black-Hawkins, 2011).

Technology is critical in supporting more self-directed assessment for students with disabilities through educational software and adaptive applications. Features such as text-to-speech and visual aids make it easier for students with intellectual disabilities to understand the material and answer test questions more effectively. Studies by Bouck & Long (2021), Shanker & Kant (2023), Karagianni & Drigas (2023), and Polat et al. (2024) show the significant benefits of technology in facilitating more adaptive, inclusive education. While technology has made progress, there is still a need for continued improvement in assessment practices and more profound teacher training. These improvements ensure that all students, especially those with disabilities, have an equal opportunity to reach their full potential in a supportive and equitable environment. Integrating technology and practical teacher training can make education more inclusive and accessible to all students.

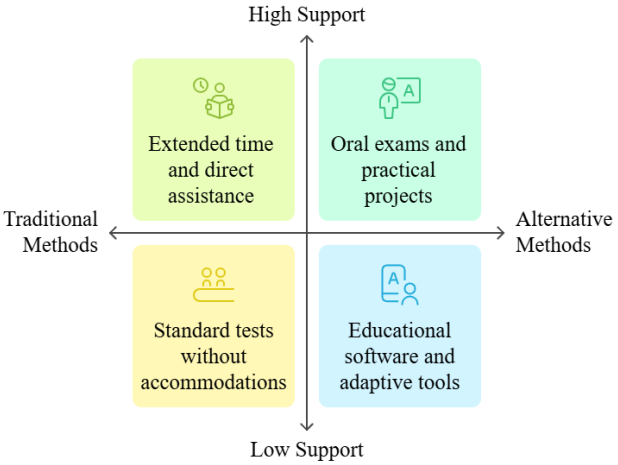

Figure 1. Evaluation Methods and Support for Students with Disabilities

Evaluation of learning outcomes in inclusive schools, such as MI Al-Ikhlas, still faces challenges in adjusting assessment methods to the needs of students with disabilities. The evaluation instruments used have not fully accommodated differences in student abilities, so a more flexible approach is needed, such as oral exams or practical projects. The role of teachers is crucial in developing inclusive assessments, but lack of training is a significant obstacle, so improving teacher competency must be a priority. Technology also has the potential to support more independent evaluation through educational software and adaptive learning applications, but its implementation requires adequate understanding and infrastructure. Therefore, continuous improvement in evaluation methods, teacher training, and the use of technology are needed to ensure fair and equal inclusive education for all students.

Evaluation of learning the Qur'an and Hadith for students with disabilities in inclusive schools

The subject of Al-Qur'an Hadith is crucial as it enhances the spiritual intelligence of students (Aly & Bustomi, 2022; Utami et al., 2022). The evaluation methods for students with disabilities in this subject at MI Al-Ikhlas are similar to those used in other subjects. For instance, slow learners in grade 5 are continually encouraged and reminded to memorize short surahs, requiring more patience from educators (Korikana, 2020; Zakiah et al., 2022). Similarly, students with mental disabilities

focus on memorizing the hijaiyah letters before progressing to surahs not memorized in the previous grade, while their peers continue with the standard curriculum.

Students with physical disabilities who are capable cognitively are tasked with the exact memorization as their peers, adhering to the essential competencies (Dandashi et al., 2015; Litwin & Ngan, 2019). These students also receive tailored support during Duha prayer habituation, emphasizing environmental familiarity and discipline rather than full participation in the ritual. In evaluations, special accommodations are made for students with disabilities during daily tests (UH), mid-semester assessments (PTS), and end-of-semester assessments (PAS). This specialized support varies, but the overall approach at MI Al-Ikhlas involves the collaborative efforts of existing teachers rather than assigning a specific teacher to students with disabilities (Friend et al., 2010; Larios & Zetlin, 2023).

Despite significant progress, MI Al-Ikhlas needs to improve its evaluation methods for students with disabilities further. The uniform application of assessments does not adequately accommodate students with intellectual disabilities, who require tailored evaluations to reflect their abilities accurately (Lovett, 2010; Zakaria et al., 2023). Additionally, expecting slow learners to meet standard academic benchmarks without significant modifications adds unnecessary stress and may not accurately measure their true capabilities (Korikana, 2020). While providing special assistance during exams is beneficial, it must be complemented with comprehensive teacher training on differentiated instruction and evaluations to ensure lasting improvements (Florian & Black-Hawkins, 2011). Furthermore, educational technology needs to be expanded to provide adaptive tools that better support the diverse learning needs of these students (Bouck & Long, 2021; Shanker & Kant, 2023).

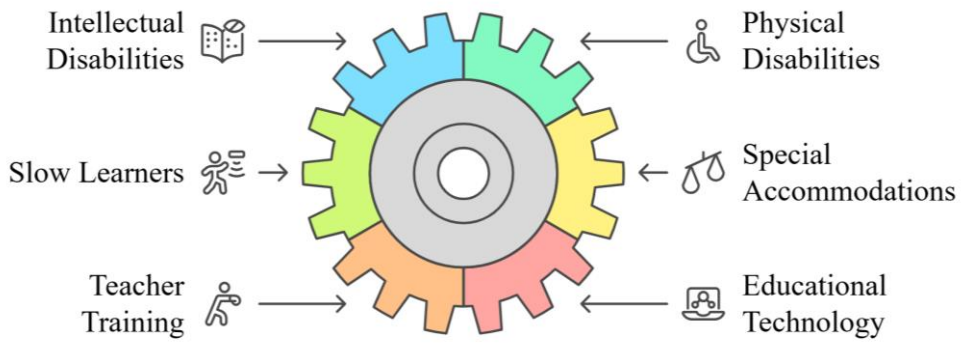

Figure 2. Enhancing Al-Qur'an Hadith Education for Students with Disabilities

The evaluation methods at MI Al-Ikhlas for students with disabilities, while inclusive, still require significant refinement to cater to the unique learning needs of these students. Applying uniform assessments for all, including those with intellectual challenges, fails to capture their actual competencies adequately and places undue pressure on slow learners. It is imperative that the school not only continues to provide specialized assistance during examinations but also invests in comprehensive teacher training focused on differentiated instruction and assessments. This approach should be complemented by expanding educational technology to include adaptive tools, ensuring that each student's educational experience is tailored to their needs and potential, fostering a more inclusive and effective learning environment.

Improving Learning Outcomes for Students with Special Needs in Inclusive Schools

Evaluating learning outcomes for students with disabilities at MI Al-Ikhlas highlights a need for ongoing improvements in educational practices within inclusive settings. The assessments involve both test and non-test techniques, acknowledging these students' diverse abilities and requirements (Schossig et al., 2012; Triyanto et al., 2023). For example, using interviews and observations alongside traditional tests helps comprehensively understand the students' non-

academic and academic progress. Data from various assessments indicate that while students with physical disabilities consistently perform well, suggesting that their evaluations appropriately match their cognitive abilities, students with intellectual disabilities exhibit variability in their scores, especially in mid-semester assessments (Browder et al., 2008; Miller et al., 2016). This suggests a need for more customized strategies to support their learning during these periods (Akgün-Doğan et 2021; Liepina et al., 2022).

Despite special accommodations, implementing uniform assessment methods at MI Al-Ikhlas may not adequately reflect each student's unique abilities (Lovett, 2010; Meylani, 2024). Therefore, there is an urgent need to refine these assessment methods to individualize them truly. Proper training for teachers in managing diverse needs is essential, given that the effectiveness of specialized interventions depends on teachers' understanding of the various disabilities and how best to assess and support these students (Jordan et al., 2010; Moriña & Orozco, 2020). Furthermore, the minimal use of educational technology in assessments allows for improvement. Integrating advanced technological tools can provide adaptive assessments tailored to students' specific learning needs, aiding in more accurate and supportive evaluations (Bouck & Long, 2021; Shanker & Kant, 2023). These improvements will ensure that all students, especially those with disabilities, are pretty assessed and receive appropriate support.

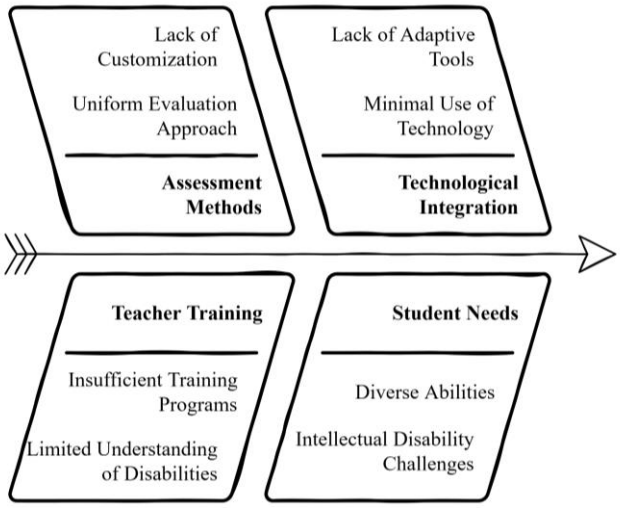

Figure 3. Enhancing Learning Outcomes for Students with Disabilities

Analysis of learning outcomes for students with disabilities at MI Al-Ikhlas highlights the urgent need for continuous improvement in inclusive education practices. Although the institution uses a combination of test and non-test assessment methods, which is commendable for accommodating the diverse abilities of students, the variation in academic performance among students with intellectual disabilities indicates significant gaps in existing assessment strategies (Judijanto et al., 2024; Chakraborty et al., 2024). While adaptable to some extent, the use of a uniform assessment process fails to capture each student's unique abilities and potential accurately. This neglect can lead to inappropriate educational placement, ineffective teaching strategies, and failure to achieve educational goals effectively (Swiecki et al., 2022; Šostar & Ristanović, 2023).

The need for tailored assessment methods is critical and cannot be underestimated. These methods allow for a more precise understanding and more effective support of each student's learning needs, especially during critical assessment periods such as midterms. This tailored assessment approach not only recognizes each student's unique abilities but also facilitates more effective teaching strategies, which can ultimately improve overall student learning outcomes. Furthermore, the minimal use of educational technology in the assessment process represents a missed opportunity. In today's technologically advanced education, integrating more sophisticated tools is essential. Using adaptive software and customizable learning platforms can support more adaptive assessments, especially for students with disabilities. These tools not only allow for more individualized assessments but also help in developing personalized learning experiences that are

tailored to the specific needs of each student. Therefore, the broader application of technology in education can significantly enrich the learning and assessment process, ensuring all students have an equal opportunity to succeed.

CONCLUSION

MI Al-Ikhlas has implemented significant measures to accommodate students with disabilities, but continuous improvements are necessary to optimize educational outcomes in an inclusive setting. The current evaluation practices, involving both test and non-test techniques, need to be further refined to cater to these students' individual needs genuinely. Despite the use of adaptive strategies and specialized support during assessments, a crucial need remains for more personalized evaluation methods and the integration of advanced educational technology. Enhancing teacher training to deepen understanding of diverse educational needs is also vital. By advancing these areas, MI Al-Ikhlas can ensure that evaluations are fair and genuinely reflective of each student's abilities, thereby supporting all students in reaching their fullest potential in an accommodating and supportive educational environment.

The theoretical implications of improving learning evaluations for students with disabilities in inclusive settings like MI Al-Ikhlas highlight the need for educational theories to incorporate and address the nuances of individual learning capabilities increasingly. This suggests a shift towards more dynamic and flexible educational frameworks that prioritize customization in assessment methods. Practically, this necessitates the development of sophisticated assessment tools, comprehensive teacher training programs, and integrating technology that supports diverse learning needs. These improvements will enhance the accuracy of learning assessments and ensure that all students, especially those with disabilities, receive the educational support they require to succeed. Consequently, educational institutions must adapt strategies to provide more equitable and effective learning environments that reflect these theoretical and practical advancements.

Future research should focus on creating and evaluating advanced assessment tools tailored for students with disabilities in inclusive settings. Studies should examine the effectiveness of adaptive technologies and AI-driven tools that customize testing to meet individual needs. Additionally, investigating the impact of detailed teacher training on educational outcomes for students with disabilities can provide insights into the effectiveness of these initiatives. Longitudinal studies could also track long-term academic and social progress, offering a deeper understanding of the sustained impact of personalized educational practices. This research will contribute to refining educational strategies and enhancing equity and effectiveness in learning environments for all students.

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