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The Portfolio as a Media for Assessing the Learning Outcomes of Autistic Children in Inclusion Schools

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Abstract---*This study aimed to determine how the use of portfolio documentation as an assessment of Mid-semester assessment in children with autism so that the supporting and inhibiting factors are known. They are using this type of qualitative research with the field research method, which was carried out for three months, from February to April 2020 in the even semester of the 2019/2020 school year. The results of the study found that the results of the Mid-semester assessment using portfolio documentation could be done in children with autism. It was proven that portfolio documentation can answer the stages of children's learning development within a certain period, strengthened by the excellent cooperation between classroom teachers and special companion teachers in the learning process as a mid-semester assessment for children with autism. However, it also has inhibiting factors, namely changes in mood in children, both those influenced by internal and external aspects of autistic children.*

Keywords---*assessment, autistic children, learning, portfolio.*

Introduction

Not all schools can implement regulation of the Ministry of Education and Culture No. 002 / U / 1986, which has pioneered the development of schools that provide inclusive education to serve the completion of compulsory education for all students with temporary or permanent special needs caused by disabilities or congenital nature or due to problems of economic, political, social, emotional and behavioral pressures the deviant. Islam also provides equal rights as QS Al-Hujurat [18]: 13, because Allah never differentiates between His servants. The Government of Palangka Raya City in Indonesia is one of the regions that is committed to providing inclusive education, as it was officially declared as the "City of Inclusive Education" on 24 October 2014, this also makes the city of Palangka Raya a pioneer of inclusive education in Central Kalimantan. One of the traditional schools that welcomes the government's commitment to the town of Palangka Raya is the Al-Qonita Integrated Islamic Elementary School, even before the inauguration of Palangka Raya as an inclusive education city, this school has accepted Children with Special Needs (CSN).

In a preliminary study at Al-Qonita Integrated Islamic Elementary School, teachers always make their test questions that will be given to autistic children who are equated with regular children. The teacher only looks at the final score of the test results of the Mid-semester assessment or final semester assessment is a written test for completing report cards. The impact of this type of written test is that parents do not know how much change the child has made. Parents only look at the numbers that appear on their children's report cards without knowing the academic ability process. For parents who have autistic children, changes in the socialization process in children's

learning are preferred. Supposedly, teachers should be able to design effective learning for all students, including children with special needs in an inclusive school setting. Teachers will need complete information from students, especially students who experience physical, mental, emotional, and behavioral disorders, including children with autism in the learning process. So that all parties involved in the learning process of autistic children know and understand, and evaluation is needed that answers children's learning activities while at school (Koegel & Wilhelm, 1973; Warren *et al.*, 1990; Kolmen *et al.*, 1995). That is why this research is essential to do, to find out how to use portfolio documentation as an assessment of final semester assessments in children with autism so that the supporting and inhibiting factors are known.

Literature review

Children with Special Needs (CSN) and Autism with special care children are a part of society that is required to live well in the community. The problem of social adjustment for special care kids is not easy to do; this is because their disabilities are different and cannot be separated from the difficulties that follow (Marani, 2017). The concept of children with special care can be related to extraordinary. In various terminology, exceptional children are often referred to as children with disabilities. Children with special needs are children whose development is different from normal children in general (Edi, 2012; Britton, 1992; Dewi & Aslan, 2015). That autistic kid is those who have special temporary or permanent needs, so they need more intense educational services (Ilahi, 2013). The term autism was first recognized in 1943 by Dr. Leo Kanner, a child psychiatrist at Johns Hopkins University (Hidayani, 2013). Autistic children are often found to be similar to children with mental retardation because generally autistic children are often diagnosed from visible behavioural characteristics.

It is not uncommon for special school teachers to find it difficult to distinguish between autistic children and mentally disabled children, so they cannot be identified as autistic children, even though many children cannot interacting with the environment is caused by psychological problems (Handojo, 2004). Autism is described as a collection of syndromes (symptoms) due to nerve damage and impaired development (Danuatmaja, 2003). His height ranges from mild to severe, usually has difficulty communicating, imagining, socializing, (Autis, 2002), his behavior is typical, different from average his age (Sumarna, 2004). A teacher must understand the characteristics of the child. (Syakhrani & Putri, 2020; Aslan, 2019; Muslimah, 2016), especially for children with autism, including not having eye contact with people / their environment; overly selective towards stimulation, demonstrated by disliking hugging; self-stimulus responses that interfere with social interactions, characterized by frequent clapping, head hitting, body shaking, tiptoeing, finger biting when upset / panic; likes extreme solitude (Koswara, 2013).

Portfolio as a learning assessment in inclusive education settings

The portfolio-based assessment model is an attempt to obtain a variety of information periodically, continuously, and thoroughly, about the process and results of the growth and development of learners that are sourced from notes and documentation of learning experiences (Budimansyah, 2002; Suastra & Ristiati, 2017). There are differences between portfolio assessment and conventional assessment which can be seen in Table 1. below: (Abidin, 2016).

Table 1
Differences in test scores and portfolio assessments

No	Test Assessment	Portfolio Assessment
1.	Assess students based on a limited number of assignments.	Assessing students based on all assignments and work results related to the performance being evaluated.
2.	Assessors are only teachers based on limited input.	Students participate in assessing the progress made in completing various tasks and developments that take place during the learning process.
3.	Assess all students using one criterion.	Assess each student based on their achievements by taking into account individual differences as well.
4.	The assessment process is not collaborative (there is no collaboration, especially between teachers, students, and parents).	Establish a collaborative assessment process.
5.	Self-assessment by students is not a goal.	Students judge themselves to be a goal
6.	The only concern in assessment is an achievement.	Getting attention to assessment includes progress, effort, and achievement.

7. Separate between learning, testing, and teaching activities.	Closely related to assessment, teaching, and learning activities.
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The advantages of portfolios in learning activities, such as: challenging and stimulating learning; assist in understanding and collaborative assignments; add insight into the competence of students by collecting and reviewing various reference sources in the learning process; the discussion in portfolio assessment is entertaining to make learning active (Sujiono, 2010; Honikel, 1998; Slattery & Jacobs Jr, 1995).

The principle of assessment for the crew should be considered, among others: valid, based on data that are measured; objective, based on clear procedures; fair, not beneficial/detrimental to students; integrated, is an inseparable component of learning activities; transparent, can be in the know by an interested party; comprehensive and continuous; systematic; based on criteria, according to the conditions of the autism kids (Kustawan, 2012). Therefore, the use of portfolio documentation for the assessment of children with autism in an inclusive education setting is made according to the right principles for children with special needs (Ishartiwi, 2010).

Materials and Method

This research used a descriptive qualitative approach. A qualitative approach is used to explain and reveal facts in the field (Alase, 2017; Berg, 2001). How to use portfolio documentation as an assessment of mid-semester evaluation in children with autism, so that the supporting and inhibiting actors are known in learning activities (Bungin, 2007; Stockman & Dellas, 1989; Svensson & Werner, 1993). Based on the type, it is included in the case study method, which was carried out for three months from February to April 2020 Even the Semester of the 2019/2020 Academic Year—choosing a location in an inclusive school, Al-Qonita Integrated Islamic Elementary School, Palangka Raya, because there is autism with special needs including children with autism. Besides, this school also implements a system that is characterized by an integrated Islam which is implemented full day so that it allows more extended observations at school, and has a school psychologist who always provides regular directions to parents and teachers. The subjects of this study were class teachers and assistant teachers, especially for children with autism who were in class V.

Discussion of Research Results

Learning preparation using portfolio documentation takes a long time to see maximum results. The teacher must be able to work with the Special Assistance Teacher in preparing both material and leaflets that will be used as portfolio documentation. The grouping of documentation material for autism with special needs can be made into four types to answer all kinds of existing subjects as in table 2 below:

Table 2
Classification of subject material documentation

Aspect	Subjects
Writing	Indonesian; Natural science; Social Science Pancasila and civic education Local content (English, Arabic, and DayakLanguage)
Drawing/Coloring	art and culture
Counting	Mathematics
Islamic Studies	Al-Quran; Hadith; Fiqh; Moral theology; History of Islam

All work results of children with autism-related to these four aspects are documented by giving a predetermined value. In addition to making it easier and making grades more objective, portfolio documentation can also help teachers in making for autism kids. Assessment with portfolio documentation can also be used as an assessment of learning outcomes at Mid-semester assessment as notes for descriptive report cards so that it can be used as an improvement in the value of FSA. Portfolio documentation can describe the abilities of children with autism during the learning process within a certain period. The development of the learning process for each aspect of children with autism during the study can be described as follows:

1) Write

In general, children's writing skills: not neat and writing is still enormous; writing in cursive letters still needs a lot of guidance; writing in several letters is still often reversed. Likewise in some lessons still need assistance in all work tasks, for example: can name objects in the environment but in writing it is always dictated; can match words between words, and can check between pictures and stories—approximately the same in local content consisting of English, Arabic and Dayak languages. Children's abilities in those languages above still need guidance and assistance in writing the meaning of words and drawing by explaining the names of these objects.

2) Drawing/colouring

Aspects of drawing/colouring, children can independently, such as paint is neat enough; can combine colours well in images; good image results and clearly shows an object.

3) Counting

The aspect of counting in Mathematics for counting objects is quite good but still requires assistance and cannot be independent, such as: drawing fairly neat flat shapes with the help of dots; give a description of the form already drawn; sort numbers from large to small or vice versa.

4) Religion

The religious material of children with autism still requires assistance in writing unclear Arabic letters; there are still many backward imitating writing.

The observation activities also support the overall results of the portfolio assessment research carried out by the research team during the research on classroom teachers which show that: the class teacher always creates an exciting and enjoyable learning atmosphere; equating the learning process in children with autism and regular children. Next, Special Assistants Teacher observations showed that: teachers use and provide assistance to children in the learning process, and help children in doing the assignments given by the teacher.

The results of the observations clearly show that there is assistance to children with autism, both from class teachers and special companion teachers, thus supporting the use of portfolio documentation. The work of the autistic child that is ported for is assessed according to the child's ability in the process of working on the questions. Based on the research that has been done, it is found that supporting factors for the use of portfolio documentation as an assessment of FSA in children with autism in inclusive schools are under the theory previously described, namely: *First*, teachers and special companion teachers are fully involved in the learning process of children with autism. Sanjaya argues that the teacher's portfolio can see the development of students' abilities both in the aspects of knowledge, attitudes, and skills (Sanjaya, 2008). *Second*, the questions given to children with autism during daily tests were differentiated from normal children. Following the principle of assessment for Children with Special Needs, which is fair that the appraisal is not beneficial or detrimental to students but pays attention to the types of special needs of students (Kustawan, 2012).

This approach is what makes autistic children have different problems from normal children. *Third*, special assistant teachers are involved in making mid-term assessment questions for children with autism. It is based on the exposure of Kustawan, in principle ratings for Children with Special Disabilities is criteria means that the assessment should be found on the size of the achievement that reflects achieving competence specified in the crew, so the Master Class in collaboration with Teacher Assistants Specialized in the manufacture of problems for children with autism. *Fourth*, one of the learning characteristics of autistic children expressed by Manipuspika is that autistic children can sing better than they can speak (Christie, 2011). Therefore, the classroom teacher always creates an exciting and fun learning atmosphere, for example, by inviting us to sing together. Fifth, portfolio documentation is straightforward to do and only requires paper as the basis for the learning process. The teacher only needs to schedule all the results of the learning process. The end of the month or when mid-assessment portfolio documentation can be distributed to parents to understand the extent of the child's learning process.

It was found that inhibiting factors for using portfolio documentation as an assessment of mid-semester in children with autism in inclusive schools were in accordance with the theory previously described, namely: first, not all teachers at Al-Qonita Integrated Islamic Elementary School understand the implementation of the assessment using portfolio documentation. Teachers tend to judge only from the achievement of the final result. One of the principles that must be considered in the portfolio assessment for children with autism is systematic, which means that the evaluation is carried out in a planned manner and gradually follows the steps according to the conditions of the children with special needs (Kustawan, 2012). Second, teachers must be aware that in assessments using portfolio documentation, it requires a special place to store files of learning outcomes for children with autism. Tidy file storage will make portfolio documentation useful as an effort to improve the quality and quality of education. Third, the mood of children with autism that can change when assessed a portfolio of changes in mood in children, both

those influenced by internal and external factors of autistic children. This change in perspective made the portfolio unable to be implemented optimally.

Conclusion

Based on the above discussion, it was found that the mid-semester assessment using portfolio documentation could be carried out on children with autism because it was proven to be able to answer the learning development stages of children with autism in a certain period, which were included in the portfolio folder as documents, and could be used to fill mid-semester evaluation report cards. Autistic children can also see the stage of their learning development, supported by good cooperation between classroom teachers and special companion teachers in the learning process. It was providing questions for children with autism by lowering the grade of questions from regular children and the problems given directly from the collaboration of subject teachers and special companion teachers. The inhibiting factor in using portfolios at SDIT Al-Qonita Palangka Raya is mood changes that are influenced by internal and external aspects of autistic children. This change in mood made the portfolio unable to be implemented optimally.

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