

Preparation of Reading Comprehension Assessment Instrument for Mild Intellectual Disability Children Class Viii at Slb Mekar Sari 2 Bogor City

Zulfa Rahmah Effendi^{1*}, Anjani², Fina Nur Azizah³, Ina Ramadhani⁴, Nurul Aulia⁵

¹ Islamic University of Nusantara, Bandung Indonesia.

EM: zulfarahmah@uninus.ac.id

² Islamic University of Nusantara, Bandung Indonesia.

EM: anjani@uninus.ac.id

³ Islamic University of Nusantara, Bandung Indonesia.

EM: finanur@uninus.ac.id

⁴ Islamic University of Nusantara, Bandung Indonesia.

EM: inaramadhani@uninus.ac.id

⁵ Islamic University of Nusantara, Bandung Indonesia.

EM: nurulaulia@uninus.ac.id

*Corresponding author: Zulfa Rahmah Effendi (zulfarahmah@uninus.ac.id)

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Abstract

Educational opportunities for ABK who need special education, one of which is their mentally disability children who have limitations in the development of intellectual intelligence accompanied by limitations in adaptive behavior. This research uses a descriptive method with a qualitative approach. The subjects of the study consisted of one teacher and three intellectual disability children. Data collection techniques are carried out through the process of observation, interviews, FGD documentation studies and validation. The results showed that the ability to read comprehension in grade VIII children with intellectual disabilities at SLB Mekar Sari 2 Bogor City was not optimal, as seen from the ability of children to understand the content of reading moderately while the intonation of reading was still low. Recommendations are aimed at the school so that they should be able to implement the assessments that have been made and for the principal should give direction to the class teacher in compiling reading comprehension assessment instruments.

Keywords

Preparation, Reading Comprehension Assesment Instrument, Mild Intellectual Disability Children.

Education has a very important role in improving the quality of human resources and educating the nation's life, with human education able to develop their potential, talents, and minds, which are needed to improve the standard of living to enter society. To realize this, the government guarantees education for every citizen as stated in the 1945 Constitution article 31 paragraph (1) that: "Every citizen has the right to receive teaching". The law recognizes and guarantees

the right of every citizen to education, including children with special needs (ABK). The opportunity to obtain education for ABK is also stated in the Law of the Republic of Indonesia No.20 of 2003 concerning the National Education System article 5 paragraph (2) that "Citizens who have physical, emotional, mental, intellectual, and/or social disorders are entitled to special education". One of the children with special needs who

need special education is a child with intellectual disabilities.

Children with intellectual disabilities are those who have limitations in the development of intellectual intelligence accompanied by limitations in adaptive behavior. In line with this opinion, Amin (1995: 15) explained that "Children with intellectual disabilities are children who have intelligence below average, experience obstacles in the development of adjustment behavior and occur during their development".

Children with intellectual disabilities are then classified from various points of view, one of which is according to AAMD and PP No.72 of 1991 which states that; "Mild intellectual disabilities is a group that has intelligence and social adaptation inhibited, but they have the ability to develop in the areas of academic studies, social adjustment, and work skills." So that children with mild intellectual disability can still be given simple academic learning such as: writing, arithmetic, and reading.

Information obtained from reading makes a person get its meaning, as well as draw conclusions about the meaning of reading. This language skill plays an important role in the learning process and as a communication tool that can support human life. Before a person gets meaning from reading, there are several stages that must be passed so that he can read properly and correctly. One of the stages that a person must go through to gain reading skills is the reading comprehension phase.

Reading comprehension according to Smith (in Somadayo, 2011: 9) is "an activity or activity carried out by readers to connect new information with old information with the intention of gaining new knowledge". The quote emphasizes reading comprehension is an activity to gain knowledge from what is read, children can gain knowledge if children are able to understand the sentences read. The ability to read is the basis for mastering various fields of study therefore the ability to read has an important role to help students learn many things.

Assessment is an important part of the teaching and learning process, because by conducting an assessment a teacher can find out the ability of a child accurately. Regarding the definition of

assessment, Soendari and Mulyati (2010: 5) stated as follows:

Assessment is the process of collecting data/information systematically and comprehensively about an individual's potential which is used as a basis for consideration in developing programs and providing intervention/learning services as appropriate as possible for the optimal development of the individual concerned.

Based on the explanation above, it is concluded that each child must go through an assessment process, so that information will be obtained on his abilities and can determine his learning needs optimally. If the assessment process is not carried out, the learning carried out does not have a basis/foothold to achieve the expected learning material indicators.

Based on observations made by researchers at SLB Mekar Sari 2 Bogor City in June 2023, researchers did not find any reading comprehension assessment instruments for grade VIII children with mild intellectual disability.

After the researcher elaborated on the importance of reading comprehension assessment and based on the problems described above, the researcher was interested in conducting research on "Preparation of Reading Comprehension Assessment Instrument for Mild Intellectual Disability Children Class VIII at SLB Mekar Sari 2 Bogor City".

Research Methodology

Method is a way taken to achieve an expected goal. This research uses a descriptive method that will be used based on the focus of the problem to be studied. Ibrahim (2015: 62) suggests that: "the descriptive method is research intended to draw, describe, or explain the state of the object under study as it is, according to the situation and conditions when the research is carried out". Based on these quotations, it shows that descriptive methods can be used to describe the reality of the object under study well, intact, clearly and in accordance with the visible facts. The approach in this study uses a qualitative approach, namely research that does not use statistics or calculations. This is in accordance with

Sugiyono's opinion (2014: 1) stating the following:

Research methods are used to examine the conditions of natural objects, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. Another opinion was expressed by Ibrahim (2015: 56) who stated that "The qualitative approach is a research work mechanism guided by non-statistical or nonmathematical subjective assessment, where the value measures used in this study are not numbers or scores, but a categorization of value or quality". The quote shows that qualitative approaches are considered suitable for researchers because the data produced is more specific and detailed, subjective and transferability, due to the absence of generalizations in qualitative research. Through a qualitative approach, researchers are expected to be able to obtain more specific and systematic data results.

Data collection techniques that are in accordance with the objectives of this study use several techniques that are considered relevant to the research problem, as follows: Observation is a research technique carried out by observing carried out on research subjects. Observations are made to determine direct conditions in the field. According to Sukmadinata (2011: 22 "data collection techniques by observing ongoing activities". From this quotation, it can be concluded that observation is an observation of research subjects when the activity is in progress to obtain data on the ability to learn reading comprehension in children with mild intellectual disability grade VIII.

The interview technique is the main technique that researchers use to obtain the necessary data from research subjects. According to Subagyo (2011: 39) the interview is as follows: "An activity is carried out to obtain information directly by expressing questions to respondents." In line with Sugiyono (2014: 72) that "an interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a particular topic". Based on the quote above, it can be concluded that the

interview means dealing directly between the interview and the respondent, and the activities are carried out orally. It is expected to provide the necessary information orally to obtain data about the teaching material models used by teachers today.

Documentation study is the collection of data by studying, reviewing regulations, books and documentation that have relevance to the problem under study. This is in accordance with what Sugiyono (2014: 135) stated that "Researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, daily notes and so on". Based on the above excerpts, documentation studies are useful for investigating written objects such as books, documents, lesson plans, syllabus, mapping, student data as well as books relevant to research.

Semiloka (Workshop) according to the Big Dictionary Indonesian (2011: 838) that "Meeting between experts (experts) to discuss practical problems or related to implementation in their field of expertise". Semiloka is a collaborative collaboration process between teachers and class VIII researchers at the research location, resulting in a work in the form of preparing reading comprehension assessment instruments for children with mild intellectual disability.

The last data collection technique validation can be interpreted as an act of proof according to Arikunto (2010: 144) suggests that "A measure that shows the level of validity of an instrument". The purpose of validation in this study is to determine the implementation and readability of the form of reading comprehension assessment instruments for children with mild intellectual disability.

The subjects of this study were 3 (three) children from SLB Mekar Sari 2 Bogor City, 1 (one) class VIII teacher from SLB Mekar Sari 2 Bogor City, 2 (two) validators from SLB Bina Mandiri and SLB Mentari Kita.

Results of Research and Discussions

Results of Research

Based on the results of data collection that has been collected in this study, data related to the research subject were obtained. The subjects of

this study consisted of 3 children from grade VIII, who were assessed as children who had difficulty in learning reading comprehension. In the preparation stage, respondents have prepared instruments based on the Competency Standards and Basic Competencies of Kurtilas 2013 for children with intellectual disabilities. Before preparing a learning program, the first step taken by respondents is observation adjusted to the child's ability. Respondents have observation instruments, the thing that becomes observation material is how to read comprehension. The way respondents make observations of children to find out the child's ability to learn reading comprehension. After preparing observations, respondents prepare tests first. When going to start the test, respondents condition children who are in the classroom, tests are given to determine children's ability to learn reading comprehension, namely by performance and practice tests. The test given to determine the child's ability to read and explain at a glance about the content of the reading is by reading practice test, to determine the child's ability to answer and explain questions that contain elements of fact in the reading, namely by the performance of working on the question grains, to find out the child's ability in the ability to answer and explain questions that contain sequence /

sequence elements in the reading, namely by the performance of working on the question details, To find out the ability of children in the ability to answer and explain questions that contain elements of argument in reading, namely by the performance of working on question details, to find out the ability of children in the ability to answer and explain questions that contain elements of prediction / analogy in reading, namely by the performance of working on question details. Respondents allocate time for the test which is 30 minutes / material. In carrying out the preparation of the assessment instrument, respondents do it according to the needs of children and respondents have integrated time to complete the instrument. Respondents also prepared general media in original form. Prepare it before conducting an assessment. After that, respondents determine the subject of assessment by looking at the needs of children. Before conducting the assessment, respondents opened the activity by conditioning the child and then gave him directions. Respondents at the beginning of the activity first prepare observation instruments and test instruments. Furthermore, respondents carried out assessment activities.

Preparataion Form Of Reading Comprehension Assessment Instrument At Slb Mekar Sari Bogor City

| ASPECT OF CAPABILITY | SUB ASPECT | Assessment | | | Desc. |
|---|---|------------|---|---|-------|
| | | 3 | 2 | 1 | |
| 1.1.1 Able to read and explain at a glance the content of the reading. | Read the following reading text carefully and carefully! (reading text listed on a separate sheet) | | | | |
| 2.1.1 Able to answer and explain questions that contain elements of fact in the reading. | Answer the following questions correctly! 1. Who exactly is Mr. Manto? 2. What are Mr. Manto's handicrafts? 3. Where did Mr. Manto get the second-hand goods? | | | | |
| 2.1.2 Able to answer and explain questions that contain sequence elements/sequence in the reading. | Answer the following questions well! 1. Where did Mila and Tania stop by? 2. What did the two of them do after returning home from Mr. Manto's house? 3. What did Mila and Tania do after getting the gift from Mr. Manto? | | | | |
| 2.1.3 Able to answer and explain questions that contain elements of argument in reading. | Answer the following questions well! 1. What makes Mila and Tania interested in trying to make handicrafts from used goods? 2. What traits should we have that Mila and Tania reflect? | | | | |
| 2.1.4 Able to answer and explain questions that contain elements of prediction / analogy in readings. | Answer the following questions well! 1. What conclusions did you draw from the story? 2. If you were Mila or Tania, would you be interested in those activities? | | | | |

Description of assessment: 3 = Able 2 = Able to Help 1 = Not yet able

Assessment: Example 3 = (score obtained x 3) / (maximum score x3)

In compiling observation instruments, respondents first look at children's abilities in reading skills and understanding reading content. (regarding the elements of reading facts, sequence/sequence on readings, arguments on readings, predictions/analogies on readings.) After observation, all results are recorded in the form of a description of the child's condition/ability. At the time of conducting the test, the respondent interacted with the child through the approach first. Such as getting acquainted, talking and playing with children and so on so that children become comfortable. In describing the results of observations, respondents do so by recording

children's abilities, reviewing observations and determining the final results of observations to determine the next program and processing all data obtained. Recommendations are prepared to find out what the child has not mastered and then submitted to the principal and parents to jointly assist in developing the program according to the results of observations and tests. From the results of the implementation of reading comprehension assessment can be used to measure children's ability to understand reading content, the following are the results of validation of reading comprehension assessment instruments from two schools.

Preparation Form Of Reading Comprehension Assessment Instrument At Slb Mekar Sari Bogor City (Validation Results)

| ASPECT OF CAPABILITY | SUB ASPECT | Assessment | | | Desc. |
|---|---|------------|---|---|-------|
| | | 3 | 2 | 1 | |
| 1.1.1 Able to read and explain at a glance the content of the reading. | Read the following reading text carefully and carefully! (reading text listed on a separate sheet) | | | | |
| 1.1.2 Able to explain the meaning of difficult words in reading | Read the text, find difficult words in the reading and ask about their meaning | | | | |
| 1.1.3 Able to understand the presentation of the tek containing 5W1H elements | 5 W: (What, Who, When, Why, Where) 1 H: How ? | | | | |
| 2.1.1 Able to answer and explain questions that contain elements of fact in the reading. | Answer the following questions well! 1. Who exactly is Mr. Manto? 2. What are Mr. Manto's handicrafts? 3. Where did Mr. Manto get the second-hand goods? | | | | |
| 2.1.2 Able to answer and explain questions that contain sequence elements / sequence in the reading. | Answer the following questions well! 1. Where did Mila and Tania stop by? 2. What did the two of them do after returning home from Mr. Manto's house? 3. What did Mila and Tania do after getting the gift from Mr. Manto? | | | | |
| 2.1.3 Able to answer and explain questions that contain elements of argument in the reading. | Answer the following questions well! 1. What makes Mila and Tania interested in trying to make handicrafts from second-hand goods? 2. What traits should we have that Mila and Tania reflect? 3. What is Mr. Manto's background in becoming a craftsman? | | | | |
| 2.1.4 Able to answer and explain questions that contain elements of prediction / analogy in readings. | Answer the following questions well! 1. What conclusions did you draw from the story? 2. If you were Mila or Tania, would you be interested in those activities? 3. What is the right title for the story? | | | | |

Description of assessment: 3 = Able 2 = Able to Help 1 = Not yet able

Assessment: Example 3 = (score obtained x 3) / (maximum score x3)

Description: Bolded and italicized letters in formatting are suggestions from validators

Discussions

Learning for children with mild intellectual disability requires a lot of consideration according to the characteristics of children with mild intellectual disability. Education for children with mild intellectual disability

according to Kirk (1986) in Astaty (2011: 34) is " a) Can develop potential as well as possible; b) Can help themselves, stand alone and be useful to society; c) Have a decent inner born life". Based on the reality in the field, researchers found that there are gaps in theories and facts in the field. Not all children with intellectual disabilities are unable to keep difficult instructions in their souls or remember them, with proper assessment.

Children with mild intellectual disability have limitations in academic learning

It causes various problems or difficulties in learning, including in learning reading comprehension.

Reading comprehension according to Soedarsono (1991: 58) "Reading comprehension is a person's ability to capture information or ideas conveyed by the author through reading so that he can interpret the ideas found, both the express and implied meanings of the text". The quote emphasizes reading comprehension is an activity to gain knowledge from what is read, children can gain knowledge if children are able to understand the sentences read.

The ability to read is the basis for mastering various fields of study therefore the ability to read has an important role to help students learn many things. Thus, it is necessary to prepare a reading comprehension assessment that is in accordance with the needs and abilities of children with mild intellectual disability.

Assessment is an important part of the teaching and learning process, because by conducting an assessment a teacher can find out the ability of a child accurately, based on the results of the assessment the ability to remember the content of the reading is sufficient while the intonation of reading is still low and the ability to do questions is quite good.

Conclusion And Recommendation

Based on the objectives and data that have been collected from the results of the study, the following conclusions can be obtained:

Conclusion

Children with intellectual disabilities are those who have limitations in the development of intellectual intelligence accompanied by limitations in adaptive behavior. Mild intellectual disability has a better level of intelligence compared to children with moderate and severe intellectual disability, so that children with mild intellectual disability can still be given simple academic learning such as: writing, arithmetic, and reading

Basically, reading is a process of understanding the meaning contained in reading material. This language skill plays an important role in the learning process and as a communication tool that can support human life. The step that a person must go through to gain the ability to read is reading comprehension.

Assessment is an important part of the teaching and learning process, because by conducting an assessment a teacher can find out the ability of a child accurately. The preparation of assessment instruments for children with mild intellectual disability is very helpful for the learning process of reading comprehension.

The results of research in general in the preparation of the initial reading assessment instrument aim to foster a sense of learning and develop potential in learning to read.

Recommendation

Follow-up and input from the results of the study, the researcher put forward several recommendations as follows:

For Teacher

The reality in the field is that teachers have difficulty in compiling assessment instruments due to the lack of source books and media. Teachers should be able to bring out their creativity in compiling reading comprehension assessment instruments. One of the efforts that teachers can make is by participating in activities and training on assessments at school and outside school.

For Principal

The facts in the field show that schools do not yet have reading comprehension assessment instruments. For this reason, schools should have an assessment preparation team, both developmental assessment and academic assessment. The principal should be able to give direction to the class teacher in compiling the reading comprehension assessment instrument.

For Future Researcher

For further researchers, it is hoped that this research can be a reference for researchers in

fields that are in accordance with the research topic they are doing. If the next researcher will make this study as a reference, then the researcher can use more samples to get different and better results.

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