THE IMPLEMENTATION OF ADVANCED READING ASSESSMENT FOR THIRD CLASS AUTISTIC STUDENT AT SKH SARONGGE AND SKH CITRA ANINDYA

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ABSTRACT
Autistic students are students who have communication, language and social disorders so they must receive special education services that adapt to their characteristics and abilities. Problems arise when autistic students are less able to participate in academic learning so they need additional skills such as advanced reading. Therefore, it is necessary to carry out further reading assessments in order to determine the abilities and needs of autistic students. The aim of this research is to determine the implementation of advanced reading assessments for autistic students at SKh Sarongge and Skh Citra Anindya. The method used by researchers is a qualitative descriptive method by collecting data using observation, interview and documentation study techniques. The implementation stage is divided into 3 stages, namely preparation, implementation and follow-up. The preparation stage includes preparing assessment instruments, preparing materials, and preparing media. The implementation stage includes initial activities, core activities and final activities. The next stage is recommending results, informing the results and creating a program. Difficulties experienced include the lack of source books, difficulty processing data, difficulty analyzing results and difficulty making recommendations. Countermeasures taken include finding and completing source books and discussing with other teams/teachers. The recommendations of this research are aimed at teachers, namely that teachers can design learning programs according to the abilities and needs of autistic students.
Keywords: *Implementation, Assessment, Advanced Reading, and Autistic Students*

INTRODUCTION

 Each student is unique in cognitive, behavioral, social communication, motor skills so they can attend school according to their needs. However, if you experience complex problems and require special treatment in accordance with Law No. 20 of 2003 article 4) "Citizens who have special intelligence and talent potential have the right to receive special education." Government guarantees regarding the right to education and the education system can be used to deal with problems that often occur, especially children who experience problems with social interaction, communication and behavior, cognitive, mobility limitations.

To get treatment that suits the child's abilities and make the program right on target, an assessment needs to be carried out. According to Smith (2002) in Ramadhani & Fitria (2019: 87), assessment is a comprehensive assessment and involves team members in examining the child's weaknesses and strengths. In this case, based on the results of the decision, the educational services needed for the child can be determined as a basis for developing study plan. Along with that, according to Abidin & Heri, (2019:144) Assessment is an activity to collect information to increase clarity in order to make further decisions. Children's difficulties in understanding material can be seen and determined through diagnostic methods. Assessment is a method of assessing by collecting information to find out problems that occur using a team.

Every student has different abilities, especially autistic students. Autistic students have complex problems in social interaction, communication, and limited and repetitive behavior so that they are unable to express their feelings or desires, so that their behavior and relationships with other people are disrupted. Disturbances in the field of communication cause autistic students to experience language limitations, social interaction requires application of language, language is used as a communication tool in speaking, listening, writing and reading.

Reading according to Azani (2018:345)

Reading is a complex activity that includes physical and mental aspects related to eye movement and visual acuity and includes memory and understanding. This means that reading as a physical process involves the activity of the physical organs needed in the reading process, apart from that reading is a mental process. that is, readers must be able to interpret the writing they read.

In line with the opinion of Pertiwi (2019:10) "reading is an interactive activity to capture and understand the meaning contained in writing". Reading is an ability that all children must have because through reading, children can learn a lot and understand more learning material in various fields of study.

Autistic students who can already read letters and syllables can be given programs for further reading. According to Syafi'ie in (Dahniar, 2013: 136) advanced reading learning is the level of the process of learning to read to master the writing system as a visual representation of language. This level is often called the learning to read level. Advanced reading is a level of reading mastery process to obtain the message content contained in writing. This level is referred to as reading to learn. Both levels are continuum in nature, meaning that at the initial reading level where the activity focuses on mastering the writing system, learning to read further with understanding, although limited, has also begun. Likewise, advanced reading emphasizes understanding the content of the reading, there is still a need to improve and refine mastery of techniques.

The results of a preliminary study conducted by researchers in October 2023 found that the assessment had been carried out in 2 different schools, but the implementation was not optimal. Based on this, the researcher is interested in conducting research with the title implementation of

advanced reading assessments in class III autistic children at SKh Sarongge and SKh Citra Anindya.

Research conducted by Farzha, (2021:9) states that the advanced reading abilities of class III autistic students experience obstacles due to limited focus. Autistic students who have problems in advanced reading are supported by the research results of Andi & Sarni, (2022: 1038) stating that advanced reading requires individual methods and approaches so that children can read and understand reading.

A. RESEARCH METHODOLOGY

1. Research Approach

This research uses a qualitative approach, qualitative research according to Creswell in Sugiyono (2018:35) is:

Qualitative approaches to data collection, analysis, interpretation, and report writing differ from traditional quantitative approaches. purposeful sampling, open data collection, text or image analysis, representation of information in figures and tables, and personal interpretation of findings all inform qualitative methods

In line with this, Siswantoro (2010:25) states that "a research approach is a way of looking at an object as a determinant of research direction.

Based on the quotes from the two experts above, it can be concluded that the qualitative research approach is data collection, analysis, interpretation and writing based on natural objects as determinants of research.

2. Research Methods

Research method is a science that studies how to make observations with appropriate thinking with several stages arranged scientifically to search, compile, analyze and conclude data. In line with that, Sugiyono (2017:2) states "research methods are a scientific way to obtain data with specific purposes and uses". Therefore, to obtain valid data, appropriate research methods are needed. The success of a research really depends on the choice of methods used in the research.

The method used in this research is descriptive method. According to Sanjaya (2013:45) descriptive research method is "Research carried out to describe or explain systematically, factually and accurately the facts and characteristics of a certain population". Meanwhile, Sugiyono (2014:21) stated that "The descriptive method is a method used to describe or analyze research results but is not used to make broader conclusions". Based on this description, it can be concluded that the descriptive method is a way or step to describe research without making broader conclusions.

This research is research using descriptive methods, placing more emphasis on how it is implemented in the field. This research can still develop because research is carried out on natural objects that develop as they are without being influenced by researchers.

3. Research Techniques

To facilitate the implementation of research, data collection techniques were used through observation, interviews and documentation studies, the steps are as follows:

a. Observation

Observation is data collection carried out through observation, accompanied by recording of the condition or behavior of research subjects.

According to Sugiyono (2018:229) "observation is a data collection technique that has specific characteristics when compared to other techniques" while according to Patton in Poerwandari, (2013:125) emphasizes that "observation is an essential data collection method in qualitative research. "In order for the data to be accurate and useful, observations must be carried out by researchers who have gone through adequate training and have made thorough and complete preparations".

It can be concluded that observation techniques are essential data collection methods and have specific characteristics in qualitative research.

This observation is also carried out directly, namely by collecting data using the eyes without the help of other standard tools for this purpose. Researchers collected data from classroom observations during learning activities to determine advanced reading abilities in class III autistic children at SKH Sarongge and SKH Citra Anindya.

b. Interview

An interview is a meeting of two people to exchange information and ideas through questions and answers. This is in line with the opinion of Moleong (2010: 186) who states that "An interview is a conversation with a specific purpose. The conversation is carried out with two parties, namely the interviewee who provides answers to the questions".

Meanwhile, according to Yusuf (2014: 372) an interview is "an event or process of interaction between the interviewer and the source of information or the person being interviewed through direct communication or asking directly about an object being studied".

Based on the quote above, it can be concluded that an interview is the process of collecting data on an incident with interaction between the interviewer and the informant regarding the object under study.

c. Documentation

To strengthen the results of the assessment of advanced reading skills in autistic children by using learning documentation in the form of photos of learning results, videos when reading and doing lessons.

According to Sugiyono (2018:476) documentation is "a method used to obtain data and information in the form of books, archives, documents, written numbers and images in the form of reports and information that can support research". In line with this, according to Mardawani (2020:52), documentation "is a method of collecting data by examining and analyzing documents created by the subject himself or others for research."

Researchers carry out research using relevant documents such as lesson plans, programs, child data, classroom learning videos and books that are appropriate to the research.

4. Research Instrument

Achieving an activity requires various supports, one of which is the instrument used to achieve this goal. In qualitative research, the researcher acts as a research tool or instrument. This is in line with what was stated by Sugiono, (2014:15) as follows

Qualitative research is a research method based on the philosophy of postpositivism, used to research the conditions of natural objects, (as opposed to experiments) where the researcher is the key instrument, taking samples of data sources carried out purposively and snowballing, collecting techniques using triangulation, data analysis is qualitative in nature and the results of qualitative research emphasize meaning rather than generalizations.

Based on the quote above, it describes the function of the researcher as a research tool, to make it easier to carry out data collection, the researcher is equipped with a set of observation guidelines and interview guidelines as a recorder of research results.

5. Data Processing Techniques

The goal of data analysis is to simplify data in a form that is easy to read and interpret. After the data has obtained simpler information, the results of the analysis are interpreted to find a broader meaning. According to Moleong (2014:296) The stages of data analysis are as follows:

a. Data Reduction

Data reduction means taking the main part of the data that has been obtained and that has not been collected related to the research problem.

b. Display Data

The display of data that has been obtained is usually in narrative form and then analyzed by the researcher to be arranged systematically, so that the data obtained can explain the problem being studied and is able to describe the whole or certain parts of the research..

c. Verification and Conclusion

Conclusions are drawn from the start and their temporary nature will change as the data comes in, so verification must be carried out to test the accuracy of the data. Verification is carried out by checking the data obtained again with the source to maintain research trustworthiness.

C. RESEARCH RESULTS AND DISCUSSION

The research results obtained in this study are as follows:

1. **Research result**

Results of research on the implementation of advanced reading assessments for class III autistic students at SKh Sarongge and SKh Citra Anindya. Both aim to determine students' ability to read further 2-5 words or simple sentences. Implementation of the assessment carried out by the teacher invites the team to formulate the assessment, from initial preparation, implementation, follow-up, analyzing the results to recommending the results. Preparation includes preparing the assessment, preparing the place, appointing the executor, formulating objectives, selecting materials that refer to the independent learning curriculum and the media that will be used. The assessment carried out in both schools was the same as conditioning the classrooms comfortably, arranging students' sitting positions. The opening is carried out by students playing, light communication with the teacher and praying. At SKH Citra Anindya, before praying, students are told about the activities that will be carried out during class.

At the assessment implementation stage at SKH Sarongge and SKH Citra Anindya, the core of learning is that children do the task of reading texts on paper by the teacher and children are able to work on questions in the form of interrogative sentences. The final activity provides appreciation in the form of play time, but at SKH Sarongge, there is reflection on the children and assignments to be done at home, introducing simple question words using worksheets or questions. The teaching method provided is by providing worksheets in the form of pictures, using interesting media and words commonly used in everyday life.

The difficulties experienced by both schools were in formulating assessments, looking for source books that could be used as references in carrying out assessments, and analyzing the results and conditioning students to focus through eye contact and concentration in carrying out assignments..

The difficulty of the final activity at SKH Sarongge is that students do not understand their learning reflection, but at SKH Citra Anindya, if students do not carry out learning activities according to the specified targets, the students will repeat themselves. The evaluation used by teachers looks at students' abilities and resilience in carrying out advanced reading assignments.

The follow-up carried out by educators is that the teacher makes a report to give to parents and the school, after that creates a program for learning in the next class. The difficulty experienced is that the results of the report can be understood by parents, while at SKH Sarongge the parents are less concerned with the results of the report.

Efforts made by teachers to overcome various difficulties experienced in the preparation and implementation of assessments include trying to find/complete source books, preparing infrastructure, in formulating assessments teachers discuss with the team in analyzing the results and making recommendations.

2. **Study**

Autistic students are students who need special education services. Learning to read further is very important for autistic students because it can be used as preparation for life in society. This is in accordance with Syafi'ie's opinion in (Dahniar, 2013: 136) that advanced reading learning is the level of the reading learning process to master the writing system as a visual representation of language. To determine the ability to learn advanced reading, the teacher carries out an assessment, so that the program created can assist autistic students in learning advanced reading.

Assessment is a comprehensive assessment and involves team members to determine the child's weaknesses and strengths, the results of which can be used to determine the educational services the child needs as a basis for developing a learning plan.

Based on this opinion, it can be concluded that assessment is a process to determine students' weaknesses and strengths related to advanced reading learning as a reference in determining the type of educational service according to student needs.

The research results found that at the stage of preparing the assessment, the first step taken was to prepare an assessment that refers to the independent learning curriculum, the scope of which is preparing observations, preparing tests, preparing assessments, time, implementation and preparing steps and signs in implementing the assessment instruments, After the assessment is carried out the teacher carries out activities to analyze the results and prepare recommendations that are given to the school principal. The difficulties experienced by teachers when carrying out assessments are when preparing assessments, making eye contact with children, and analyzing the results. Teachers try to overcome difficulties during the implementation of assessments by focusing children so they can concentrate with the teacher through eye contact, formulating learning objectives, selecting materials and media so that what will be programmed can be achieved, the teacher discusses with the team so that when the assessment is carried out difficulties can be overcome.

B. Conclusions and Recommendations

The conclusions and recommendations in this research are as follows:

1. **Conclusions**

The results of research by SKh Sarongge and SKh Citra Anindya in planning, implementing and assessing further reading learning for autistic students in class III, what happened was that conditioning students to carry out learning according to plan required strategies and methods so that students remained focused and communicated. In order to create the desired goal, namely the ability to read further, present the results to parents in language that is easy to understand and take a persuasive approach so that parents care more about learning to read further for their students.

2. **Recommendations**

Based on the results of the research conducted, several recommendations can be put forward in the hope that they can be used as input in improving services for students with special needs, especially for autistic students..

a. For Teacher

As a reference for assessing advanced reading abilities in autistic students. Teachers must learn more about assessment so that the learning program created is in accordance with the results of the assessment so that the learning provided is in accordance with student needs.

b. For School

It is hoped that the research will contribute to thinking about finding other alternatives in implementing advanced reading assessments for autistic students.

c. For Parents

The learning process does not have to be done at school, therefore parents are expected to always provide motivation and guidance to students to be more active in studying, parents are also expected to collaborate with teachers and schools to improve students learning abilities.

d. For The Next Research

The problems faced by autistic students in improving academic learning are very complex, the researcher hopes that future researchers will discuss the problems that occur in autistic students so that they can explore the potential of autistic students as fully as possible.

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