



# The special education teachers' ability to develop an integrated learning evaluation of *Pancasila* student profiles based on local wisdom for special needs students in Indonesia

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## Abstract

This study aimed to analyze the special education teachers' ability to develop an integrated learning evaluation of *Pancasila student profile* based on local wisdom for special needs students. The study was conducted in Bali, Nusa Tenggara Barat, and Nusa Tenggara Timur by using a mixed-method design. The first phase was done by using a quantitative approach. The sample selection used the cluster random sampling technique, with a total sample of 457 special education teachers. Data were collected using a questionnaire. In the second phase, the researchers used a qualitative approach. Informants were determined using purposive sampling and snowball sampling. Data were collected using in-depth interviews, observation, and document studies. All research data were analyzed using explanatory mixed-method analysis techniques. The results showed that the ability of special education teachers in the provinces of Bali, NTB, and NTT to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom for special needs students was in enough category. The variable of responsibility as a teacher (X1), the understanding of special education teachers on the basic concepts of learning evaluation (X2), understanding of the concept of the *Pancasila* student profile (X3), and understanding of local wisdom (X4) both partially and simultaneously have a positive and significant effect on the special education teachers' ability in the provinces of Bali, NTB, and NTT to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom (Y) for special needs students.

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## Introduction

Learning evaluation is a process of collecting and processing information to measure the achievement of

student learning outcomes. The implementation of learning evaluation refers to the educational assessment standards and other relevant assessment regulations, such as the criteria regarding the scope, objectives, benefits, principles, mechanisms, procedures, and learning outcomes assessment instruments that are used as the basis for the assessment of learning outcomes (Mukminin, 2021; Mukminin et al., 2019). Learning evaluation is

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preceded by measurement activities, which is the activity of collecting data on learning outcomes using definite instruments. Measurements must be carried out with correct procedures including planning, implementing, and analyzing measurement data. In the measurement planning stage, several activities must be carried out, such as preparing the instrument grid and compiling measurement instruments (Effendi-Hasibuan et al., 2019). Before using the instrument, it must be tested for validity and reliability to obtain valid measurement data. At the implementation stage, measurements must be carried out with strict supervision to minimize the element of bias in the measurement results. Several assessment techniques can be used, including performance assessment, attitude assessment, written assessment, project assessment, product assessment, portfolio assessment, and self-assessment (Maftuhatin, 2014).

Learning evaluation serves to assess whether the learning process has succeeded in achieving the learning objectives or not. The new paradigm of learning integrates the *Pancasila* student profile in learning (Nawafil & Junaidi, 2020). Conceptually, the learning evaluation must be in line with the learning method. Learning evaluation must be designed under evaluation principles so that the results obtained are accountable (Hidayat & Asyafah, 2019). Learning evaluation for special needs students has different characteristics from regular school students. Special needs students are classified into 2 categories, namely, special needs students permanently due to certain disorders and special needs students temporary, who are students who experience learning and mental development barriers due to certain conditions and the environment. Special needs students have various limitations in learning, so the concept of learning evaluation is adapted to the characteristics of special needs students.

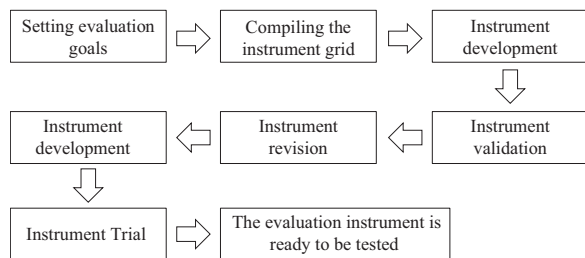
Special needs students are students who experience barriers or retardation in intelligence or intellectual ability and delays in physical function, so they require special education services to develop their abilities optimally (Kyttälä et al, 2021). Special education services can be implemented with a segregative model, where the educational services are in special schools separated from regular students (Special Needs Schools) whereas the mainstreaming model service is an educational service model in which special needs students as far as possible obtain integrated education services with regular students, called inclusive education services (Hidayat & Mutaqien, 2017).

The learning policy with the new paradigm (Mukminin et al., 2018; Prasojo et al., 2017) is carried out by

integrating the *Pancasila* student profile in learning, both at regular schools and schools that serve special needs students. The *Pancasila* student profile contains six characters or competencies as key dimensions (Shofa, 2021). The six are interrelated and mutually reinforcing, so efforts to realize a complete *Pancasila* student profile require the development of the six dimensions simultaneously, not partially. The six dimensions are: (1) faith, fear of God Almighty, and noble character; (2) global diversity; (3) cooperation; (4) independence; (5) critical reasoning; and (6) creative reasoning. These six dimensions show that the *Pancasila* student profile does not only focus on cognitive abilities but also on attitudes and behavior based on their identity as Indonesians and citizens of the world. Nationally, the implementation of the development of the *Pancasila* student profile is integrated with project-based learning (Susilawati & Sarifuddin, 2021). The *Pancasila* Student Profile strengthening project provides an opportunity for students to experience knowledge as a process of character strengthening and an opportunity to learn from the surrounding environment (Anienda & Permatasari, 2019). Learning that integrates the *Pancasila* Student Profile based on local wisdom for special needs students must be evaluated using a method/approach that appropriates the learning. Learning evaluation for special needs students involves several components, including the involvement of parents, community leaders, culture, environment, infrastructure, and local wisdom. Learning evaluation for special needs students must be carried out flexibly according to the specificity experienced by students. This concept is very distinctive in that it distinguishes the learning evaluation technique of special needs students from regular students (Koh, 2022). Local wisdom comes from customs, traditions, habits, culture, religion, and art from generation to generation by a community because it is believed to have very high moral and ethical values (Sudiarta & Widana, 2019).

The ability of special education teachers to develop an integrated learning evaluation of *Pancasila* student profile based on local excellence for special needs students is affected by various factors. Teachers' understanding of the procedures for developing learning evaluation instruments has a positive and significant effect on their ability (Muazza et al., 2019; Widana et al., 2019). The competence of special education teachers to develop learning evaluation instruments needs to be developed continuously through education and training, in-house training, or guided independent training. Qualified learning evaluation instruments can be obtained from developing them based on procedures. The

procedure for developing learning evaluation instruments is as follows in Figure 1.



**Figure 1** Procedure for developing learning evaluation instruments

Source: Widana et al. (2019)

Another factor that affects the ability of teachers to develop learning evaluations is the responsibility to carry out their duties as teachers (Nejati et al., 2021). Teachers who have a high commitment to their duties tend to be able to carry out their duties as teachers well. Internal motivation will encourage them to always strive so that their tasks can be completed properly. They have a high curiosity about their field of work and are creative in finding the best solution. Their self-awareness of obedience to the rules is very high (Singh & Manjaly, 2022).

Evaluating the learning that has been done is part of the teacher’s task (Makovec, 2018). Every teacher is required to carry out learning evaluations according to the correct procedure. Learning evaluation is an integral part of the learning process that has been implemented. In addition, learning evaluation functions as assessment of learning, assessment as learning, and assessment for learning (Ahmad et al., 2021). Through the learning evaluation, teachers can find out whether evaluation has achieved the set goals (assessment of learning). They can reflect independently on what the students have understood so they can use the evaluation results as learning (assessment as learning). In this study, the ability

of special education teachers to develop an integrated learning evaluation of Pancasila student profile based on local wisdom is seen from several dimensions and indicators, as presented in Table 1 below.

The criteria for the ability of special education teachers to develop an integrated learning evaluation of Pancasila student profile based on local wisdom are determined based on the ideal mean (Mi) and the ideal standard deviation (SDi). The formulas for Mi and SDi are as follows (Narkancana & Sunartana, 1992):  $Mi = (\text{maximum score} + \text{minimum score})$  and  $SDi = 1/6 (\text{maximum score} - \text{minimum score})$ . The criteria can be seen in Table 2 below.

This study aimed to analyze the special education teachers’ ability to develop an integrated learning evaluation of Pancasila student profile based on local wisdom for special needs students. To achieve the purpose of this study, the following research questions were sought:

1. Is there any influence of responsibility on the ability of special education teachers in the Provinces of Bali, Nusa Tenggara Barat, and Nusa Tenggara Timur to develop an integrated learning evaluation of Pancasila student profiles based on local excellence?
2. Is there any effect of understanding the basic concepts of learning evaluation on the ability of special education teachers in the Provinces of Bali, Nusa Tenggara Barat, and Nusa Tenggara Timur to develop an integrated learning evaluation of Pancasila student profiles based on local excellence?

**Table 2** Criteria for the special education teachers’ ability to develop learning evaluation

Score Range	Criteria
$Mi + 1,5 SDi \leq \bar{M} \leq Mi + 3,0 SDi$	Very Good
$Mi + 0,5 SDi \leq \bar{M} < Mi + 1,5 SDi$	Good
$Mi - 0,5 SDi \leq \bar{M} < Mi + 0,5 SDi$	Enough
$Mi - 1,5 SDi \leq \bar{M} < Mi - 0,5 SDi$	Poor
$Mi - 3,0 SDi \leq \bar{M} < Mi - 1,5 SDi$	Very Poor

**Table 1** Dimensions and indicators of special education teachers’ ability

Dimensions	Indicator
Assessment Development Procedures	Grid Compiling Skills Item Writing Skills Item Analyze Skills
Ability to collaborate with colleagues	Discussing with similar subject teachers Seeking information from peers Working in a team
Self-Development	Participating in training, workshops, IHT on assessment development Active in MGMP activities Finding information independently through various sources

3. Is there any effect of understanding the basic concepts of Pancasila student profile on the ability of special education teachers in the Provinces of *Bali, Nusa Tenggara Barat, and Nusa Tenggara Timur* to develop an integrated learning evaluation of *Pancasila* student profile based on local excellence?

4. Is there any effect of understanding the basic concepts of local wisdom on the ability of special education teachers in the Provinces of *Bali, Nusa Tenggara Barat, and Nusa Tenggara Timur* to develop an integrated learning evaluation of *Pancasila* student profile based on local excellence?

## Methodology

### Participants

This study uses mixed methods research with an explanatory design. This research method combines quantitative and qualitative approaches to obtain a more comprehensive understanding of the special education teachers' ability to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom for special needs students. In the first phase, the research was carried out using a quantitative approach, with a population of all special education teachers in the provinces of Bali, NTB, and NTT. The sample selection used the cluster random sampling technique, with a total sample of 457 special education teachers.

### Data Collection and Analysis

Data were collected using a questionnaire. In the second phase, the research was conducted using a qualitative approach. The informants were determined using purposive sampling and snowball sampling. Data were collected using in-depth interviews, observation, and document studies. All research data were analyzed using explanatory mixed-method analysis techniques.

The research data were first analyzed using a quantitative approach to analyze several variables that were thought to affect the ability of special education teachers to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom (dependent variable Y). These variables are independent and consist of responsibility as a teacher (X1), special education teachers' understanding of the basic concepts of learning evaluation (X2), understanding of the concept of *Pancasila* student profile (X3), and understanding of local wisdom (X4).

The research data for each variable that has been recapitulated is first processed as follows: (1) calculating the raw scores of each respondent by adding up the scores of all statements/questions; (2) transforming the raw score of each respondent into a T-score so that the scores obtained by each respondent can be compared (comparable) between one respondent and another. The T-score has a mean of 50 and a standard deviation of 10. The formula for the T-score is as follows in Equation (1) below.

$$T = 50 + 10 \left[ \frac{X - \bar{X}}{SD} \right] \quad (1)$$

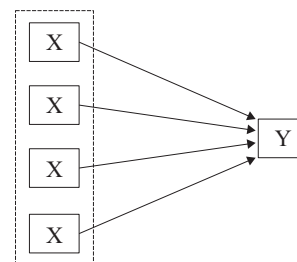
Information:

X : raw score

$\bar{X}$  : average score

SD : standard deviation

The variable data that have been transformed into T-scores are then processed and analyzed using SPSS 26.0 for Windows. The constellation between variables can be described as follows in Figure 2 below.



**Figure 2** Constellation of research variable

The independent variables X1, X2, X3, and X4, thought to affect the ability of special education teachers to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom (Y), were analyzed partially and simultaneously using multiple regression analysis techniques. Before doing analysis, all research data were tested for analytical requirements including normality, linearity, multicollinearity, heteroscedasticity, and autocorrelation tests. If all the results of the test requirements are met, then data analysis is carried out using multiple regression analysis techniques. The close relationship of each independent variable (X1, X2, X3, and X4) to the dependent variable (Y) is then analyzed based on the theory of these variables, which is used to predict the causal relationship between the independent and dependent variables. The interpretation of the relationship between variables can be expressed in the correlation coefficient as follows in Table 3.

**Table 3** Interpretation of Correlation Coefficient

Interval	Interpretation
$0.80 < r \leq 1.00$	Very strong
$0.60 < r \leq 0.80$	Strong
$0.40 < r \leq 0.60$	Moderate
$0.20 < r \leq 0.40$	Weak
$0.00 < r \leq 0.20$	Very Weak

The subsequent analysis uses a qualitative approach. This is to explain phenomena that have not been explained using a quantitative approach. The qualitative approach begins with data collection through observation, document studies, and in-depth interviews. Activities are carried out by observing and listening to information directly from informants to gain a deep understanding of the research object dimensions. Furthermore, taxonomic analysis, componential analysis, and theme analysis were carried out. The analysis is done by detailing, grouping, looking at relationships and differences, and looking for the relationship among domains, thus obtaining a deep understanding of the research object.

## Results

The research results can be divided into two parts, which are the research result using quantitative and qualitative approaches. The quantitative research results describe the analysis result of the special education teachers' ability to develop an integrated learning evaluation of *Pancasila* student profile based on local excellence (Y). The 4 variables are the teacher's responsibility in carrying out tasks (X1), special education teachers' understanding of the basic concepts of learning evaluation (X2), understanding of the concept of *Pancasila* student profile (X3), and understanding of the concept of local wisdom (X4).

### Data Description

The research data were quantitatively analyzed using the SPSS 26.0 for the Windows program. The summary of the descriptive data analysis results can be seen in Table 4 below.

**Table 4** Research Result Data

Variable	N	Mean	SD	Variance	Minimum	Maximum
X1	457	46.3917	3.73312	13.936	39.00	53.00
X2	457	59.9628	6.89685	47.567	44.00	79.00
X3	457	77.4945	6.30167	39.711	65.00	88.00
X4	457	69.6805	6.60166	43.582	55.00	80.00
Y	457	56.1444	11.85239	140.479	27.00	81.00

Before doing multiple linear regression analysis, the requirements analysis test was carried out first using the SPSS 26.0 for the Windows program. The results of the requirements analysis test are as follows.

### Normality Test

Based on the analysis results in Table 4, the results of the Kolmogorov-Smirnov test with a statistical test value is 0.041, and that value has a significance of  $.068 > .05$ . Thus, the residual data is normally distributed, which can be seen in Table 5.

### Linearity Test

Based on the data in Tables 6, 7, 8, and 9, all Deviations from Linearity values are more than 0.05, so X1, X2, X3, and X4 are partially linear concerning Y. Thus, the regression model meets the requirements for linearity.

### Multicollinearity Test

Based on the analysis results in Tables 10, 11, and 12 above, there is no correlation coefficient value of more than 95 percent, as well as a Tolerance value below 0.1, and the VIF value is more than 10. Thus, all independent variables do not contain elements of multicollinearity. Based on the ANOVA test, the regression model can be used to estimate Y, or X1, X2, X3, and X4 can be used to predict Y

**Table 5** One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		457
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	SD	1.40915236
Most Extreme Differences	Absolute	.041
	Positive	.041
	Negative	-.032
Test Statistic		.041
Asymp. Sig. (2-tailed)		.068 <sup>c</sup>

Note: a. Test distribution is Normal; b. Calculated from data; c. Lilliefors Significance Correction.

**Table 6** ANOVA Y\*X1

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	35948.664	14	2567.762	40.376	.000
		Linearity	34580.527	1	34580.527	543.746	.000
		Deviation from Linearity	1368.138	13	105.241	1.655	.068
Within Groups			28109.804	442	63.597		
Total			64058.468	456			

**Table 7** ANOVA Y\*X2

			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	38671.995	29	1333.517	22.430	.000
		Linearity	36622.870	1	36622.870	615.996	.000
		Deviation from Linearity	2049.125	28	73.183	1.231	.196
Within Groups			25386.473	427	59.453		
Total			64058.468	456			

**Table 8** ANOVA Y\*X3

			Sum of Squares	df	Mean Square	F	Sig.
Y * X3	Between Groups	(Combined)	27904.059	23	1213.220	14.530	.000
		Linearity	25260.285	1	25260.285	302.528	.000
		Deviation from Linearity	2643.773	22	120.172	1.439	.091
Within Groups			36154.410	433	83.497		
Total			64058.468	456			

**Table 9** ANOVA Y\*X4

			Sum of Squares	df	Mean Square	F	Sig.
Y * X4	Between Groups	(Combined)	43602.233	24	1816.760	38.367	.000
		Linearity	42522.754	1	42522.754	898.006	.000
		Deviation from Linearity	1079.479	23	46.934	.991	.475
Within Groups			20456.235	432	47.352		
Total			64058.468	456			

**Table 10** Correlations

		Y	X1	X2	X3	X4
Pearson Correlation	Y	1.000	.735	.756	.628	.815
	X1	.735	1.000	.407	.302	.635
	X2	.756	.407	1.000	.326	.455
	X3	.628	.302	.326	1.000	.277
	X4	.815	.635	.455	.277	1.000
Sig. (1-tailed)	Y	.	.000	.000	.000	.000
	X1	.000	.	.000	.000	.000
	X2	.000	.000	.	.000	.000
	X3	.000	.000	.000	.	.000
	X4	.000	.000	.000	.000	.
N	Y	457	457	457	457	457
	X1	457	457	457	457	457
	X2	457	457	457	457	457
	X3	457	457	457	457	457
	X4	457	457	457	457	457

**Table 11** Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	SE	Beta			Tolerance	VIF
1	(Constant)	-114.110	1.034		-110.314	.000		
	X1	.708	0.024	.223	30.070	.000	.569	1.757
	X2	.637	0.011	.371	56.874	.000	.735	1.360
	X3	.611	0.011	.325	53.800	.000	.857	1.167
	X4	.744	0.014	.414	54.880	.000	.549	1.822

Note: a. Dependent Variable: Y.

**Table 12** ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	63152.984	4	15788.246	7881.186	.000 <sup>b</sup>
	Residual	905.484	452	2.003		
	Total	64058.468	456			

Note: a. Dependent Variable: Y; b. Predictors: (Constant), X4, X3, X2, X1.

**Heteroscedasticity Test**

Ln\_U2 is a logarithmic function of the residual square of the regression Y to all X. Using the Park test, none of the independent variables can predict Ln\_U2 significantly, so the regressions X1, X2, X3, and X4 against Y do not contain heteroscedasticity, seen as follows in Table 13.

**Autocorrelation Test**

Based on the Durbin Watson test, the value of d is 1.969; k is 4, dL is 1,827, and dU is 1,863, so the relationship that applies to the four independent variables is  $dU < d < 4-dU$ . Thus, there is no autocorrelation. Based on the model summary table, X1, X2, X3, and X4 jointly contribute to Y with a determination value (R Square) of 0.986 as follows in Table 14.

**The Equation of Regression Line**

In Table 11, the coefficients above, in column B (Unstandardized Coefficients) describe the constant values, X1, X2, X3, and X4 respectively as coefficients  $\beta_0, \beta_1, \beta_2, \beta_3$  and  $\beta_4$  in regression through the equation 2:  $y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4$ . Thus, the equation of regression line that describes the relationship between the independent and dependent variables can be formulated through the equation 3:  $y = -114.110 + 0.708X_1 + 0.637X_2 + 0.611X_3 + 0.744X_4$ . The significance of each independent variable X1, X2, X3, and X4 can be seen in the t-test column, each with sig. = .000 < .05 (significant), which means that the independent variables X1, X2, X3, and X4 are significantly significant towards the dependent variable, which is the ability of special education teachers to develop an integrated learning evaluation of *Pancasila* student profile based on local excellence (Y).

Partially, the relationship between the independent variables (X1, X2, X3, and X4) on the dependent variable (Y) can be seen in Table 10. Correlations, where there are 457 people as a sample of each variable being analyzed

and shown in row N. The relationship between the responsibility variables (X1) is shown by a correlation coefficient of .735 with a significance of .000 (significant) in the interval  $.60 < r < 0.80$  (strong category). The variable of special education teachers' understanding of the basic concepts of learning evaluation (X2) with a correlation coefficient of .756 with a significance of .000 (significant), is in the interval  $0.60 < r < 0.80$  (strong category). The variable of understanding the concept of *Pancasila* student profile (X3) with a correlation coefficient of 0.628 with a significance of .000 (significant) is in the interval  $.60 < r < 0.80$  (strong category). The variable of understanding of the local wisdom concept (X4) with a correlation coefficient of 0.815 with a significance of .000 (significant) is in the interval  $.80 < r < 1.0$  (very strong category).

Simultaneously, the relationship between the independent variables (X1, X2, X3, and X4) on the dependent variable (Y) can be seen in Table 14. Model Summary<sup>b</sup>, with R Square = 0.986 and F = 7881.186; and a significance of .000. Simultaneously, the relationship between the independent variables (X1, X2, X3, and X4) on the dependent variable (Y) can be seen in Table 14. Model Summary, with R Square = 0.986 and F = 7881.186; and a significance of .000. It means that 98.6 percent of the special education teachers' ability in the Provinces of Bali, NTB, and NTT to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom can be affected by the variables of the teacher's responsibility in carrying out tasks (X1), the understanding of the special education teachers towards the basic concepts of learning evaluation (X2), the understanding of *Pancasila* student profile concept (X3), and the understanding of the local wisdom concept (X4), while 1.4 percent is affected by other variables. In other words, the variables of the teacher's responsibility in carrying out the task (X1), the understanding of the special education teachers on the basic concepts of learning evaluation (X2), the understanding of the concept of the *Pancasila* student profile (X3), and the understanding of

**Table 13** Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	SE	Beta		
1	(Constant)	1.619	1.782		.909	.364
	X1	-.059	.041	-.090	-1.449	.148
	X2	.014	.019	.040	.725	.469
	X3	-.006	.020	-.015	-.304	.762
	X4	-.002	.023	-.006	-.090	.928

Note: a. Dependent Variable: Ln\_U2

**Table 14** Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	SE of the Estimate	Change Statistics				Durbin-Watson	
					R Square Change	F Change	df1	df2		Sig. F Change
1	.993 <sup>a</sup>	.986	.986	1.41537	.986	7881.186	4	452	.000	1.969

Note: a. Predictors: (Constant), X4, X3, X2, X1; b. Dependent Variable: Y

the local wisdom concept (X4) can be used to estimate the variable of the special education teachers' ability to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom (Y).

The ability of special education teachers in the Provinces of Bali, NTB, and NTT to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom was then analyzed descriptively. Based on the results of data analysis in Table 4 above, the average value is 56,144; maximum score of 81.00; and a minimum score of 27.00, so  $Mi = (81 + 27) = 54$  and  $SDi = 1/6 (81 - 27) = 9$ . Furthermore, an interpretation of the categorization of the special education teachers' ability in the provinces of Bali, NTB, and NTT is made to develop an integrated learning evaluation of *Pancasila* students profile based on local excellence as shown in table 15 below.

**Table 15** Interval Score

Score Range	Criteria
$67.5 \leq \bar{M} \leq 81$	Very Good
$58.5 \leq \bar{M} < 67.5$	Good
$49.5 \leq \bar{M} < 58.5$	Enough
$40.5 \leq \bar{M} < 49.5$	Poor
$27.0 \leq \bar{M} < 40.5$	Very Poor

Thus, it can be concluded that the ability of special education teachers in the provinces of Bali, NTB, and NTT to develop an integrated learning evaluation of *Pancasila* student profile based on local excellence with an average of 56,144 can be categorized as enough.

## Discussion

### *The Effect of Responsibility on the Ability of Special Education Teachers in the Provinces of Bali, NTB, and NTT to develop an Integrated Learning Evaluation of Pancasila Student profile based on Local Excellence*

Quantitatively, the relationship between the variables of responsibility and the ability of special education teachers to develop an integrated learning evaluation of *Pancasila* student profile based on local excellence is 0.735 with a significance of .000 indicating a very strong correlation. It means that partially 73.5 percent of the special education teachers' ability to develop an integrated learning evaluation of *Pancasila* student profile based on local excellence is affected by the responsibility factor. Based on the special education teachers' responses during direct interviews, it was obtained that they developed learning evaluations due to demands from the school. All teachers are required to develop evaluation instruments appropriate to applicable regulations. Thus, teachers are "forced" to carry out learning evaluations by the principal.

Generally, in schools led by principals who understand the rules for developing learning evaluations, there is a tendency for their teachers to have the ability to carry out learning evaluations better (Hidayat & Asyafah, 2019).

School regulations that require teachers to develop an integrated learning evaluation of *Pancasila* student profile based on local excellence and appropriate with applicable regulations cannot run smoothly. The teacher's commitment factor to the implementation of the task also greatly determines the quality of the learning evaluation developed by the teacher. It is appropriate with the statements of school supervisors and principals who stated that not all teachers have the same commitment to carry out learning evaluations. The commitment of the special education teachers is really varied. Teachers with a high commitment to carrying out their duties can develop good and timely learning evaluations. In contrast, teachers with low commitment, even though supervision and mentoring activities have been carried out, still show poor performance (Susilawati & Sarifuddin, 2021).

### *The Effect of Understanding the Basic Concepts of Learning Evaluation on the Ability of Special Education Teachers in the Provinces of Bali, NTB, and NTT to develop an Integrated Learning Evaluation of Pancasila Student Profile based on Local Excellence*

The variable of understanding the basic concepts of learning evaluation has a correlation coefficient of 0.756 with a significance of .000. It shows that the factor of understanding the basic concepts of learning evaluation partially has an effect of 75.6 percent on the ability of special education teachers in the Provinces of Bali, NTB, and NTT to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom. According to information obtained from the teachers, there was a lack of training to follow, so their understanding of learning evaluation was lacking. Moreover, they carried out evaluations on special needs students who need training, workshops, or special IHT about learning evaluations for special needs students who are different from regular students. The lack of understanding of the concept of learning evaluation affects the ability of teachers to develop learning evaluations, so teachers tend to develop modest learning evaluations based on their knowledge.

The results of the document study show that most of the special education teachers in the provinces of Bali, NTB, and NTT have not been able to develop evaluation instruments under the provisions. The question grids are made subsistence even though several teachers do not compile them. The teachers also admitted that the evaluation questions were taken from books or worksheets so that the quality had not been measured because no item analysis was



carried out. They only copy the examples of questions without thinking about how to develop questions independently based on the characteristics of special needs students. The information from school principals shows that they have made efforts to improve teachers' understanding of the basic concepts of learning evaluation, for example through empowering MGMP at the school level or internal training by school supervisors (Nejati et al., 2021; Mukminin, 2021).

### *The Effect of Understanding the Basic Concepts of Pancasila Student Profile on the Ability of Special Education Teachers in the Provinces of Bali, NTB, and NTT to Develop an Integrated Learning Evaluation of Pancasila Student Profile based on Local Excellence*

Statistically, the correlation coefficient between understanding the basic concepts of *Pancasila* student profile and the ability of special education teachers in the provinces of Bali, NTB, and NTT to develop an integrated learning evaluation of *Pancasila* student profile based on local excellence is 0.628, and a sig. = 0.000. It means that understanding the basic concept of the *Pancasila* student profile has an effect of 62.8 percent on the ability of special education teachers in the Provinces of Bali, NTB, and NTT to develop an integrated learning evaluation of *Pancasila* student profile based on local excellence. Based on interviews conducted with special education teachers who have implemented the drive school program, they have understood the dimensions, elements, and sub-elements of the *Pancasila* student profile. The driving schoolteachers have implemented learning that integrates the *Pancasila* student profile in the classroom. In addition, special education teachers who have not implemented the drive school program stated that they have not implemented the *Pancasila* student profile in learning. However, they have developed character education-based learning (Mukminin, 2021; Mukminin et al., 2019). It means that they have indirectly implemented the values of the *Pancasila* student profile in their learning.

An understanding of the basic concepts of the *Pancasila* student profile is an essential competency that special education teachers must possess when integrating the values of the *Pancasila* student profile into learning. According to the principal, teachers have indeed been required to integrate the value of the *Pancasila* student profile, but in practice, it has not been optimal. They still need a lot of training because it is a new thing. The teachers have implemented it since the implementation of the 2013 Curriculum. As the curriculum changes, the terms and regulations have changed. Likewise, in developing an integrated learning evaluation of *Pancasila* student profile, the teachers admitted that they were unfamiliar and needed a lot of practice.

### *The Effect of Understanding the Basic Concepts of Local Wisdom on the Ability of Special Education Teachers in the Provinces of Bali, NTB, and NTT to develop an Integrated Learning Evaluation of Pancasila Student Profile based on Local Excellence*

The correlation coefficient of understanding the basic concepts of local wisdom is 0.815, with a significance of .000. It means that understanding the basic concepts of local wisdom has an effect of 81.5 percent on the ability of special education teachers to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom. This condition is supported by the interview results conducted with special education teachers. The province of Bali has local wisdom based on Balinese religion, art, and culture. Each region in Bali is very rich in the arts and culture. Likewise, NTB province is rich with religious culture and customs. It has three indigenous tribes, namely the Sasak tribe, the Samawa tribe, and the Bima tribe. Each tribe is rich with its culture and customs. In contrast, NTT province is predominantly Christian and Catholic. It has nine tribes consisting of the Ende tribe, Ngada tribe, Alor tribe, Rote tribe, Antoni tribe, Manggarai tribe, Sumba tribe, Lio tribe, and Sawu tribe. Understanding the concept of local wisdom is very important and needs to be mastered by special education teachers, who will develop a learning evaluation based on local wisdom.

Based on the document study data, the integration of local wisdom has not been seen in the questions tested on students. Teachers tend to develop learning evaluations based on the questions contained in textbooks and worksheets. From the cognitive level developed, teachers still mostly develop learning evaluations at the C1 (knowledge) and C2 (understanding) levels. It is rare to find questions that measure higher-order thinking skills. In addition, most teachers have not developed a learning evaluation using a stimulus (context). Thus, special education teachers will find it hard to integrate local wisdom content in test questions or semester exams. Teachers will find it easier to create stimuli based on local wisdom if they understand the basic concepts of local wisdom.

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## **Conclusion and Recommendation**

The success of special education teachers in the provinces of Bali, NTB, and NTT to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom for special needs students is affected by many factors. The variable of responsibility as a teacher (X1), the understanding of special education teachers on the basic concepts of learning evaluation (X2), understanding of the

concept of the *Pancasila* student profile (X3), and understanding of local wisdom (X4) both partially and simultaneously have a positive and significant effect on the special education teachers' ability in the provinces of Bali, NTB, and NTT to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom (Y) for special needs students. The results showed that the ability of special education teachers in the provinces of Bali, NTB, and NTT to develop an integrated learning evaluation of *Pancasila* student profile based on local wisdom for special needs students was in enough category.

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### Conflict of Interest

The authors declare that there is no conflict of interest.

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