

**The Effect of Teacher's Responsibility and Understanding of the Local  
Wisdom Concept on Teacher's Autonomy in Developing Evaluation of  
Learning Based on Local Wisdom in Special Needs School**

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*This research examines the causal relationships between the variables of teacher's responsibility and understanding of the local wisdom concept on the autonomy of special education teachers. Data were collected using an online questionnaire from 457 special education teachers and analyzed using the SPSS 26.0 program for Windows. The results showed that (a) the causal relationship between the variables X1 and X2 on Y is in the linear regression equation, (b) partially, the causal relationship between X1 and Y is 0.735 in the strong category, while the causal relationship between X2 and Y is 0.815 which is in the very strong category; (c) Simultaneously, the causal relationship between variables X1 and X2 on Y with R Square = 0.743 which means that 74.30% of the autonomy of special education teachers to develop an evaluation of learning based on local wisdom is affected by the variables of teachers' responsibilities in carrying out their duties and understanding of the local wisdom concept.*

*Keywords: learning evaluation, responsibility, local wisdom, special education teacher*

## **INTRODUCTION**

Learning evaluation is an inseparable part of the learning process carried out by teachers in the classroom (Finsterwald et al., 2013). Every teacher must carry out a learning evaluation to determine the achievement of the learning objectives he is doing. Implementing an accountable learning evaluation can describe the learning objective's achievement (Pittaway & Edwards, 2012). Therefore, learning evaluation needs to be well prepared to guide teachers to take appropriate actions and decisions on the performance that has been implemented (Zhang & Cheng, 2012). The autonomy of teachers to develop learning evaluations is an essential competency to realizing quality learning evaluations (Wijaya et al., 2021).

The evaluation of learning in this research focused on the quality of the assessment that can improve the learning quality. Assessment is collecting and processing information to determine the learning needs and developmental achievements or students' learning outcomes (Appiah & van Tonder, 2018). The assessment is carried out based on the following principles: (a) fair, not biased by the background, identity, or definite needs of students; (b) objective, based on factual information on the achievement of the development or student learning outcomes; and (c) educative, where the results are used as feedback for educators, students, and parents to improve the learning process and learning outcomes (Richmond et al., 2019).

Analysis of the quality of the assessment was carried out on the assessment development mechanism, the quality of the assessment instrument, and the implementation of the assessment, reporting, and follow-up plans (Care et al., 2019). The assessment development mechanism includes planning, implementing, processing results, and reporting student learning outcomes (Rawlusyk, 2018). Assessment development considers the characteristics of students' needs and is based on the assessment plan contained in the lesson plan (Hidayah & Syahrani, 2022). The assessment can occur before, during, or after learning (Widana et al., 2019). Assessment results are processed by analyzing quantitatively and qualitatively the learning outcomes data in the form of numbers or descriptions (Meijer et al., 2020). Reporting on student learning outcomes is stated in the form of a learning progress report in the form of a learning outcome report compiled based on the processing of learning outcomes that at least contains information about the achievement of learning outcomes and contains information about the growth and development of students (Tosuncuoglu, 2018).

Autonomous is a person's commitment (Hutagalung et al., 2022), which indicates completing work. Autonomous is also a form of one's moral responsibility for the process and results of his work (Zalazar-Jaime & Medrano, 2021). Autonomous teachers always reflect on their condition and their situation (Udoye & Ndum, 2013). Reflection is carried out on self-conditions that include their strengths and limitations (Tjalla, Siswantari, & Sudrajat, 2020). Likewise, the reflection on the situation and developmental demands faced (Meriç, 2014). It will make teachers recognize and realize their own development needs under the changes and developments that occur (Paso, Chantarasombat, & Tirasiravech, 2017). This awareness will help him to be able to set self-development goals that are under his condition and situation (Jackson &

Miller, 2020), choose appropriate strategies (Chapman & Mitchell, 2019), and anticipate challenges and obstacles that may occur (Ahmad, Krogh, & Gjøtterud, 2014).

Autonomous teachers can regulate their thoughts, feelings, and behavior to master the field of work (Martinez-Maldonado et al., 2015) and self-development in academic and non-academic (Holstein, McLaren, & Alevan, 2018). Teachers can set their own development goals and plan strategies to achieve them based on their abilities assessment and the demands of their situation (Charleer et al., 2014). Implementing self-development activities can be controlled autonomously while maintaining optimal behavior and enthusiasm to achieve learning goals (Mirzagitova & Akhmetov, 2015). They constantly monitor and evaluate the efforts and results (Kassymova et al., 2018). When they encounter problems in learning, they do not give up easily and will try to find a more suitable strategy or method to support the success of achieving their goals (Doghonadze, 2016). Autonomy can be seen from several dimensions and indicators in Table 1 below (MoECRT, 2022b).

In the dimensions of self-understanding and the situation at hand, there are two indicators (Fransson & Norman, 2021): (a) recognizing the quality, self-interest, and challenges faced. It means that teachers can identify strengths and challenges faced in the learning, social, and work contexts they face; and (b) develop self-reflection, which is the ability to reflect on feedback from friends, teachers, principals, school supervisors, and career information that will be chosen to analyze the characteristics and skills needed to support or hinder his future career.

Teacher self-regulation can be shown through 5 indicators, namely (Sava, Vîrgă, & Palos, 2020): (a) emotional regulation, being able to control and adjust the emotions they feel appropriately when facing challenging and stressful situations in the context of learning, relationships, and work; (b) setting goals, achievements, and self-development as well as strategic plans to achieve them, is the ability to evaluate the effectiveness of the learning strategies used, and setting specific learning, achievement, and self-development goals and designing appropriate strategies to face the challenges that will be faced in the context of learning, social and work as a teacher (Montgomery et al., 2019); (c) showing initiative and working autonomously as a teacher, which is the ability to determine personal priorities, take the initiative to seek and develop specific knowledge and skills according to goals (Laxdal et al., 2020); (d) developing self-control and discipline, the ability to take consistent actions to achieve career goals and self-development, and trying to find and take other alternative actions that can be taken when encountering obstacles (Segaran & Hasim, 2021); (e) self-confident, resilient, and adaptive, namely being able to adapt and start carrying out plans and strategies for self-development by considering interests and demands in both learning and work contexts, and trying to overcome the challenges encountered (Mansfield, 2020).

**TABLE 1**  
**DIMENSIONS DAN INDICATORS OF AUTONOMY**

<b>Dimensions</b>	<b>Indicator</b>
Self-understanding and the situation at hand	a. Self-understanding and the situation at hand
	b. Develop self-reflection
Self Regulation	a. Emotion regulation
	b. Setting goals, achievements, and self-development as well as strategic plans to achieve them
	c. Demonstrate initiative and work autonomously
	d. Develop self-control and discipline
	e. Confident, resilient, and adaptive

Responsibility is the ability of a teacher to make decisions based on certain norms effectively (Geller, 2020). Responsibility will be formed, along with the growth and development of teacher attitudes from within and their willingness to carry out an obligation (Goddard & Evans, 2018; Mukminin et al., 2019). Responsibility is a condition in which knowledge, actions, and attitudes embody obedience to rules, moral

values, and religious norms (Budiyono, Lian, & Fitria, 2020). Being responsible can also be interpreted as a condition in the norms order, moral values, and religion, and not outside it (Wermke, Olason Rick, & Salokangas, 2019).

A person's sense of responsibility can be seen from the following characteristics (Dewaele, Magdalena, & Saito, 2019): (a) performing routine tasks initiatively without having to be notified; (b) being able to explain what is done, having a clear purpose, not in vain; (c) not blaming others excessively if the tasks performed have not reached the goal; (d) being able to make choices from several available alternatives; (e) being able to work independently without coercion by others (Hadiyanto et al., 2017; Wright & Irwin, 2018); (f) being able to make different decisions from others; (g) respecting the rules; (h) being able to concentrate on complex tasks that require concentration; and (i) admitting guilt bravely without proposing made-up excuses. A teacher's responsibility can be shown in the following dimensions and indicators (Polat & İskender, 2018).

Obedience to the regulations has two significant indicators, which are (a) discipline, a created and formed condition through a behavioral process that shows the obedience value, loyalty, and orders (Daniilidou & Platsidou, 2018; Rakimahwati et al., 2022); and (b) obedience to the applicable policies and regulations, a person's obedience with applicable norms and regulations by the government and customary regulations that apply in society (Boldrini, Sappa, & Aprea, 2019). Teachers who obey the regulation have a high awareness of carrying out the tasks for which they are responsible. They will work wholeheartedly without having to be ordered by others because work motivation to complete tasks comes from their hearts and as a form of obligation that must be completed.

Commitment is a condition in which a person establishes an attachment to himself and others that can be realized in an agreement form. Commitment has three indicators, consisting (Del Rey, Ortega-Ruiz, & Casas, 2019): (a) affective commitment, a form of a strong emotional relationship between teachers and schools in belonging and taking responsibility for school progress; (b) continuance commitment, a strong incentive for teachers to remain part of the school where they work to do the best things for their school progress; and (c) normative commitment, a condition in which teachers continue to carry out their duties as a form of obligation presented to the school where they work. If the three types can be developed optimally, the teachers will be highly committed to their duties. They voluntarily carry out their duties as teachers without any burdens (Kılınç et al., 2022).

**TABLE 2**  
**DIMENSIONS AND INDICATORS OF RESPONSIBILITY**

<b>Dimensions</b>	<b>Indicators</b>
Obey the regulation	Discipline Obedience to the applicable policies and regulations
Commitment	<i>Affective Commitment</i> <i>Continuance Commitment</i> <i>Normative Commitment</i>
Professional	Having the knowledge and skills to carry out duties as a teacher Mastering the field of science Having broad insight

Professional teachers are skilled in learning and mastering their scientific fields broadly, wisely, and able to socialize well (Budiastra, Erlina, & Wicaksono, 2019; Failasofah et al., 2022). Professional teachers have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Competencies that professional teachers must possess are pedagogic, social, personality, and professional competencies (Rimmer & Floyd, 2020). The characteristics of a professional teacher are: (a) having the knowledge and skills to carry out their duties as a teacher, including the ability to carry out learning, assessment, and education (b) mastering the field of science they are involved in, (c) have broad insight. In

carrying out his duties as a teacher, he must: (a) plan learning, implement a quality learning process, and assess and evaluate learning outcomes; (b) continuously improve and develop academic qualifications and competencies in line with the development of science, technology, and the arts; (c) uphold the laws and regulations, laws and teacher code of ethics, as well as religious and ethical values; and (d) act objectively and non-discriminatory based on considerations of gender, religion, ethnicity, race, and definite physical conditions, or family background, and socio-economic status of students in learning (Gluzman et al., 2018; Nurulanningsih et al., 2022).

Local wisdom is a characteristic of the community in a region that must be maintained as a constructive identity and a filter for various destructive aspects of external culture (Sudiarta & Widana, 2019; Hutagalung et al., 2022). In this context, local wisdom is a legacy from generation to generation, so various elements of foreign culture will not erode it. Thus, learning based on local wisdom is an inevitable need (Jumriani et al., 2021). The next generation can develop local wisdom according to their era so that the preservation and development of local wisdom are not hampered by the times. Preservation and development of local wisdom need to be carried out based on information technology so that the wider community more quickly recognizes it. In addition, the younger generation is more familiar if local wisdom development can be done with information technology (Widana, 2020).

Local wisdom comes from customs, traditions, habits, culture, religion, and art (Suhartini et al., 2019). It is carried out from generation to generation by a definite community because it is believed to have very high moral and ethical values (Hidayati et al., 2020). Local wisdom also contains noble philosophical values, so each successor generation must know, preserve, and develop them (Anwar, Aziz, & Susanti, 2020). Through the local wisdom approach, understanding and internalizing character values according to the profile of Pancasila students is expected to be easier to do because: (1) it is seen in daily life, (2) strict cultural control, and (3) it is something that seeks norms of community behavior. Efforts to balance character education under the profile of Pancasila students with the formation of competencies must always be carried out (Selasih & Sudarsana, 2018). For the sake of the future interests of the Indonesian nation, it is necessary to centralize character education in the implementation of Indonesian national education.

Some of the functions and roles of local wisdom in a community are as follows: (a) a marker of the identity of a community communication; (b) the adhesive element between citizens, religions, and beliefs; (c) cultural elements that exist and live in society; (d) able to change the mindset and interrelationships of individuals and groups; (e) encourage the establishment of togetherness, appreciation, as well as a medium to avoid various possibilities that can damage solidarity and national unity (Darmadi, 2018). These functions are aware of the importance of local wisdom in dealing with various forms of conflict resulting from technological advances and cultural changes. It is because the values of local wisdom are believed to be true and become a reference in the daily behavior of the people who own them. Thus, it is very rational to say that local wisdom is an entity that determines human dignity in the community. In addition, local wisdom also contains elements of intelligence, creativity, and extensive knowledge about unique things inherited by their ancestors that are not owned by other communities, so it is very decisive in their community civilization development (Rosala & Budiman, 2020).

Local wisdom has six major dimensions (Mitchell, Setiawan, & Rahmi, 2003), including: (1) local knowledge, the ability to recognize and know the unique characteristics of the local area so that a community is able to adapt and survive; (2) local values, values that are believed to have an element of truth and become a guide for people's lives, both originating from religion, customs, culture, and other elements; (3) local skills, the skills of local residents to carry out definite activities, such as farming, processing food, making clothes, and other distinctive skills so they are able to survive and develop (Albantani & Madkur, 2018); (4) local resources, including natural resources and human resources owned by a specific community that are used to maintain their survival; (5) local decision-making mechanisms, generally related to tribal-based local government systems that have specific rules and methods that have been implemented for generations; (6) group solidarity, related to the social behavior of certain communities, such as mutual assistance, empathy, tribal togetherness, and other traditional customs.

## METHOD

This research is a quantitative research using the survey method. This research aims to examine and describe the causal relationship between the variable of teacher responsibility (X1) and understanding of the concept of local wisdom (X2) on special education teachers' autonomy to develop an evaluation of learning based on local wisdom (Y). The population of the research was special education teachers in the provinces of Bali, NTB, and NTT. This research uses a cluster random sampling technique with a total sample of 457 people. Research data were collected using a questionnaire distributed online. Data on the number and number of special education teachers in the provinces of Bali, NTB, and NTT are presented in Table 3 and Table 4 below (MoECRT, 2022a).

**TABLE 3**  
**DATA ON THE NUMBER OF SPECIAL NEEDS SCHOOLS IN THE PROVINCES OF BALI, NTB, AND NTT**

No	Province	Public	Private	The Number
1	Bali	12	2	14
2	NTB	18	33	51
3	NTT	31	12	43
Total		61	47	108

**TABLE 4**  
**DATA ON THE NUMBER OF SPECIAL EDUCATION TEACHERS IN THE PROVINCES OF BALI, NTB, AND NTT**

No	Province	Male	Female	The Number
1	Bali	150	228	378
2	NTB	224	470	694
3	NTT	215	470	685
Total		589	1168	1757

Research data obtained through questionnaires were processed by adding up each respondent's scores to obtain a raw score. The raw score is then transformed into a T-score so that each respondent can be compared (comparable) between one respondent and. The T-score has a mean of 50 and a standard deviation of 10. The formula for the T-score is as follows.

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

Information: X : Raw score  $\bar{X}$  : Average score; SD : Standard Deviation

The data of each variable transformed into a T-score is then processed and analyzed using SPSS 26.0 for Windows. Research data were analyzed using multiple linear regression techniques (Kerlinger, 1985). The validity test of the research instrument used Pearson's Product Moment correlation, while the instrument's reliability test used Cronbach's Alpha.

**TABLE 5**  
**SUMMARY OF THE INSTRUMENT RELIABILITY TEST RESULTS**

Variable	<i>Cronbach's Alpha</i>	<i>N of Items</i>	Information
X1	.797	13	Reliable
X2	.744	20	Reliable
Y	.788	20	Reliable

The criteria for the autonomy of special education teachers in developing learning evaluations are determined based on the value of the Ideal Mean ( $M_i$ ) and Ideal Deviation Standard ( $SD_i$ ) with the following formula (Nurkancana & Sunartana, 1992):  $M_i = \frac{1}{2}$  (maximum score + minimum score) dan  $SD_i = \frac{1}{6}$  (maximum score – minimum score).

**TABLE 6**  
**CRITERIA FOR THE AUTONOMY OF SPECIAL EDUCATION TEACHERS IN DEVELOPING LEARNING EVALUATIONS**

Score Range	Criteria
$M_i + 1,5 SD_i \leq \bar{M} \leq M_i + 3,0 SD_i$	Very good
$M_i + 0,5 SD_i \leq \bar{M} < M_i + 1,5 SD_i$	Good
$M_i - 0,5 SD_i \leq \bar{M} < M_i + 0,5 SD_i$	Moderate
$M_i - 1,5 SD_i \leq \bar{M} < M_i - 0,5 SD_i$	Poor
$M_i - 3,0 SD_i \leq \bar{M} < M_i - 1,5 SD_i$	Very Poor

The relationship between variables can be expressed in the correlation coefficient with the following categories (Sugiyono, 2007).

**TABLE 7**  
**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

## FINDINGS

The research data that have been transformed using the T-score were analyzed descriptively. The data in the form of independent and dependent variables are presented in table 8 below.

**TABLE 8**  
**THE DATA OF RESEARCH RESULT**

Variable	N	Mean	Std. Deviation	Variance	Minimum	Maximum
X1	457	46.3917	3.73312	13.936	39.00	53.00
X2	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 including the normality test, linearity test, multicollinearity test, heteroscedasticity test, and autocorrelation test. The results of the requirements analysis test are as follows.

**TABLE 9  
ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST**

		Unstandardized Residual
N		457
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.00791676
Most Extreme Differences	Absolute	.033
	Positive	.021
	Negative	-.033
Test Statistic		.033
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the analysis results in Table 9 above, the results of the Kolmogorov-Smirnov test with a statistical test value is 0.033, which has a significance of 0.200 > 0.05. Thus, the residual data is usually distributed. Furthermore, the requirements analysis test was carried out on the linearity of the regression model, as shown by the data in Table 10 and Table 11 below.

**TABLE 10  
ANOVA Y\*X1**

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

**TABLE 11  
ANOVA Y\*X2**

			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined) Linearity	43602.233	24	1816.760	38.367	.000
		Deviation from Linearity	42522.754	1	42522.754	898.006	.000
			1079.479	23	46.934	.991	.475
Within Groups		20456.235	432	47.352			
Total		64058.468	456				

Table 10 Anova Y\*X1 above shows the Deviation from Linearity value with a significance of 0.068 > 0.05. Similarly, the data in Table 11 Anova Y\*X2 shows the Deviation from Linearity value with a



significance of  $0.475 > 0.05$ . Thus, the conclusion is that the responsibility variable (X1) and understanding of the concept of local wisdom (X2) are partially independent of the special education teachers' autonomy in developing an evaluation of learning based on local wisdom (Y) linear. Thus, the regression model meets the requirements for linearity. The multicollinearity requirement test was carried out on the independent variable of responsibility (X1) and understanding local wisdom (X2). In addition, the analysis was also carried out to determine the regression equation that describes the relationship between the independent and dependent variables. The results of the multicollinearity test and the coefficients of the regression equation are presented in table 12 as follows.

**TABLE 12**  
**COEFFICIENTS<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics		
	B	Std. Error	Beta	t		Tolerance	VIF	
1(Constant)	-70.510	3.647		-19.331	.000			
	X1	1.157	.098	.364	11.833	.000	.597	1.675
	X2	1.048	.055	.583	18.950	.000	.597	1.675

a. Dependent Variable: Y

Table 12 above shows the Tolerance value is not below 0.1, and the VIF value is not more than 10. Thus, all independent variables do not contain multicollinearity elements. The data in Table 12 above can also provide an overview of the regression line equation that connects the independent variables X1 and X2 to the dependent variable Y in the form:  $y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$ . Column B (Unstandardized Coefficients) shows the values of Constant, X1, and X2, so the regression line equation is  $y = -70.510 + 1.157X_1 + 1.048X_2$ . The significance of each independent variable X1 and X2 can be seen in the t-test column, each of which is sig. = 0.000 < 0.05 (significant) means that the independent variables X1 and X2 are significantly significant to the dependent variable of special education teachers' autonomy in developing learning evaluation based on local excellence (Y).

Another analysis requirement test that must be met before doing multiple regression analysis is the heteroscedasticity test to test whether there is an inequality of variance from the residuals of one observation to another in the regression model. If the variance of the residual from one observation to other remains, it is called homoscedasticity; if it is different, it is called heteroscedasticity. A good regression model is a model that does not occur heteroscedasticity. The results of the heteroscedasticity test are shown in Table 13 as follows.

**TABLE 13**  
**COEFFICIENTS<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	3.398	1.395		2.435	.015
	X1	-.038	.037	-.062	-1.029	.304
	X2	.011	.021	.031	.514	.608

a. Dependent Variable: Ln\_U2

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 and X2 against Y do not contain heteroscedasticity.

The autocorrelation test was carried out using the Durbin-Watson test to test whether in linear regression, there is a correlation between the confounding error (residual) in period t and with error in period t-1 (previous). If there is a correlation, it means there is an autocorrelation problem, which is the regression model is not good because it will produce illogical and reasonable parameters. The results of the autocorrelation analysis are presented in table 14 as follows.

**TABLE 14  
MODEL SUMMARY<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.862 <sup>a</sup>	.743	.742	6.02114	.743	656.466	2	454	.000	1.946

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

With  $k=4$  so that  $dL=1,836$  and  $dU=1,854$ . Thus, the relationship that applies to the two independent variables is  $dU < d < 4-dU$ , and it can be concluded that there is no autocorrelation. Based on the data from Table 14. *Model Summary<sup>b</sup>* above, the relationship between the independent variables (X1 and X2) toward the dependent variable (Y) with R Square = 0.743 and F value = 656,466; and a significance of 0.000. It shows that 74.30% of the special education teachers' autonomy in the provinces of Bali, NTB, and NTT to develop evaluations of learning based on local wisdom is influenced by the variables of teacher responsibility in carrying out tasks (X1) and understanding of the concept of local wisdom (X2). Meanwhile, 25.70% is influenced by other variables. In other words, the independent variable of the special education teachers in developing an evaluation of learning based on local wisdom can be explained by the variables of the teacher's responsibility in carrying out their duties and understanding the concept of local wisdom.

Meanwhile, the relationship between each independent variable (X1 and X2) separately on the dependent variable (Y) can be seen in Table 15 below.

**TABLE 15  
CORRELATIONS**

		Y	X1	X2
Pearson Correlation	Y	1.000	.735	.815
	X1	.735	1.000	.635
	X2	.815	.635	1.000
Sig. (1-tailed)	Y	.	.000	.000
	X1	.000	.	.000
	X2	.000	.000	.
N	Y	457	457	457
	X1	457	457	457
	X2	457	457	457

The table above shows that the number of samples of each analyzed variable in row N is 457 people. The relationship between the responsibility variable (X1) and Y is shown by a correlation coefficient of 0.735 with a significance of 0.000 (significant) in the interval  $0.60 < r \leq 0.80$  (strong category). Meanwhile, the variable understanding of the concept of local wisdom (X2) and Y with a correlation coefficient of 0.815 with a significance of 0.000 (significant) is in the interval  $0.80 < r \leq 1.0$  (very strong category).

Furthermore, the results of the analysis of the special education teachers' autonomy in Bali, NTB, and NTT are presented to evaluate learning based on local wisdom. Based on the results of the data analysis in Table 8. The results of the study above, obtained the average data  $Y = 56,144$ ; with a minimum score of 27.00 and a maximum of 81.00; so that  $M_i = \frac{1}{2} (81 + 27) = 54$  dan  $SD_i = \frac{1}{6} (81 - 27) = 9$ . Interpretation of the special education teachers' autonomy in the provinces of Bali, NTB, and NTT in developing evaluations of learning based on local excellence as shown in table 16 below.

**TABLE 16**  
**INTERVAL SCORE**

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

Based on the data in table 16 above, it can be concluded that the special education teachers' autonomy in the provinces of Bali, NTB, and NTT to develop evaluations of learning based on local excellence with an average of 56,144 is in the moderate category.

## DISCUSSION

The variable of teachers' responsibility in carrying out the task (X1) closely relates to the special education teacher's autonomy in developing an evaluation of learning based on local excellence is 0.735. It indicates a strong relationship. For teachers with high responsibility, the awareness of teachers to carry out tasks that arise from their hearts can motivate teachers to develop evaluations of learning based on local wisdom. Some special education teachers consider that the procedure for developing learning evaluations does not need to be carried out strictly. For example, there is no need to compile a grid of questions and conduct item analysis because students with special needs are not able to reason too serious a problem like students in regular schools. The teachers copy the questions in the book or made several years before. It shows the teacher's low responsibility towards his duties because he does not give the best things to his students. They assume that testing pre-existing questions is considered sufficient to conduct an assessment.

Teachers with high responsibility feel called to give the best for their students. These teachers obey the rules and orderly carry out their duties as teachers. High commitment makes them carry out their duties wholeheartedly. There is a sense of responsibility to maintain that their schools can provide good services to the community. The belonging sense encourages teachers with highly committed to work and to produce the best. Likewise, the high awareness of teachers makes them feel part of the efforts to improve student achievement. They develop learning assessment instruments based on procedures, even though the quality is not as expected. The teachers admitted that they prepared the assessment instruments based on the procedures because school regulations required them.

Principals and supervisors must maintain the teacher's commitment to be enthusiastic and responsible for carrying out their duties. Academic supervision activities, empowerment of Subject Teacher Consultations (MGMP), workshops, In-House Training (IHT), and regular coaching are alternatives to increase the sense of teachers' responsibility in carrying out their duties. Likewise, other external motivations need to be carried out by the education office in the form of teacher performance assessments. With the performance assessment, teachers will be encouraged to carry out their obligations, especially in developing assessments that are appropriate to applicable procedures. Teacher performance appraisal will impact the development of career paths, such as the right to promotion or promotion to definite positions. Therefore, increasing the sense of teachers' responsibility in carrying out their duties as teachers, especially

in the field of assessment, needs to be intervened specifically, so that it indirectly spurs teachers to improve their professionalism.

The variable of understanding the concept of local wisdom has a correlation coefficient of 0.815 with a significance of  $0.000 < 0.05$ . It means that the variable of teachers' understanding of the local wisdom concept in their area has a powerful relationship with the variable of teachers' autonomy to develop learning assessments based on local wisdom. Teachers in each region must be able to recognize and identify the types of local wisdom to develop learning and assessment based on local wisdom. Understanding the basic concepts of local wisdom can help make it easier for teachers to carry out learning and assessment based on local wisdom. In addition, special education teachers will also develop character values that will be developed under the peculiarities of their region. Local wisdom-based assessment serves to develop character values and good behavior. Character development in learning and assessment will be optimal because what is taught by the teacher and what is used as assessment material is contextually easy to understand and feel by students.

The development of local wisdom-based assessments is essential for special needs schools so that students have the knowledge and concern to participate in preserving and developing the customs and traditions of their ancestral heritage. Students with special needs have different characteristics from students in regular schools, and they need more contextual learning that touches directly on aspects of their life. Through learning and assessment based on local wisdom, students are more familiar with their environment, culture, and customs. Thus, learning and assessment in schools will be more meaningful and touch directly on the student's daily life aspects. A deep understanding and inspiration about local wisdom in the region will be able to generate the values of local wisdom in developing noble character values. In the end, students are expected to get to know and love their own culture, so that they will appear caring about preserve and develop the traditions their ancestors handed down.

The data analysis results show that the special education teachers' knowledge about the procedures for developing local wisdom-based learning assessments is still lacking. Teachers need to be given reinforcement by the government through training activities, workshops, or IHT, specifically on the basic concepts of developing instruments in local wisdom-based learning assessments. So far, special needs schoolteachers have developed assessments according to what they understand so that they feel that their performance is not optimal, even though most special education teachers have not compiled a grid of questions. Although some make it, it is not fully under the provisions. The choice of operational verbs in the question indicators formulation is still weak and not under the resulting instrument. Likewise, regarding the writing of questions, they do not use question cards but write directly on the question package. Thus, they do not conduct item analysis under the provisions. The quality of the items made is very varied and rarely integrates local wisdom.

## **CONCLUSION**

The conclusion is that awareness of responsibility as a teacher in carrying out tasks and understanding the basic concepts of local wisdom in each region has a positive and significant effect, either partially or jointly, on the special education teachers' autonomy to develop an evaluation of learning based on local wisdom. The special education teachers' autonomy to develop learning evaluations based on local wisdom is in the moderate category. The recommendations to increase the special education teachers' autonomy in the provinces of Bali, NTB, and NTT is to develop evaluations of learning based on local wisdom can be done by optimizing the sense of responsibility as teachers and increasing understanding of the concept of local wisdom in each region.

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