

ASSESSMENT IN AMONG PRESCHOOL TEACHER SPECIAL EDUCATION

Hj. Mohamed Ayob Bin Sukani Ph.D
IPG Kampus Bahasa Melayu, Kuala Lumpur
ayob2762@yahoo.com

Arfah Hj Abd Karim MBA
IPG Kampus Pendidikan Teknik, Bandar Enstek
arfahkarim@yahoo.com

Abstract

This study aims to find the competence of preschool special education teacher at the Early Childhood Education (ECE) to understand and capture information related to the assessment, the assessment of the readiness of preschool children in special education, assessment instruments, as well as creativity and innovation in assessment. Study design involving quantitative methods produce descriptive data analysis of questionnaires pre-school teachers of special education. A pilot study (Cronbach Alpha value = 0.86) carried the special education preschool teacher and the actual study involved 80 respondents who attended a seminar at SEAMEO-SEN IPGK Perempuan Melayu Melaka with Cronbach Alpha value of 0.93. Practices, issues and challenges preschool special education assessment, underlie aspects of knowledge, experience and perception of special education preschool teacher. This has led to the priority competence and domain option in assessment; advanced information about the assessment instruments; competence in the use of assessment instruments; and the need and importance in the assessment of a teacher evaluation practices on children in preschool special education, in addition to the value of creativity and innovation in assessment of preschool special education. This study found that the domain is the domain of language and communication priority and selection of pre-school teachers in special education assessment, followed by cognitive domain, psychomotor domain, socio domain, the spiritual domain, and domain-ecstatic creativity. The study also found that knowledge of teachers of preschool special education assessment is average. Aspects of experience also shows that a average percentage. Furthermore, the study found positive findings of the needs and interests of the assessment instruments in preschool special education, creativity and innovative element in the assessment found low levels. Value-added studies suggest all parties to redouble its efforts, actions and commitment to empower preschool special education teachers are skilled with full knowledge of creative and innovative assessment, appraisal practice to realize a unique, holistic and authentic.

Keywords : preschool special education, assessment, readiness, child development domain

Introduction

The process of teaching and educating children at pre-school education is a task which is unique and authentic. Accordingly, the manner in which each teacher to educate and teach children, there can be no need for an approach and techniques and teaching scenarios and patterns of education in line with all the authenticity of the unique natural development of children.

Thus, assessment or evaluation of creative and innovative is important to ensure the development of children's learning, because these aspects has become a critical aspect and should be done in the form of scientific discovery-exploration as a great impact, especially on children themselves and teachers educational, and parents. Through existing tests, teachers will receive accurate and important information about individual children and their learning progress and development. This indirectly also able to give feedback on the suitability of approaches, techniques, methods, strategies and curriculum used by teachers in educating children with special educational preschool, whether appropriate or not (Paasche, Gorrill & Strom, 2004). Significant research is to facilitate the efforts of all those who deal with children, you can help identify common practice assessment, add and diversify the instrument or device that is characterized by creativity and assessment of existing and innovative, especially in preschool special education.

Furthermore, a study of the experience of the issues, practices and challenges in preschool special education assessment is limited to the teachers who attended the preschool special education seminar in Malacca, and its findings do not generalize the practice of all special education preschool teachers in general.

The Literature Review

What we need to estimate? Field of functions which should be determined as a target assessment? If it can be clearly identified the "who" and "why", the evaluation operations can be performed more accurately (Leichtenstein et al., 1986). Therefore, teachers need to shift their attention away from dependence on the ability alone to assess children, to enter the capacity of the various and variable - yield and process variables Gredler, 2000). According to Mc Millan (2004), a psychological assessment is one of the five components of the evaluation of various dimensions of human beings. Another question arises, "What is fair? "Some educators say @ questioned whether the measurement of small children it is easy or not.

Which is the 'center stage' in this field is the study of pre-school education, special education pre-school sector as well, where the numbers are still very small to date, compared with the scope of wealth, but in fact very disappointing given the positive expectations for the future the whole pre-school education (Sandiyao, 2007).

The studies were assessments in preschools in the country is still to be explored and multiply. Among the studies that have been done are the study "Assessment of Educational Malaysian preschoolers", by Rohaty Mohd. The Study (2003). The study is a study of the IRPA. Among the main objectives of these studies is to establish a test or instrument that can measure the quality domain preschool child development, school readiness, and adaptive behavior. The study also involved the 2000 children's special education preschool aged between 4 years to 6 years. This study has involved a wide range of kindergarten or pre-school centers, involving various levels and economic status of families of children involved.

From abroad, there are many appraisal or assessment of the development of instruments to be used, according to See Ching Mey (2000), among them the Denver Development Screening Test, developed jointly by Frankenburg, Dodds, and Fandal in 1975, specifically for

preschoolers. It is administered within 15 to 20 minutes, and can be used for children from the age of 2 weeks to 6 years old. These instruments assess the skills of 107 are arranged in four aspects of development, namely perkembangan gross motor, fine motor, adaptive, personal-social and language. In the early 1990s, there was Denver II - Revision and Restandardization of The DDST (Frankenburg, Dodds, Archer, Shapiro and Bresnick), where the instrument now has 125 items skills. There are changes in skills and there Supplement item number of items, particularly items in language skills.

In addition, Bettelle Development Inventory Screening Test, by NewBorg, Stock, Wnek, Guidubaldi and Suinick (1989), is one instrument developed to assess children. This instrument is administered to children from infancy to the age of 8 years. It assesses four aspects of child development psychomotor domain, adaptive behavior, language and social-emotional (See Ching Mey, 2000).

Between the assessment instruments 'readiness' in perception is as Developmental Test of Visual-Motor Integration Revised @ DTVMIR, Bender Gestalt Test. Instruments assessing 'readiness', developed on the basis of progress (performance) such as Dallas Preschool Screening Test, Developmental Indicators for the Assessment of Learning-Revised @ DIAL-R, Kufman Assessment Battery for Children, Wechsler Preschool and Primary Scale of INTELLIGENCE Revised @ WPPSI-R, Boehm Test of Basic Concepts-Preschool, and Battelle Developmental Inventory (Wortham, 1995; Brassard & Boehm, 2008).

Study Issues

What options assessment domain teachers in preschool special education?

What knowledge and experience of assessments for special education preschool teacher?

Whether its creativity and innovative assessment instrument in preschool special education?

Assessment Issues

Research and writing in the field of special education preschool educational assessments generally been produced by the researchers before, but still indispensable for the development of preschool education, special education is growing rapidly.

Accordingly, there exists a need for an assessment of activities that may give diagnostic information and assessments across all functions and areas. There is also a need for child readiness assessment is right and proper, namely the characteristics predictive of academic success and the development of their schooling in the formal schools which in turn, after completing basic education curriculum in preschools (Osborn, 1991). So many questions arise that need to be taken seriously, including:

Does the assessment approach teachers in special education pre-school centers in line with the learning styles of children, which is characterized by an element of creativity and innovation?

Had enough to use assessment instruments for counseling, especially for teachers and for parents in general, to understand the capabilities and abilities of their children? Rohaty (2006)

Furthermore in Malaysia, preschool special education assessment system used is still less, and not according to any plan, no standards or specific standards and distinctive, there is no validity, and adapted to their culture in the form of a more personalized. Thus, the results of the evaluation results obtained are only able to represent a form of assessment that is simple and poor, besides circled by various weaknesses and shortcomings for an acquisition decision information readiness of children who complete and accurate.

Koralek (2004), states The National Association for the Education of Young Children (NEAYC) and The National Association of Early Childhood Specialists in State Department of Education (ECS / SDE), menegaskan that assessment is a system and method for obtaining systematic a variety of information from observation forms, checklists, anecdotes, references, portfolio, tests, projects, or anything related resources, which can be used to evaluate or measure achievement and progress and development of a child.

Challenge Assessment

Learning for a child is a complex experience, fun, interesting, varied, surprising, impressive and represents a unique new experience for them (Macdonald, 2005).

Is becoming the main issue among parents, teachers, researchers and policy makers in pre-school education, is how to justify our readiness of a child it was really preparing in the sense of "readiness" is. Development among children in preschool, including providing increase or change in concentration, memory and skill menakul, help prepare children better prepared to face the challenges of the real world in the formal education system (Kurdek & Sinclair, 2001; Brassard & Boehm, 2008).

Development and assessment of readiness culture expand preschool special education expenditure, through the assessment instruments that are the reliability, validity existing, or which have been modified to culture, it is a question of assessment as preschool special education is still too low and many are yet to be touched in studies during the preschool special education, as well as on the studies available.

However, the assessment system and is not used by any of the planning, there is no uniformity, no standards have no validity and lots of mold or adapted their own cultural tastes (Mastura, 2005; Rohaty, 2006). Thus, there is a tendency to 'direction' assessment results represent a form of assessment that is simple and poor, as well as less real target assessment. In relation to that situation, the actual need for an makenisma assessment, assessment systems, as well as the right instrument and relevant to the culture and the psychometric be adopted by all. In addition, teachers of preschool special education are also found to be using a variety of assessment techniques and triangulation approach. This situation clearly shows that fewer teachers to prioritize the assessment and evaluation of the domain of child development as a whole. In fact, the lack of assessment instruments @ test the readiness of preschool special education has made major issue is increasingly open or allow the assessment and formal evaluation (Rohaty, 2003 & 2006).

In Malaysia, Aminah Ayob (2005), and Mastura Burdiz (2005), states that among several factors to be serious problems in special education pre-school education this time, one of them is the problem of most special education preschool teachers are not so familiar with the ways to assess the child and report the progress of the children to their parents, but they let the expectations of parents control children's education, in addition to the lack of assessment tools that can help teachers. Rohaty (2003), also found that the assessment and evaluation reports tend to focus on the academic progress of children to their parents, while the assessment of the child's preschool special education is actually broader than that.

Assessment Practices

The concept of preschool special education assessment we assume nonakademik usually based on self governance skills of children in some of the key skills nonakademik.

Rohaty (2003; 2006), also stressed that the key issues of assessment and evaluation practices of children in Malaysia now is: -

i. The relevance of which carried out the assessment with the aim of pre-school education, on which the national pre-school goals "Preschool seeks nourishing the potential of children in all aspects of development, master basic skills and foster a positive attitude in preparation for entry into primary school." The goal is clear Emphasising the "enrichment potential", but, assessment and evaluation is now carried out in many centers or preschool special education preschool in fact: -

(a) more focused on academic skills that deviates from "enrichment potential" child. Private special education preschool centers in particular, emphasizes the ability to read, write, count and make a real assessment of an academic nature. Assessment and evaluation of the likelihood of an academic nature, makes the assessment and evaluation of "bias"

(b) The possibility of this problem is the lack of skills of preschool special education teacher who is able to measure the progress of others, as well as

(c) The lack of confirmation of the pre-school center or preschool special education to the aspects of assessment and evaluation in non-academic areas.

Therefore, given the practices or culture assessment "readiness" at the preschool special education can play a role along with the development of education during the appropriate assessment practices were given more space to be able to contribute significantly (Gargiulo & Kilgo, 2000). In addition to the assessment function which can be beneficial to children's individual development in a more holistic assessment can also meet all the demands and requirements, as well as educational needs, education is moving towards sewarjagat and more global in nature.

Methodology

This study design involves quantitative methods, which produce descriptive data analysis of questionnaires to teachers of preschool special education, dipersebarkan in percentages, means and shaped table. The questionnaire consisted of Part A: Background Preschool special education teacher (8 items), and Part B: Information Studies Preschool special education (17 items), and involving a total of 80 samples. A pilot study with the Cronbach alpha was 0.863, showed that the questionnaire is meeting the standards of study and be qualified to be able to study as well as measurement instruments can be used to research information for groups of similar samples (Aiken & Groth-Marnat, 2006 ; Chua, 2006; 2008). Alpha Cronbach value of the actual study, believes the study of 80 teachers involved is 0.926.

Findings

This study is focused on priority and optional domain competence in assessment; cutting-edge information about the assessment instruments; use competency assessment instruments; competence in the assessment of needs and interests, and interactive competence and creativity into practice on teacher ratings of children in preschool special education.

Table 1: Competence assessment domain selection

Domain	Mean	Median	Mode	Standard Deviation	Number
Psychomotor	2.94 *	3.00	3.00	1.37	441.0
Cognitive	2.85 *	2.50	2.00	1.24	428.0
Language -	1.65 *	1.00	1.00	1.03	247.0
Socio	3.87 *	4.00	4.00	1.49	580.0
Spirituality	4.54	5.00	5.00	1.26	681.0
Creativity	5.14	5.50	6.00	1.18	771.0

N: 80

While based on the statistical from Table 1 above, this study found the competence of language and communication domain to domain respondents and priority and selection of the most frequently involved in the assessment with a mean of 1.65, followed by cognitive domain (2.85 min), psychomotor domain (min 2.94), socio domain (3.87 min), the spiritual domain (min 4:54), while the domain of creativity - aesthetics (mean 5.14).

Skills and sensitivity information associated with the assessment information respondents 'readiness' of existing and knowledge, whether of the assessment of the country or from abroad is important (Gable & Wolf, 1993), the survey found the information which gives added value to researchers, as shown in Table 2 below:

Table 2: Competence of knowledge and experience in the education of preschool special needs teachers

Item		Amount	Percentage	Percentage Cumulative
07 Knowing there assessment instruments.	Yes	38	47.5	47.5
	No	42	52.5 *	100.0
08 Make reference the instrument available.	Yes	31	38.8	38.8
	No	49	61.2 *	100.0
09 adopt part of existing instrument.	Yes	35	43.8	43.8
	No	45	56.2 *	100.0
10 adopt Fully instruments available.	Yes	32	40.0	40.0
	No	48	60.0 *	100.0
11 Using the instrument existing assessments. (Not necessarily				

instruments 'readiness')	Yes	38	47.5	47.5
	No	42	52.5 *	100.0
12 Frequency of use assessment instruments available:				
	Use less	17	21.3	21.3
	Use	18	22.5	43.8
	Sometimes to	24	30.0	73.8 *
	Always use	21	26.2	100.0
N: 80	Total:	80	100	(* Highest)

The results showed that the skills and sensitivity to special education preschool teacher assessment information relating to 'readiness' of existing and knowledge, whether the resource assessment of the country and even from abroad, through item 07, knows there are assessment instruments 'readiness' is , Yes (47.5%) No (52.5%). For item 08, make reference to instruments 'readiness' of existing, Yes (38.8%) and No (61.2%). Next to item 09, to adopt some of the instruments 'readiness' of existing, Yes (43.8%) and No (56.2%). For item 10, fully adopt instruments 'readiness' of existing, Yes (40.0%) and No (60.0%). Further to item 11, the Using existing assessment instruments (not necessarily the instruments 'readiness') is, Yes (47.5%) and No (52.5%). For item 12, the frequency of existing assessment instruments, is - Less Guna (21.3%), Rarely Used (22.5%), sometimes Guna (30.0%), and always use (26.2%), for these 12 items, mean of 73.8%, meaning there is always useless.

While the aspect of affairs needs and best interest as well as assessment instruments necessary scenes, the feedback of the findings of the study is based on data findings in Table 3.

Table 3: Assessment of 'Readiness' - the needs and interests of instruments

Item	Amount	Percentage	Percentage Cumulative
13 [i] assessment instruments:			
the number / adequacy			
Already (Many / Self)	35	43.7	43.7
Yet	45	56.3 *	100.0
[Ii] assessment instruments:			
aspect needs			
Not enough (Need)	42	52.5 *	52.5
Already (Do not Need)	38	47.5	100.0
[Iii] assessment instruments:			
quality ratio.			
Quality	33	41.2	41.2
Not Quality	47	58.8 *	100.0

[Iv] assessment instruments:				
domain coverage ratio.				
Includes	32	40.0	40.0	
Accounts for Currently	48	60.0 *	100.0	
[V] The instrument of assessment:				
ASPECT options / alternatives				
Many options	06	07.5	07.5	
Less options	74	92.5 *	100.0	
14 assessment instruments:				
the level of needs				
Need less	05	06.3	06.3	} positive 93.7% *
Required	36	51.3*	45.0	
More is needed	13	16.3 *	67.6	
Is needed	26	32.4 *	100.0	
15 assessment instruments:				
the estimated time limit				
Time: 20-30 minutes	36	45.0 *	45.0	
Time: 25-35 minutes	28	35.0	80.0	
Time: 30-40 minutes	11	13.8	93.8	
Time: 35-45 minutes	05	06.2	100.0	
16 -Interactive Instrument				
Features / creative and innovative elements				
There are	22	27.5	27.5	
No	58	72.5 *	100.0	
N: 80	Total:	80	100	(* Highest)

Accordingly, Table 3 above found that the competence of the needs and interests and affairs of the scenes required assessment instrument, item 13 [i] assessment instruments 'readiness': the number / adequacy, is - Already a (Much / Not Enough) is 43.7%, and yet (56.3%). For item 13 [ii], assessment instruments 'readiness': the need is - Not enough (that is still necessary) 52.5%, and already (ie not Need) is 47.5%. For item 13 [iii] Furthermore, assessment instruments 'readiness': the quality is - have Quality (41.2%), and yet quality (58.8%). Item 13 [iv], assessment instruments 'readiness': domain coverage ratio, is - includes (40.0%), and yet includes (60.0%). Next to item 13 [v], assessment instruments 'readiness': the options / alternatives are - Plenty of choice (07.5%) and lack of choice (92.5%). For item 14, the assessment instruments 'readiness': the level of need, it is - not substantial (06.3%), while - Required (45.0%), more is needed (16.3%) and very necessary (32.4%), representing 93.7% positive to get. For item 15, Instrumen assessment: the assessment is a time limit - Time: 20-30 minutes (45.0%), 25-35 minutes (35.0%), 30-40 minutes (13.8%) and for a time: 35-45 minutes (06.2%). For about 16 items, which are characterized by creativity and innovative instruments is 27.5%, and not 72.5%

creativity and innovation; while for item 17, proposed additional assessment domain is for guidance Ada (28.8%) and no additional reserves assessment domain is (71.2%).

Summary and Recommendations

As a special education pre-school education has now become one of the important agenda in the context of the Education Development Malaysia, it is timely assessment areas explored and strengthened and enhanced implementation.

Accordingly, the purpose of this study is to look at the culture of assessment, which assesses the readiness of preschool children in the preschool special education, as well as explore and analyze issues of special education pre-school education as well as challenges in the process of assessment of children facing special education preschool educators in Malaysia, in establishing an appropriate assessment strategies so that the quality and excellence in special education pre-school education is assured. This is because the assessment whether in formal or informal, either through observation, reference, portfolio, tests, projects, checklists, anecdotal or anything associated with it, proved more beneficial and useful to children, educators, parents, supervisors, educational policy makers and other parties dealing with the education of children in particular.

The following statements apply this research to practice: -

i. The issue of assessment in preschool special education needs to be addressed by the perspective of children, parents, preschool special education, and community. Studies have shown that successful preparation involves the development of children's abilities and commitment of parents as children's first teachers, public school system that provides the needs of individual children, and also the field of early childhood community, to provide the children with the skills needed to succeed in preschool special education, with basic ownership culture of creativity and innovation high.

ii. An assessment system should be implemented to identify the strengths and weaknesses of the child for individual education programs and classrooms in the earliest years and to monitor the progress of children on a regular basis starting from preschool special education to primary education.

iii. Using an economic perspective on the importance of early childhood programs are necessary to create and increase the number of program quality kids. Return on investment and rate of return of the benefits of early childhood programs for the public and the quality of the overall economy. Investing in 'early childhood education' will create great savings for our country that can not be duplicated (Duplicate) the investment strategy of the business. This is in line with efforts to implement and realize the NKRA, that goal can be achieved preschool special education (Mohd Zuri, Aznan & Zainiddin, 2013).

Thus, the study suggests that the value added of all parties mepergandakan efforts, actions and commitment to strengthen the special education preschool teachers are competent to complete assessment science, creative and innovative assessment practices to realize a unique, holistic and authentic, as well as creativity and innovative nature.

In addition, the proposed extension studies which are related to the factors and constraints of implementation; creativity and innovation in appraisal practice, and assessment strategies to realize unique, holistic and authentic.

Conclusion

Now, competency assessment at the stage of preschool special education can not be ruled out, because the process is capable and able to serve as a benchmark for ensuring the most basic level of "readiness preschool special education" of children, before they follow or are in the formal education system school.

Accordingly, it can be concluded that the main objective, assessment 'readiness' in preschool special education function is to identify children who have attained the skills that have been established, reach a predetermined knowledge skills, achieve a predetermined attitude, reaching motivations and appropriate behavior, allowing them to benefit from instruction in special education preschool centers maximum. It became the benchmark for a continuity of education for children in preschool special education to mampu and capable of preserving the 'readiness' in fact, whether to confront or Bunutan needs of each individual child itself.

REFERENCES

- Aiken, L.R. & Groth-Marnat, G. 2006. *Psychological testing and assessment* (12th ed.). Boston : Pearson Allyn and Bacon.
- Aminah Ayob. 2005. Trend dan Cabaran Pendidikan Prasekolah di Malaysia. *Seminar Prasekolah Peringkat Kebangsaan*, 28-29 Mac 2005 , Maktab Perguruan Sultan Mizan , Besut Terengganu.
- Ayers, H., Clarke, D. & Ross, A. 2000. *Assessing individual needs : a practical Approach* (2nd ed.). London : David Fulton Publishers.
- Brassard, M.R. & Boehm, A.E. 2008. *Preschool assessment : principles and practices*. New York : The Guilford Press.
- Gable, R.K. & Wolf, M.B. 1993. *Instrument development in the affective domain* (2nd ed.). Boston : Kluwer Academic Publishers.
- Gargiulo, R.M. & Kilgo, J.L. 2000. *Young children with special needs*. New York : Delmar Publishers.
- Gredler, G.R. 2000. Early Childhood Education – Assessment and Intervention : What The Future Holds. *Psychology In The Schools*. Vol. 37(1) , 73-79.
- Koralek, D. 2004. Child and Program Assessment : Tool for Reflective Educators. *Journal of The National Association for the Education of Young Children* (NEAYC), *Young Children*, 59, 12-13.[1]
- Kurdek, L.A.. Sinclair, R.J. 2001. Dalam DeHart, G.B., Sroufe, L.A. & Cooper, R.G. *Child development : its nature and course*. Boston : McGraw-Hill Companies, Inc.

- Mastura Badzis. 2005. Penilaian Dalam Pendidikan Prasekolah. *Seminar Prasekolah Peringkat Kebangsaan*, 28-29 Mac 2005, Maktab Perguruan Sultan Mizan , Besut Terengganu.
- McMillan, J.H. 2004. *Classroom assessment : principles and practice for effective instruction (3rd ed.)*. Boston : Pearson Allyn and Bacon.
- Meisels, S.J. 1999. Assessing Readiness. Dalam Pianta, R.C. & Cox, M.J. (Eds.) , *The transition to kindergarten (pp.39-66)*. Baltimore, MD : Paul H. Brookes.
- Mohd Zuri Ghani, Aznan Che Ahmad & Zainiddin Mohd Isa. 2013. *Masalah pembelajaran*. Tanjung Malim, Perak : Penerbitan Universiti Pendidikan Sultan Idris.
- Osborn, D.K. 1991. *Early childhood education in historical perspective (3rd ed.)*. Athens GA : Daye Press.
- Paasche, C.L., Gorrill, L. & Strom, B. 2004. *Children with special needs in early childhood settings*. New York : Thomson Delmar Learning.
- Rohaty Mohd. Majzub. 2003. *Pendidikan prasekolah : cabaran kualiti*. Bangi : Penerbit Universiti Kebangsaan Malaysia.
- Rohaty Mohd. Majzub. 2006. Assessment in preschool education. Dalam *Humanising Assessment : Generating Excellence, Kuala Lumpur International Conference on Assessment (KLICA)*, Malaysia Examination Syndicate, MOE. Sunway Lagoon Resort Hotel, Selangor : 16-19 May 2006.
- Sandiyao Sebastian. 2007. *Pengesanan kanak-kanak dengan keperluan khas*. Kuala Lumpur : Penerbit Universiti Malaya.
- See Ching Mey, 2000. Dalam *Prosiding seminar pendidikan awal kanak-kanak 2000* , 18 November , Pulau Pinang , Universiti Sains Malaysia , 20-25.
- Wortham, S.C. 1995. *Measurement and evaluation in early childhood education (2nd ed.)*. New Jersey : Prentice-Hall , Inc.