

ABSTRACT

OVERVIEW OF ASSESSMENT IMPLEMENTATION IN IDENTIFYING CHILDREN WITH SPECIAL NEEDS AT HOMESCHOOLING HOUSE OF KNOWLEDGE

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This report aims to describe the implementation of assessments in identifying Children with Special Needs (ABK), especially children with indications of Autism Spectrum Disorder (ASD), at Homeschooling House Of Knowledge (HOK), an inclusive educational institution in South Tangerang. The author acts as a shadow teacher who is directly involved in the process of observation, interview, and intervention of a 2.5-year-old student who shows symptoms of ASD. The assessment method is carried out through observation of student behavior in daily learning activities and interviews with teachers. The intervention is designed based on a behavioristic approach using Positive Reinforcement and Shaping techniques. The results of the intervention carried out consistently for 26 sessions showed significant progress in students, ranging from the ability to sit independently, follow instructions, to active involvement in class activities. These findings indicate that appropriate assessment and planned intervention can improve children's readiness to participate in learning in an inclusive environment. This internship experience also emphasizes the importance of the role of shadow teachers and individual approaches in supporting the development of ABK in inclusive schools.

Keywords: *Assessment, children with special needs, Autism Spectrum Disorder (ASD), behavioral intervention, inclusive education.*

ABSTRAK

GAMBARAN PELAKSANAAN ASESMEN DALAM MENGIDENTIFIKASI ANAK BERKEBUTUHAN KHUSUS (ABK) DI *HOMESCHOOLING HOUSE OF KNOWLEDGE*

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Laporan ini bertujuan untuk menggambarkan pelaksanaan asesmen dalam mengidentifikasi Anak Berkebutuhan Khusus (ABK), khususnya anak dengan indikasi Autism Spectrum Disorder (ASD), di *Homeschooling House Of Knowledge* (HOK), sebuah lembaga pendidikan inklusif di Tangerang Selatan. Penulis berperan sebagai guru pendamping (*Shadow teacher*) yang terlibat langsung dalam proses observasi, wawancara, dan intervensi terhadap seorang siswa berusia 2,5 tahun yang menunjukkan gejala - gejala ASD. Metode asesmen dilakukan melalui observasi perilaku siswa dalam kegiatan belajar sehari - hari dan wawancara dengan guru. Intervensi dirancang berdasarkan pendekatan behavioristik menggunakan teknik *Positive Reinforcement* dan *Shaping*. Hasil dari Intervensi yang dilakukan secara konsisten selama 26 sesi menunjukkan kemajuan yang signifikan pada siswa, mulai dari kemampuan duduk mandiri, mengikuti instruksi, hingga keterlibatan aktif dalam kegiatan kelas. Temuan ini menunjukkan bahwa asesmen yang tepat dan intervensi yang terencana mampu meningkatkan kesiapan anak dalam mengikuti pembelajaran di lingkungan inklusif. Pengalaman magang ini juga mempertegas pentingnya peran guru pendamping dan pendekatan individual dalam mendukung perkembangan ABK di sekolah inklusif

Kata kunci: asesmen, anak berkebutuhan khusus, *Autism Spectrum Disorder* (ASD), intervensi perilaku, pendidikan inklusif.