

# The Evaluation of Teacher's Competencies on Special Education Programs

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**Abstract:** *This study was based on the understanding that special education programs are educational programs which aim to teach -students with physical and/or, psychological illnesses. It is required to develop knowledge, attitudes, and professional skills individually or collectively and members of the community in mutual relations with the cultural, social and natural environment. In this case, teachers need to have the appropriate competence to carry out their duties and functions correctly. This research aimed to evaluate the competence of teachers in special education programs and his implication to the graduate competencies. The study was conducted by using a mixed method approach. The results indicated that teachers have tremendous personal competence, social competence, professional competence and pedagogic competence. Thus, it can be interpreted that teachers have adequate competence to support the achievement of educational program objectives for special students. Adequate competency of the three competencies has implications for the competence of students. Mastery of attitude competency in special education programs is essentially required good, as well as in mastery of knowledge competency.*

**Keyword:** *Teacher Competencies, Education Program*

## I. INTRODUCTION

Features of special students require careful handling that considers their potential and needs. The handling is not only about physical, health, and psychological conditions, but an understanding of their potential and requirements is also needed so that they can be developed as optimally as possible. Therefore, modifications in educational practices or special education services are required to build their capacity so that they can be developed as optimally as possible.

The fulfilment of the opportunity to obtain Education and the improved quality of Education for special children require the enhanced quality of teacher as the resources who possess adequate knowledge, skills and attitudes. Through special education, it is expected that students with special needs will be able to change arrogances, awareness, and life abilities as personages and community fellows in conducting common contacts with the nearby societal, national and natural atmosphere, as well as developing services in the creation of profession or to track higher instruction. In an effort to achieve that goal, the role of a teacher becomes very

crucial. A teacher must have sufficient competencies to contribute to the achievement of program objectives.

Evaluation of the aspect of the teacher needs to be conducted as a part of improving the ongoing program. Recently, various steps and efforts have been performed to improve the effectiveness on the implementation of the program. However, the efforts undertaken hitherto are still partial; therefore, this has not significantly improved the quality of the program. The teachers' evaluation research was conducted to deliver a broad overview of all the supporting factors of the package; therefore, it can be taken into consideration to determine the corrective actions.

Research related to kids by special requirements previously directed by (Licardo, 2019) was conducted to evaluate the quality of learning in the schooling of kids with different needs. The results reveal that education practitioners use various methods to achieve learning goals. The results of the study also showed that subject teachers rarely use innovative methods because of constraints on supporting facilities.

(Blatchford's, 2019) survey of students with special needs delivers a detailed explanation of the environment and the class of the learning experience of students with special needs. The results of the study show that systemic failure has occurred for a long time in fulfilling the education of children with special needs. Schools are encouraged to make various efforts to provide quality teaching for kids through special requirements.

Another research was conducted by (Pell, 2017) to find out the experiences of parents with kids with special needs on behalf of legislation for children with SEN and persons with disabilities. The results of the study show changes in support of their children. However, some parents think that information, communication and school support need to be improved.

According to the results of research relevant to previous studies, it can be affirmed that this research is the first evaluation study at the segregation education institution of Exceptional junior High School in Garut Regency. Given the significant contribution in serving students with special needs, this evaluation study needs to be carried out so that the particular education program can be seen its effectiveness.

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### II. LITERATURE REVIEW

Estimate as the method of explaining, learning, and giving that expressive and judgmental information data about the worth and value of some article's goals, proposal, application, and effects in instruction to lead choice creation, to oblige requirements for liability, and sponsor accepting of the involved sensations (Stufflebeam, 1984). The calculation is a process of gathering the information that is typically descriptive and evaluative concerning on value and benefit of something, both in the aspect of objective, implementation plan and impact so it can be used for a guideline on making decisions, fulfilling needs for accountability importance and increasing comprehension of happening phenomena.

The formula states that the main activity from an evaluation process is providing information on whether the evaluated program has value and benefit (worth and merit) to be processed as the consideration for taking a decision later.

At the beginning of evaluation concept development, Scriven defined evaluation as "judging the worth or merit of something". Assessment is a judging process of the worth and merit of something. Next, Scriven completed his definition by giving evaluation formula as "systematic determination of the quality or value of something" (Davidson, 2005). It is a systematic procedure to regulate the value and benefit of something. This definition implies two following things: first, that evaluation is a systematic process, and second, that evaluation is judging process (judgment) to value the worth and quality of the evaluated item.

The other definition of evaluation developed by Tyler said that evaluations "as the course of to define to what range the instructive educational purposes are being understood (Brinkerhoff R. D., 1993). Evaluation is a process of data gathering to determine how far, on what, and which part the purpose of education has been attained. Those two definitions have similar meaning that explains that evaluation is a process that always refers to goals' achievement, which begins with data gathering.

The referred data gathering process is explained straight forwardly in another definition that states evaluation as "the identification, amplification, and application of defensible criteria to determine an evaluation object's value (worth or merit) about those criteria (Fitzpatrick, 2004). Data gathering on evaluation activity is done by identifying, clarifying, and using the required criteria to regulate the price of the estimated object, whether the object is beneficial/valuable or otherwise. This definition implies that the evaluation program is an activity of data gathering to be used as a consideration when making a decision.

Several of those formulas imply that evaluation is a systematic process done by data gathering activity both by measurement and judgment process, identification and clarification. The definition also shows that there is always criteria or parameter posed as a reference to do the judgment towards the evaluation result. The evaluation process cannot be separated from the intended goals. It confirms that the

evaluation process needs a reference to decide whether the package is being continuous or abolished.

Brinkerhoff gave elaboration that evaluation is a process of judging how far education purposes can be attained. On the execution of evaluation there are seven elements that should be done, which are: (1) concentrating a calculation and descriptive its objective, (2) crafty an assessment, (3) gathering data, (4) studying information, (5) writing: explaining and consuming assessment findings, (6) handling assessment actions, and (7) valuing assessment efforts (Brinkerhoff R. D., 1993).

On the evaluation process, the beginning stage should be done by the evaluator is deciding the focus that will be evaluated and the used design. It means that in an evaluation process, there should be a concrete point of what will be valued. Implicitly an evaluation emphasizes that there is an evaluation goal. Also, there is a plan of how to do the evaluation. The next step is data gathering, analyzing and making interpretation of gathered data to be a report later. Besides that, an evaluator should do the setting and evaluate what has been done on doing the whole evaluation.

Evaluation is a systematic process on which the real gathered data is converted into information to measure impact, measurement process and judgment, identification and clarification. That definition also shows that there are always criteria or parameter to be referred to do the judgment towards the evaluation result. Besides that, the evaluations process cannot be separated from the intended goals. This emphasizes that the evaluation process needs a reference to decide whether an evaluated program should be continued or not.

The definition reveals that evaluation is intended to judge something through the systematic process including identification, clarification with the assigned criteria, so will be obtained a data about the value and quality of the evaluated thing. The evaluation result is later to be a consideration on deciding whether the evaluated program should be continued, stopped, or refined.

A child is categorized as a special needs child if they have difficulties in learning. Those children need special education treatment. Children with special needs can be anyone with age below 19 years old and registered as a student in a school. Learning difficulties itself is a multidisciplinary concept that has been adopted widely and educative approach towards learning difficulties that have been developed rapidly, especially in a developed country.

Education for youngsters with special needs is a part of Exceptional Education or Special Education. However, if the exceptional common education is only targeting children with physical disabilities, the coverage of special education is including children with difficulties in language, reading, writing, and/or mathematics. Learning resources include tools, teaching material, learning devices, and human resources involved with the learning activity so that they will be facilitating learning and improving performance. Teaching material will be valuable if it is organized by a

certain plan that allows students to take benefit from it and use it effectively due to students' characteristic.

### III. METHODOLOGY/MATERIALS

#### A. Research Method

This study was directed by utilizing evaluative qualitative approach using CIPPO evaluation model, the focus of the evaluation is directed to five evaluation components which involve context, input, process, product, and outcomes. The research data collection is conducted through documentation, observation, and interview techniques. These activities used instruments which suits the needs according to the data characteristics and the ability of researchers to use them.

#### B. Instrument

The instruments used in this research are the non-test instrument in the form of a questionnaire, observation sheet, interview guide, and check-list document. The evaluation design is designed by comparing the performance of various program dimensions with specific criteria to eventually reach the judgment about the weaknesses and strengths of the evaluated program. With the use of CIPPO model, this research is expected to provide a comprehensive evaluation format at each stage of evaluation in context, input, process, product, and outcomes.

#### C. Data Collection Technique

Data collection techniques used include Interview techniques, observation, and document review were used for data collection. Instruments used in the form of questionnaires (questionnaires), observation sheets, checklist sheets, and interview guidelines.

The data collection technique used in this study refers to (Creswell, 2013) opinion, which suggests that the data collection procedure is divided into 4 (four) basic types, namely (1) observation, (2) interviews, (3) Documentation (4) Field Notes. These four techniques were used to get comprehensive data.

#### D. Research Location

This research was conducted in Junior High School for Special Needs Children in Garut Regency.

### IV. RESULTS AND FINDINGS

Evaluation towards the competence of tutors includes four aspects of social competence professional competence pedagogic competence, personality competence, and. The evaluation was conducted by using indicators that refer to the conformity of these four aspects with the national standard of education. Each indicator in the four aspects was collected using various statements and questions addressed to the teaching staff.

The detailed result on the evaluation of tutors in each competence is as tracks.

#### A. Pedagogic Competence

Evaluation towards pedagogic competence of teachers was conducted by looking at the competence of the teachers on ten specified aspects. Each aspect was outlined in several indicators to capture the teachers' competence. The ten issues evaluated include the skill of teachers to master the characteristics of beginners from the physical, -ethical, social, cultural, ly expressive and intellectual aspects, master learning models and educational ideologies, develop program related to the topics or fields of development experienced, organize learning or educational development, utilize data and communication technology for the purpose of establishing learning activities or development, facilitate the growth of potential beginners to actualize the potential possessed, communicate effectively, empathize, and decent towards the learners, utilize the calculation and evaluation processes and learning outcomes, utilize the results of the assessment and evaluation for learning purposes and lastly, perform a reflective to improve the excellence of learning.

Research data presented for the teacher's competencies have a fairly good range of scores on all aspects of pedagogic competence, namely in the range of 4 - 3.93 which means that the competence is in the good range. The highest score can be seen in the aspect of the ability of teachers to master the characteristics of beginners from the bodily, moral, public, cultural, expressive and intelligent aspects of 4.64 which is then followed by the ability to communicate effectively, empathic, and well-mannered towards the students, develop a syllabus related to the subjects or fields of growth that are supported, facilitate the development of the potential students to symbolize their potentials, perform reflective arrangements to improve the class of learning, organize educational learning or development, utilize information and communication technology for the benefit of organizing learning or development activities, master learning theories and educational principles and utilize the results of assessment and assessment for the benefit of learning with successive scores of 4.58. 4.42, 4.50, 4.28, 4.17, 4.08. 4.00 and 4.00.

While the lowest score on pedagogic competence is on the aspects of conducting t calculation and evaluation process and learning results. However, the average score from these aspects of pedagogic competence was 4.26, which means that teachers the pedagogic competence are fairly good.

#### B. Personal Competence

Evaluation of the personal competence of teachers was conducted by observing the competence of teachers in five determined aspects. Each aspect was outlined in several indicators to capture the teachers' competence. The five aspects evaluated includes acting in accordance with Indonesian religion, law, public, and national rules, presenting themselves as honest, noble, and role models for students and society, present themselves as patient, persistent, steady, stable, mature, wise, and commanding, showing a work ethic, high responsibility, a

sense of pride as a teacher, and self-possession and uphold the trained ethics code of teachers.

The research data presented for the teachers has a score range of 4.00 - 4.72. The highest score on the aspect of ability indicated high work ethic and responsibility of 4.72. The next aspect was acted in accordance with Indonesian religion, law, social, and national norms, prove work ethic, high duty, pride of being a teacher, and self-confidence, representing oneself as honest, noble, and role models for students and the community with the score of 4.42, 4.11 and 4.06 respectively. While the aspect of the ability to present themselves as a patient person, diligent, steady, stable, mature, wise, and authoritative person obtained a score of 4.00. The average score of all aspects evaluated on personal competence was 4.26, which means teachers have good personal competence.

### C. Social Competence

Evaluation towards the social competence of teachers was conducted by looking at the competence of teachers on four determined aspects. Each aspect was outlined in several indicators to capture the teachers' competence. The four aspects evaluated includes: firstly, the ability to be inclusive, objective, and non-discriminatory due to the consideration of sex, religion, race, physical, family background, and socioeconomic status; secondly, interconnect effectively, empathically, and courteously with fellow instructors, educational personnel, parents, and the community; thirdly, adapt in duty across the area; and fourthly, interconnect with the occupation communities themselves and other professions in the form of oral, writing or other forms.

The research data presented that the teachers have a score range of 4.33 - 4.67. The highest score was on the aspect of adaptability in duty throughout the territory of 4.67 and then followed the ability to communicate with the professional community itself and other professions in the form of oral, writing or other forms with a score of 4.58. The ability to be inclusive, objective, and non-discriminatory due to the considerations of gender, religion, race, physical condition, family background, and socioeconomic status indicates a score of 4.33 while the ability to communicate effectively, empathically, and courteously with fellow educators, teachers, parents, and the public has a score of 4.28. The average score of all aspects evaluated on this social competence was 4.46, which means that the teachers have a good social competence.

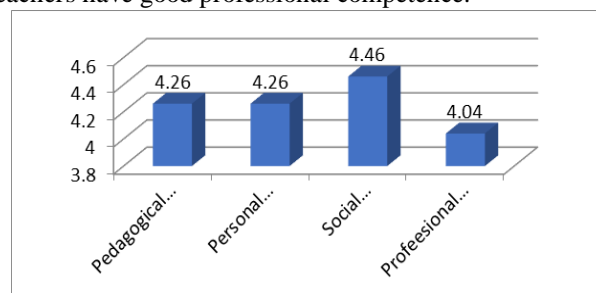
### D. Professional Competence

Evaluation towards the professional competence of teachers was conducted by observing the competence of the teachers on the five specified aspects. Each aspect was outlined in several indicators to capture the teachers' competence. The five aspects that are evaluated includes: firstly, the ability to master the material, structure, concepts, and the scientific attitude that helps the subjects being educated; secondly, the ability to master competency standards and necessary competencies of the subjects or fields of development taught; thirdly, the ability to develop learning materials that are managed creatively; fourthly,

evolved adeptness in a sustainable way by doing reflective action; and lastly, capabilities to s information and communication technology to communicate and grow themselves.

Research data presented that the teachers have a score range of 3.50 - 4.67. sustainably following aspects were the ability to master competency standards and basic competencies of subjects or fields of development taught. The ability to master the material, structure, concepts and mindset of science that support the subjects taught and gained a score of 4.33 and 4.00 respectively which means that the ability of teachers in all three aspects is good.

While the ability to utilize the ability of information and communication technology to communicate and develop themselves and the ability to develop learning materials creatively scored 3.7 and 3.5 respectively which means that the professional competence of teachers in both aspects is fairly good, the average score of all aspects evaluated on this professional competence was 4.04, which means that teachers have good professional competence.



**Fig 1.** Evaluation Results of Teacher Competencies in the Special Education Program

In Figure 1, it can be seen that teachers have good competence both in pedagogic, personal, social and professional competence. It is shown from the score on each competence that ranges between 4.04 and 4.46. Social competence shows the highest score of 4.46. This means that the competence of teachers, in terms of the ability to be comprehensive, objective, and unbiased because of sex, faith, race, physical condition, family background and socioeconomic status, the ability to communicate commendably, empathically, and courteously with fellow educators, education personnel, parents, and the community, the ability to adapt on duty throughout the territory of the Republic of Indonesia that has a diversity of social and cultural capabilities, to communicate with the profession community itself and other professions in the form of oral, writing or other forms are better than other competencies.

Pedagogical and personal competencies which indicated the same result of evaluation means that teachers have relatively similar competencies in the ability to master the features of students from the physical, moral, social, cultural, emotional and intellectual aspects, master the philosophy of learning and learning principles taught, develop curriculum related to the subjects or fields of development taught, organize educational learning or development, utilize information and



communication technology for the benefit of the implementation of learning activities or development taught, facilitate the development of potential learners to actualize various potentials, communicate effectively, empathically, and courteously with students, organize assessment and evaluation of the learning process and outcomes, utilize the results of assessment and evaluation for learning purposes and perform reflective actions which are useful for improving the quality of learning.

Likewise, the ability to act in accordance with Indonesian religions, law, social, and cultural norms, presents themselves as an honest personality, noble character, and role model for students and society, presents themselves as patient, persistent, steady, stable, mature, wise, and authoritative person, showing the work ethic, high responsibility, the pride of being a teacher, and confidence and uphold the code of ethics of teachers is good.

However, professional competence with the lowest score among the four competencies means that teachers still need to be concerned and needs improvement in professional competence. Firstly, the ability to master the material, structure, concept, and the mindset of science that supports the subjects; secondly, the ability to master the capability standard and basic competency of the subjects or field of development taught; thirdly the ability to develop learning material creatively; fourthly, develop the professionalism continuously by doing the reflective action; and lastly, the ability of employing information and communication skill to communicate and grow themselves.

Graduates' competencies are criteria regarding the qualifications of graduates' abilities, which includes the attitudes, knowledge, and skills of students who are expected to be achieved after completing their study. Evaluation towards product components is carried out to see the suitability of graduates' competencies with further education with the indicators used, namely students have the appropriate competencies to proceed to the next level.

**E. Attitude Competencies**

The attitude competencies that must be possessed by the student include; 1) Possess behavior that reflects the attitude of faith and fear towards God, 2) Possess behavior that reflects a characterized attitude, honesty, and caring, 3) Possess behavior that reflects a responsible attitude, 4) Possess behavior that reflects a true learner's attitude throughout life, 5) Possess behavior that reflects a healthy physical and spiritual attitude, 6) Possess factual knowledge, at a simple, technical as well as specific level, 7) Possess conceptual knowledge at a simple, technical as well as specific level, 8) Possess procedural knowledge at a simple, professional as well as particular level and 9) Possess meta-cognitive knowledge at a simple, technical as well as specific level.

**Table 1.** The Evaluation of Graduates' Competencies - Attitude Aspects in the Special Education Program

No	Statement	Res pon dent	Respondent's Answer					Result
			1	2	3	4	5	

		s						
1	Possess behavior that reflects the attitude of faith and fear towards God	72	0	0	51	20	1	3.3
2	Possess behavior that reflects a characterized attitude, honesty, and caring	72	0	1	55	16	0	3.2
3	Possess behavior that reflects a responsible attitude	72	0	3	56	13	0	3.1
4	Possess behavior that reflects a true learner's attitude throughout life	72	0	0	58	10	4	3.3
5	Possess behavior that reflects a healthy physical and spiritual attitude	72	0	0	61	10	1	3.2
6	Possess factual knowledge, at a simple, technical as well as specific level	72	0	7	53	11	1	3.1
7	Possess conceptual knowledge at a simple, technical as well as specific level	72	0	28	34	10	0	2.8
8	Possess procedural knowledge at a simple, technical as well as specific level	72	0	43	18	11	0	2.6
9	Possess meta-cognitive knowledge at a simple, technical as well as specific level	72	0	46	17	9	0	2.5

Special education programs are adequately propitious in generating graduates with behaviors that reflect faithfulness and fear towards God with a score of 3.3. The program is also adequately propitious in generating students with behaviors that reflect character, honesty, and care, with a score of 3.2. The program is adequately propitious in generating graduates with behaviors that reflect responsible attitudes, shown with a score of 3.1. The program is adequately propitious in generating graduates with behaviors that reflect the true attitude of learners throughout their lives, indicated with a score of 3.3. The program is also adequately propitious in generating graduates with behaviors that reflect physical and spiritual health, shown with a score of 3.2. The program is adequately propitious in generating graduates with factual knowledge, at a simple, technical as well as specific level, shown with a score of 3.1. Likewise, in generating graduates in three competencies: 1) Possess conceptual knowledge at a simple, technical as well as specific level, 2) Possess procedural knowledge at a simple, technical as well as specific level, and 3) Possess



simple meta-cognitive knowledge at a technical and specific level. Hence, the special education programs are classified into a fairly good category with scores of 2.8, 2.6, and 2.5, respectively.

**F. Knowledge Competence**

Knowledge competencies that must be possessed by the students include their abilities to link the information possessed in the framework of themselves, family, school, society, surrounding, natural environment, regional area, nation and the state. Table 2 shows the results of competencies in special education program.

**Table 2.** Evaluation of Graduates' Competencies - Knowledge Aspects in Special Education Programs

No	Statement	Respo ndent s	Respondent's Answer					Result
			1	2	3	4	5	
1	Having the ability to relate the knowledge possessed in the context of him/herself	72	0	17	45	8	2	2.9
2	Having the ability to relate the knowledge possessed in the context of the family	72	0	11	54	6	1	3.0
3	Having the ability to relate the knowledge possessed in the context of the school	72	0	32	36	4	0	2.6
4	Having the ability to relate the knowledge possessed in the context of society	72	0	41	23	8	0	2.5
5	Having the ability to relate the knowledge possessed in the context of surrounding natural environment	72	0	42	22	6	2	2.6
6	Having the ability to relate the knowledge possessed in the context of the nation and the state	72	0	46	22	4	0	2.4
7	Having the ability to relate the knowledge possessed in the context of the	72	0	45	23	2	2	2.5

regional area

The program is adequately propitious in generating graduates with the aptitude to link their knowledge in the context of him/herself, shown with a score of 2.9. The program is said to be adequately propitious in generating graduates with the aptitude to link their knowledge in the context of families, shown with a score of 3.0. The program is adequately propitious in generating graduates with the aptitude to link their knowledge in the context of school, indicated with a score of 2.6. The program is adequately propitious in generating graduates with the aptitude to link their knowledge in the context of the community, shown with a score of 2.5. The program is also said to be adequately propitious in generating graduates with the aptitude to link their knowledge in the context of the surrounding natural environment, indicated with a score of 2.6. However, the program lacks in generating graduates with the aptitude to link their knowledge in the context of the nation and state as well as the aptitude to link their knowledge in the context of the regional area, shown by the score of 2.4 respectively.

**G. Skills Competencies**

The skills competencies that must be possessed by the students include: 1) Creative thinking and acting skills through a scientific approach; 2) Productive thinking and acting skills through a scientific approach; 3) Critical thinking and acting skills through a scientific approach; 4) Independent thinking and acting skills through a scientific approach; 5) Collaborative thinking and acting skills through a scientific approach; and 6) Communicative thinking and acting skills through a scientific approach.

**Table 3.** The Evaluation of Graduates' Competencies - Skills Aspects in Special Education Program

No	Statement	Resp onde nts	Respondent's Answer					Result
			1	2	3	4	5	
1	Creative thinking and acting skills through a scientific approach	72	2	44	21	3	2	2.4
2	Productive thinking and acting skills through a scientific approach	72	2	45	21	2	2	2.4
3	Critical thinking and acting skills through a scientific approach	72	2	45	21	2	2	2.4
4	Independent thinking and acting skills through a scientific approach	72	3	46	19	2	2	2.3
5	Collaborative thinking and acting skills through a scientific approach	72	3	50	15	2	2	2.3

6	Communicative thinking and acting skills through a scientific approach	72	3	49	16	4	0	2.4
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The result indicated that the program lacks in generating graduates with creative thinking and acting skills through a scientific approach, shown with a score of 2.4. The program lacks in generating graduates with productive thinking and acting skills through a scientific approach, indicated with a score of 2.4. The program lacks in generating graduates with critical thinking and acting skills through a scientific approach, shown with a score of 2.4. The program lacks in generating graduates with independent thinking and acting skills through a scientific approach, shown with a score of 2.4. The program lacks in producing graduates with collaborative thinking and acting skills through a scientific approach, shown with a score of 2.3. The program also lacks in generating graduates with communicative thinking and acting skills through a scientific approach, shown with a score of 2.4.

The results indicated that the mastery of graduates' competencies is classified as fairly good, as well as in the domination of knowledge competencies. However, improvement is needed in the mastery of skills aspects of the graduates' competencies. In the context of special education program, learning achievement indicators prioritize the affective and psychomotor aspects because the objectives of the program tend to be on the independence of students. But in principle, the disclosure of ideal learning outcomes must still reveal the entire changing aspects as a result of the learning process. However, the assessment of the entire realm is a hard thing to do.

Therefore, what can be done by educators, in this case, is merely taking a snapshot of behavior changes that are considered important and are expected to reflect changes that occur as student learning outcomes, either within the dimensions of creativity, taste or intention (Syah, 2010).

The indicators for each competency are highly individual, depending on the students' initial abilities. This is not conducted as a form of exclusion, but rather as an adjustment because the educational goals to be achieved by children with special needs are not different from the goals of education in general. This is by the opinion which stated that goal is not an exclusive goal because it requires certain adjustments to their level of ability. Objectives that are beyond the scope of special needs children, on the other hand, goals that are common for normal children and does not require any special attention, educating special needs children requires special emphasis, for example, detailed formulation (Atmaja, 2018).

The results of the research which indicated low students' competencies showed that limited intelligence in children with special needs is one of the factors that affects the achievement of skills competencies. However, skills are strongly affected by cognitive mental functions. Reber stated that skills are the ability to perform complex patterns of behavior that are neatly arranged and by the circumstances to achieve certain results. Skills are not merely motor

movement but also the manifestation of cognitive mental function (Muhibbin, 2010) Thus, the teaching and learning process must be directed to be able to develop a class atmosphere that fosters the skills competencies of students. In this case, the educator must assist their students in finding their strengths and weaknesses. Hence the program may improve its competence.

## V. CONCLUSION

The results indicated that teachers have good pedagogic competence, personal competence, social competence and professional competence. It can be explained that teachers have adequate competence to support the achievement of educational program objectives for children with special needs.

The results of the research also indicated that mastery of attitude competencies of graduates in special education programs is classified as fairly good, as well as in the knowledge competencies. On the other hand, improvement is required in mastery the skills competency of graduates.

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