

**THE MANAGEMENT OF INCLUSION CLASS  
LEARNING**

*(A Site Study at SDN Kaliboto Purworejo)*

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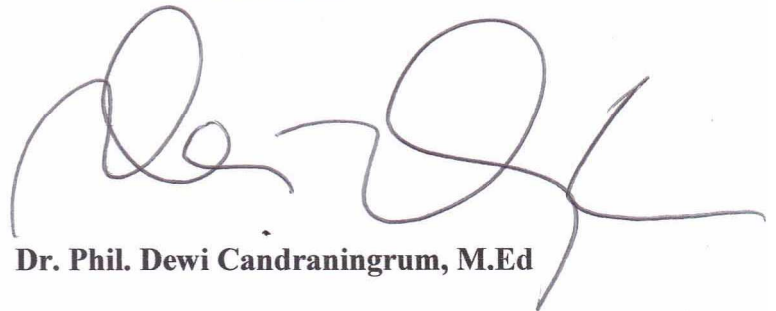
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# THE MANAGEMENT OF INCLUSION CLASS LEARNING

(A Site Study at *SDN Kaliboto Purworejo*)

By:

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## *Abstract*

*The purpose of this qualitative study is to describe the preparation of inclusion class learning, the relationship between students with special needs and normal students, and the evaluation of inclusion class learning class at SDN Kaliboto Purworejo. The findings suggested that learning of inclusion class at SDN Kaliboto Purworejo was well-prepared. The preparation included training to improve teachers' competencies in which not all teachers have the psychologist educational background. The preparation done included the preparation of instructional materials, aids and instructional media. At first, communication and social relationships between students with special needs and normal students have problems. Students with special needs felt insecure and less confident, as well as normal students who think them different. Responding to this, teachers conducted individual approach to each student so that a harmonious relationship happened. Students with special needs were not shy to ask and share stationery, while normal students helped their difficulties by being peer tutors. Evaluation for inclusion class learning in SDN Kaliboto Purworejo is done every day. For Students with special needs, teachers used lower standard score and difficulty level of questions than for the normal students. Teachers used written, oral, and practice evaluations to determine the development of cognitive, affective, and psychomotor aspects of students with special need.*

Keywords: *inclusion, preparation, relationship, evaluation*

## INTRODUCTION

Education is a basic need of every human being to ensure its survival to be more dignified. Therefore, the state has the obligation to provide a qualified educational service to every citizen without exception, including those with disabilities as contained in the 1945 Constitution, article 31 (1). Based on the mandate of the Constitution Article 31, paragraph 1 it is known that children with

special need, blind, deaf, mental retarded, quadriplegic, and children with difficulty in learning also have the same opportunity to get an education.

But unfortunately, the education system in Indonesia has not accommodated diversity, so it led the emergence of segmentation in education institution based on the different of religion, ethnic, and even the different in physical and mental of the students (Dika, 2010: 1). Parents and society have not been able to do much, because all of the educational process

Parents and society have not been able to do much, because all of the educational process is given to teachers and education personnel. All children with special need should be accommodated in a special school. One cause of the limited special school is its operating cost which is higher than the regular school. It is usually located in the provincial and district, but the children with special need are spread in areas which are difficult to reach. Learning disability consists of the general learning difficulty such as slow learner, and special learning difficulty that is the learning difficulty in a certain subject such as dyslexia, dyscalculia, and dysgraphia. These children are same with children who need special service.

Several children who need special service have been studying in regular school. Because there is no special education service, these children have a big potential to repeat the class and eventually dropped out of school.

To solve the above problem, it needs to be developed an integrated education management (inclusive) that is tailored to the condition and need of education for children who need special service. Inclusive education is the education in regular school that accommodates all children with special need that have normal IQ for those who have disorder, a special talent, intelligence, or those who have special education and special service (Restu, 2009: 1).

In Indonesia, the management of inclusion education is guaranteed by : (1) the Constitution of 1945 Article 31, (2) Law No. 2 of 1989 and Government Regulation No. 72 of 1991 on the National Education System, (3) Law No. 20 of 2003 Article 32, on National Education System, which in the description states that the education for learners with disabilities or have extraordinary intelligence

is held inclusively or in a special school, and (4) Decision of the Education and Culture Minister No. 002/u/1986 Article 1 paragraph 1 that an integrated education is a model of the organization of school program for children with disabilities, held together with normal children in public educational institution with a curriculum that applies at the institution, (5) Circular Letter of the General Directorate No. 380/C.C6/MN / 2003 regarding Inclusive Education. Incidentally, *SD Negeri Kaliboto Purworejo* becomes an inclusion elementary school that has been pointed by Department of Education in Purworejo with the decision of the culture and education minister No 002/U/1986.

During this time, education for children with disabilities is held at the extraordinary school. Meanwhile, its location is usually in the district capital. As a result, some children with disabilities do not go to school due to their parents' economic factor. While the nearby schools, they do not accept children with disabilities because they cannot serve them. And the other children who are accepted in the nearby elementary school, they could potentially stay in the classroom that ultimately drop out of the school because there is no special service for them. The further result, the compulsory education will be difficult to achieve.

In order to overcome the problem, it should be made a breakthrough for the provision of opportunity to children with disabilities to get education in a regular school together with normal children based on their need. This education is always called inclusion education.

While at *SD Negeri Kaliboto Purworejo*, there are several learning abilities of students. There are students who are quickly learning, average, and slowly in learning. In this case, students who are slowly in learning can also be caused by one of their conditions which is different with other students. One effort to overcome this problem is by holding an integrated education which is oriented to the problem of students' learning difficulty classified based on the level of difficulty.

The purpose of inclusion education at *SD Negeri Kaliboto Purworejo* is to overcome the learning difficulty of students with disabilities, in order to be able to

study with other normal students in the regular class using the same curriculum as well as gifted children.

Based on the above description, the writer selected and assigned the management of inclusion class learning at *SD Negeri Kaliboto Purworejo* as the object of study. Therefore, the inclusion of education at *SD Negeri Kaliboto Purworejo* is a manifestation of the development of inclusion school.

There were two objectives to be achieved in this study, General Objective, Special Objective. The general objective of this study was to describe the inclusion classroom learning in *SD Negeri Kaliboto Purworejo*. While the special objective was to describe the preparation of learning in inclusion class, the relationship between students with special needs with normal students in inclusion class learning, and the evaluation of learning in inclusion class at *SD Negeri Kaliboto Purworejo*.

Management is the process of mentoring, leadership, organization, control, and provision of other facilities to achieve a predetermined goal (Fathoni, 2006: 5). According to Scanlan and Key, management is the process of coordinating and integrating all sources whether human, facilities, and other technical resources to achieve specific objectives set (Danim, 2007: 32).

Follett (in Anonymous, 2004: 1) defines management as the art of the work done through others. Another opinion about management proposed by Hersey and Blanchard (as cited by Sagala, 2006: 13) which define management is a process of cooperation by individuals or groups to achieve organizational goals that is applied to all forms and types of organizations.

Based on the above opinion, it can be concluded that the management is an action, activity, or act with a specific purpose.

Morgan et al. (as cited by Bahrudin and Wahyuni, 2007:14) state that learning is a relatively permanent change in behavior and occurs as a result of training or experience. Meanwhile, according to Dengeng as cited by Uno (2008: 2), learning or teaching is an attempt to make students learn.

Learning is a process of human interactions called interaction. There are three characteristics contained in the learning system. (1) Plan. It is the

arrangement of energy, materials, and procedures, which are elements of learning systems, in a particular plan. (2) Interdependence. Interdependence between the elements of learning systems in a harmonious whole. (3) Objectives. Learning systems have certain goals to be achieved. These characteristics are the basis for the difference between the basic differences between man-made systems and natural systems (natural).

According to Terry (as cited by Sagala, 2006: 14) the process of management covers the activities of planning, organizing, mobilization, and surveillance. Planning is the preparation or prior determinations about what the will be done in the future within certain time limits to achieve a specific outcome (Fathoni, 2006: 29).

In simple, plan contains the material to be taught in the learning activities, learning strategies, and evaluation used to measure the success of learning (Suwardi, 2007: 30). Organizing by Terry (as cited by Sagala, 2006: 23) is to create a structure with integrated parts so that the relationship in the organization affected by the overall relationship in the system. In the implementation of learning, organizing activities such as the activities of teachers in organizing the instructional materials to be given at every meeting with the student as outlined in the lesson plan.

Actuating means an action to be arranged for all members of the group would be happy to work with so that organizational goals can be achieved efficiently and effectively (Fathoni, 2006: 3). In learning, actuating activity can be seen from the implementation of classroom teaching and learning activities. In learning, the teacher uses a variety of instructional methods and media so that students can better understand the material provided. This is an effort to achieve the learning objectives. Controlling activities conducted in the learning can be seen from the evaluation or assessment of learning.

Effective classroom management by Sa'diyah (2010: 9-14) is as follows. Enforce rules and apply procedures (a) Develop student responsibility; (b) Improper handling behavior and interfere; and (c) Respond to student behavior that deviates.

There some definition of inclusive education, such as it is an approach that seeks to transform the education system by eliminating the barriers that can hinder any student to participate fully in education. There are also people who interpret inclusion education as a model for implementation of educational program for children with disabilities where the implementation is integrated with normal children and its place in public schools using the curriculum of the institution (Dika, 2010: 5).

Inclusive education is an educational concept that accommodates all children without exception (Sambas, 2009: 5-6). Finally, it can be interpreted that inclusion education is an educational process that enable all children to have an opportunity to participate fully in the regular classroom activities, regardless of abnormality, race, or other characteristics.

Inclusive education aims to ensure that all children have ac an affordable, effective, relevant and appropriate access to education in their residence area. This education begins in home with family and also applied in formal education, non formal, all kinds of community-based education. (*"What is Inclusive Education - Concept Sheet"*, Sue Stubbs, Save the Children-UK).

According to Anupam (2004: 4), inclusive education has seven purposes.

- (a) Inclusive education is a strategy to improve the exclusive education system.
- (b) Inclusive education related to efforts to reduce or eliminate barriers to the access, participation, and learning for children with special need.
- (c) Inclusive education is an effort to fulfill the right to equal treatment for all children (non discrimination).
- (d) Inclusive education encourages the education and schooling system to be more centered on students, flexible, and friendly to the difference.
- (e) Inclusive education enables children to learn and live together as a first step, to achieve a more tolerant society and democratic.
- (f) Inclusive education respects the right of every child to become part of public life regardless of socioeconomic background and personal characteristics.
- (g) Inclusive education is a human right.

Grouping children with special need and the type of service, in accordance with the program of Directorate of Extraordinary School Development in 2006



and General Directorate of Primary and Secondary Education Management, National Education Department are Visually impaired, Hearing impaired, Mental retardation (a.l. Down Syndrome), Mild mental retardation (IQ = 50-70), Moderate mental retardation (IQ = 25-50), Severe mental retardation (IQ 125), Learning difficulties (i.e. hyperactive, ADD / ADHD, Dyslexia / Reading, dysgraphia / Write, Dyscalculia / Compute, dysphasia / Talk, dyspraxia / motor), Slow Learning (IQ = 70 -90), Autism, Drug Abusers, and Indigo (Ifdlali, 2010: 4).

Management of teaching and learning activities in an inclusive classroom is generally equal to the implementation of teaching and learning activities in regular classes. Inclusion classroom management in this study is a conscious effort to regulate teaching and learning process regardless of abnormality, race or other characteristics that systematically lead to the necessary preparation and realize the situation or condition of the learning process goes well and curricular goals can be achieved. To realize the goal of inclusion classroom learning, it needs a planning, implementation, and the good development activity.

A study conducted by Gilles and Carrington (2004) entitled *Inclusion: Culture, Policy and Practice: A Queensland Perspective*, discussed about inclusion learning. This study discussed the pedagogical skills of teachers in the learning activities. The findings showed that the preparation of a curriculum that provided a variety of administrative documents prepared specifically facilitated the implementation of inclusion learning.

A research conducted by Akhras (2011) entitled *Situating Learning for Digital Inclusion in the Social Context of Communities*, discussed the use of assistive devices or technology in learning activities for inclusion learning of children with special needs. Learning activities for children with special needs were packed by digital learning media and social approach. Computers and the internet have been provided by the school so that teachers and children with special needs feel comfortable in learning activities. The results showed that the presence of the media in the form of computers and the Internet make children with special needs doing authentic learning activities.

Research conducted by Lupart (2005) entitled *Whole School Evaluation And Inclusion: How Elementary School Participants Perceive Their Learning Community*, discussed the programs that support inclusion learning in elementary school. One of the programs done is to conduct an evaluation. Evaluation is done by giving questionnaires to school components-administrators, teachers, parents, educational assistants, and students. The results showed that the perception of the community to support the effectiveness of inclusion learning activities.

Research conducted by Belk (2005) entitled *Inclusion In Early Childhood Programs: A Kaleidoscope Of Diversity*. This study presented some of the concerns that arise from the inclusion and how to handle it. Teachers made various efforts to manage learning activities. The results showed that one of the efforts was by doing preparation, organization, planning, and support from the government.

Research conducted by Carrington, S., Robinson (2004) entitled *A case study of inclusive school development: a journey of learning*. This study discussed the learning needs of children with special needs. Teachers were required to manage learning activities for children with special needs can do a variety of activities both with fellow with poor or with other normal students. The results showed that the resources can facilitate the process of professional development and facilitate change in school culture, policy and teaching practice. Teachers used strategies peer tutors to help children with special needs in the relationship or interaction with other friends.

## **RESEARCH METHOD**

This study was conducted at *SD Negeri Kaliboto Purworejo*. The writer deliberately took this location as the research setting because it opens an inclusion class every new year, has national curriculum which is completed by the curriculum for children with special need, and the school recruited teachers who are able to teach in regular class that have special education.

Data are the writings or records of everything that is heard, seen, experienced, and even thought by the researcher during data collection activities and reflect it into ethnography Lofland (as cited by Moleong, 2006: 57).

The main data source in a qualitative research is that the words and action, in hope of providing adequate information and explanations in accordance with the formulated aspects of the study. The rest are additional data to complement and support the main data sources, such as document and other

In a qualitative research, the informant is not mentioned as a research subject, because the sources of data are about people who have an equal position between the studied and researcher. In this study, it involved people who act as the key person or a competent person.

Techniques of data collection used in-depth interview, observation, and documentation. In-depth interview is a purposeful conversation to collect ethnographic information Mantja (as cited by Harsono, 2008: 162). To have a direct description of the physical condition of the environment, infrastructure, and the process of classroom management especially inclusion class learning at *SD Negeri Kaliboto Purworejo*, the observation is done. Documentation is a way of collecting data through written documents, especially some of the structure of the program, profile of *SD Negeri Kaliboto Purworejo*, curriculum, learning tools, and photograph of activities and other matters related to research problems.

In doing data analysis, the researcher refers to the stages described by Miles and Huberman (2007: 16) which consists of three stages, namely: data reduction, data display and the conclusion drawing or verification), that commonly known as Interactive Model of analysis.

According to Moleong (2006: 320), to establish the validity of data, it requires a technique that is based on the criteria of credibility, transferability, dependability, and confirmability. Triangulation is a technique of checking data validity by using something other than the data (Moleong, 2006: 178). Triangulation used in this research is triangulation source, that is compare and test again the trust degree of information gained by different time and tool in qualitative research.

## RESULTS AND DISCUSSION THEORY

Principally, children with special needs can learn in public schools. However, in carrying out learning, a qualified interaction skill is necessary for teachers to the students and parents. Children with special needs have unique problems compared with other normal children. SDN Kaliboto handle students with special needs that their learning activities together with other normal students. Characteristics of children with special needs handled by our school includes first grade, there are two kinds of children with special needs who have abnormalities of eye defects and hearing disabilities. For third grade students, there is one student who has mental retardation or an idiot. For the fifth grade students only one student who has mental disorder. While the sixth grade experienced visual impairment. We do not do selection, only the age selection.

For the preparation of learning, the ability or mental of the teacher should be prepared. The preparation was realized by the organization of the training activities. This is done as not all teachers at *SDN Kaliboto* have counseling background. With the training, teachers know the concept of inclusion learning such as the preparation of *Individual Educational Plan* or often called IEP, doing the inclusion of learning strategies such as giving gift, punishment, learning by playing, as well as material repeating.

Individual Educational Plan is an administrative planning needs to be prepared, in accordance with the curriculum of inclusion in *SDN Kaliboto*. Preparatory curriculum of inclusion learning consistent with the research conducted by Gilles and Carrington (2004) entitled *Inclusion: Culture, Policy and Practice: A Queensland Perspective*, discussed about inclusion learning. This study discussed the pedagogical skills of teachers in the learning activities. The findings showed that the preparation of a curriculum that provided a variety of administrative documents prepared specifically facilitated the implementation of inclusion learning.

When compared between the study by Gilles and Carrington (2004) with a study conducted in *SDN Kaliboto*, we found similarities and differences. Both of these studies discussed the preparation for inclusion learning. It's just a study

conducted by Gilles and Carrington (2004), the preparations were focused on curriculum. While the research conducted at *SDN Kaliboto* ranging from human resources, facilities and infrastructure and also the curriculum were in the form of Individual Educational Plan.

Forms of lesson plan for the inclusion learning prepared by teachers in the form of Individual Educational Plan. Lesson plan prepared is basically same for normal students, just for the allocation of time and learning strategies are different from other normal students.

Material or instructional materials need to be prepared carefully so that students with special need are able to understand the material well. Facilities including the instructional media were prepared by *SDN Kaliboto* for inclusion learning. The media included audiovisual media, Science, Math, simple calculators, simple stationery, cards letters, cards words / syllables, number cards, color paper, and also the pictures. Besides media, the school also provided tools such as hearing aids, as well as visual aids (special glasses).

The tools provided by the school, making the students with special need and teachers assisted in conducting learning activities and students can understand the material and learn really. This is consistent with the results of research conducted by Akhras (2011) entitled *Situating Learning for Digital Inclusion in the Social Context of Communities*, discussed the use of assistive devices or technology in learning activities for inclusion learning of children with special needs. Learning activities for children with special needs were packed by digital learning media and social approach. Computers and the internet have been provided by the school so that teachers and children with special needs feel comfortable in learning activities. The results showed that the presence of the media in the form of computers and the Internet make children with special needs doing authentic learning activities.

When compared between the study by Akhras (2011) with a study conducted in *SDN Kaliboto*, we found similarities and differences. Both of these studies discussed instructional media of inclusion class that helped students with disabilities in understanding the material. It's just a study conducted by Akhras

(2011), media or tools prepared and used already using media such as the internet and computers. While the media or tools prepared in *SDN Kaliboto* are still modest and tailored to the needs of students with special need.

Communication of students with special need is still substandard. They sometimes have different communication systems. This makes their relationship with the normal students rather disturbed. Lack of communication with normal students is because of their physical and mental disabilities. Normal students, sometimes have to be patient and use tools to communicate with students with disabilities. For example, in learning mathematics, normal students communicate with students with disabilities who have hearing impairment by using stationery. When asked to perform learning activities outside the classroom students who have visual impairment should be guided by other normal students.

Relationship between students with disabilities with other students initially was less interactive. Students with special needs were less adaptable in the new environment, so they still took time to make the adjustment. Students with disabilities felt inferior because they were different from other students.

Teachers provided feedback and reinforcement solely to improve and help students with disabilities in conducting learning activities like other normal students. Teachers needed to do a lot of efforts and strategies for students with disabilities and normal students can interact in inclusion learning activities. The task of teachers in doing a variety of strategies in inclusion learning is in accordance with the results of research conducted by Belk (2005) entitled *Inclusion In Early Childhood Programs: A Kaleidoscope Of Diversity*. This study presented some of the concerns that arise from the inclusion and how to handle it. Teachers made various efforts to manage learning activities. The results showed that one of the efforts was by doing preparation, organization, planning, and support from the government.

When compared between the study by Belk (2005) with a study conducted in *SDN Kaliboto*, we found the similarities and differences. Both of those studies discussed the strategies that teachers do to help students with special need in interacting with other normal students. Only research conducted by Belk (2005),

the strategy done was by doing preparation and also working with the government. While research conducted in *SDN Kaliboto*, teachers used strategies such as giving feedback and reinforcement for students with disabilities and normal students.

The feedback and reinforcement of *SDN Kaliboto* teachers are able to make social relations between students with special need and normal students well-established. Tolerance also can be done by students with special need in building relationships with normal students in inclusion learning activities at *SDN Kaliboto*. Tolerance and open can be realized as lend stationery to normal students.

Interaction of inclusion learning activities at *SDN Kaliboto* between students with special need and normal students was seen when students were required to undertake study or group discussion. Teachers formed the group and gave a name to the group by the name of animal, vegetable names, fruit names, and so forth. Students with special need who were members of a group do interaction even light activities such as assisting in arranging seating and also writing. In the learning activities, students with mental impairment required repetition of material, so that the normal students helped to become tutors. Normal students also become tutor as a learning in groups. They assist students with special need understanding the material especially the leader of the group. However, if the tutors are not able to explain the material, the teachers are immediate to resolve the problem.

Learning activities with peer tutors method in *SDN Kaliboto* can improve learning activities between students with special need and normal students. This is consistent with the results of research conducted by Carrington, S., Robinson (2004) entitled *A case study of inclusive school development: a journey of learning*. This study discussed the learning needs of children with special needs. Teachers were required to manage learning activities for children with special needs can do a variety of activities both with fellow with poor or with other normal students. The results showed that the resources can facilitate the process of professional development and facilitate change in school culture, policy and

teaching practice. Teachers used strategies peer tutors to help children with special needs in the relationship or interaction with other friends.

When compared between the study by Carrington, S., Robinson (2004) with a study conducted in *SDN Kaliboto*, we found the similarities and differences. Both of these studies discussed the peer tutors to assist and encourage the students with special needs and normal students to do learning interaction. It's just a study conducted by Carrington, S., Robinson (2004) only discussed about the use of peer tutors in promoting relations between the students with special needs and normal students. While research conducted in *SDN Kaliboto* focused more on the relationship between the students with special needs and normal students who were not only visible from peer tutoring activities, but also in every stage of the learning activities in which teachers perform a variety of strategies and efforts in order to establish a relationship between students with special needs and normal students.

Learning evaluation of inclusion class at *SDN Kaliboto* is same with the evaluation of other learning. The evaluation is done every day for students with disabilities. Teacher evaluation question format specifically designed for children with special needs. To pre-test, teachers of *SDN Kaliboto* usually not do it, but for the final assessment is always done as a reflection on learning activities that have been done. The difficulty level of the questions given is lighter than the other normal students. The standard score to be achieved by students with special need are lower when compared with normal students. If a normal student must achieve a standard score of 70 then students with special need only expected to reach 60.

Teachers not only provide a written assessment, but also verbally and also practice. All forms of assessment solely to determine the capabilities of students with special need. The evaluation given was in oral, written, and practice evaluations.

In evaluating, teachers had many obstacles. Such obstacles were lack of timeliness of students with disabilities in submitting the assignment given by the teacher. Teachers provided dispensation, an additional time or leniency in submitting duties, for them. In finishing the evaluation, students with disabilities



required more time than the other normal students. Therefore, teachers of *SDN Kaliboto* gave more time for them to do the tasks. Tasks or answer sheets either school's final examination or National Final Examination can be collected until the break time.

At the end of the year, there is a report of learning outcomes for all students, including students with special need in the form of report book. Report books that were constructed to be reported to the principal and informed to the parents. This is done to get the consideration and input from the evaluation conducted by the teacher. Evaluation activities involving principal and parents for input is in accordance with the results of research conducted by Lupart (2005) entitled *Whole School Evaluation And Inclusion: How Elementary School Participants Perceive Their Learning Community*. This study discussed the program that supports the implementation of inclusion learning in primary schools. One of programs done is to conduct an evaluation. Evaluation is done by giving questionnaires to school's components-administrators, teachers, parents, educational assistants, and students. The results showed that the perception of the community supported the inclusion learning activities.

When compared between the study by Lupart (2005) with a study conducted in *SDN Kaliboto*, we found the similarities and differences. Both of these studies discussed the evaluation in inclusion learning. It's just an evaluation conducted by Lupart (2005) used questionnaires as more focused on the evaluation of the inclusion learning. While research conducted in *SDN Kaliboto* discussed evaluation for inclusion learning that was done in order to develop the skills of students with special need. Evaluation results for a year can be seen from the report books prepared by the teacher. The evaluation was given directly to know whether students complete it or not. It is a form of feedback for students, which provided an overview of the strengths and weaknesses of students.

## CONCLUSION

Learning of inclusion class at *SDN Kaliboto Purworejo* was well-prepared. The preparation included training to improve teachers' competencies who did not all have the psychologist educational background. The training given was able to increase teachers' competence in preparing the needs of learning. Teachers were able to prepare documents for any study, including preparing documents the developmental analysis of students with special need. The preparation done included the preparation of instructional materials, aids and instructional media.

At first, communication and social relationships between students with special needs and normal students have problems. Students with special needs felt insecure and less confident, as well as normal students who think them different. Responding to this, teachers conducted individual approach to each student so that a harmonious relationship happened in inclusion learning. Students with special needs were not shy to ask and share stationery, while normal students helped their difficulties by being peer tutors.

Evaluation for inclusion class learning in *SDN Kaliboto Purworejo* is done every day. Teachers used a lower standard score and the difficulty level of questions than the normal students. Teachers used written, oral, and practice evaluations to determine the development of students with special need in particular the development of cognitive, affective, and psychomotor aspects. There was a dispensation of time for finishing the questions, and the questions were also translated to Braille letters for the students who have visual impairment. The results of the evaluation in one year were made in the report books that contained the score achieved by students and the qualitative description of students' skill.

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