



## LEARNING MANAGEMENT BASED ON INDIVIDUAL NEEDS ASSESSMENT IN CHILDREN WITH DISABILITIES

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### ABSTRACT

*This study aims to analyze the implementation strategies of learning management based on individual needs assessment for students with disabilities at SMK Muhammadiyah Delanggu. The research employed a qualitative approach with a case study design. Data were collected through observation, in-depth interviews, and documentation analysis of lesson plans and student assessment records. The findings indicate that individual needs assessment was systematically integrated into the modification of learning objectives, adaptation of teaching methods and media, classroom organization, and the implementation of adaptive evaluation using performance rubrics and portfolios. The applied strategies included breaking down competency indicators into operational steps, utilizing visual media and step-by-step demonstrations, organizing small structured learning groups, and providing continuous formative feedback. The implementation of these strategies significantly improved students' participation, independence, and self-confidence in vocational learning activities. The study concludes that learning management based on individual needs assessment is an effective approach to strengthening inclusive education practices in vocational secondary schools.*

### ABSTRACT

Penelitian ini bertujuan untuk menganalisis strategi pelaksanaan pembelajaran berbasis asesmen kebutuhan individual pada anak disabilitas di SMK Muhammadiyah Delanggu. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam, dan studi dokumentasi terhadap perangkat pembelajaran serta hasil asesmen siswa. Hasil penelitian menunjukkan bahwa asesmen kebutuhan individual diintegrasikan secara sistematis dalam modifikasi tujuan pembelajaran, penyesuaian metode dan media, pengorganisasian kelas, serta penerapan evaluasi adaptif berbasis rubrik dan portofolio. Strategi pelaksanaan yang diterapkan meliputi pemecahan indikator kompetensi menjadi langkah operasional, penggunaan media visual dan demonstrasi bertahap, pembentukan kelompok kecil dengan peran terstruktur, serta pemberian umpan balik formatif berkelanjutan. Implementasi strategi tersebut terbukti meningkatkan partisipasi, kemandirian, dan kepercayaan diri siswa disabilitas dalam pembelajaran vokasional. Penelitian ini menyimpulkan bahwa manajemen pembelajaran berbasis asesmen kebutuhan individual merupakan pendekatan efektif dalam memperkuat praktik pendidikan inklusif di sekolah menengah kejuruan.

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## **INTRODUCTION**

Inclusive education is an educational approach that affirms that every student, including children with disabilities, has the same right to quality and meaningful learning services. This principle demands the transformation of the learning system from a uniform model to one that is adaptive, flexible, and oriented to the individual needs of students (UNESCO, 2020). In practice, inclusive education is not enough just to open access to school for children with disabilities, but also requires systematic learning management so that students' potential can develop optimally.

Children with disabilities have diverse characteristics, both in cognitive, sensory, motor, and social-emotional aspects. This diversity requires learning management based on individual needs assessment. Individual needs assessments serve as a basis for identifying the strengths, barriers, learning styles, and forms of support that students need (Smith & Tyler, 2020). Without a comprehensive assessment, learning risks being not on target and tends to ignore the real needs of students with disabilities.

In the context of vocational secondary education, the challenges of learning management have become more complex. Vocational high schools are not only oriented towards the mastery of theoretical knowledge, but also on the development of vocational skills and job readiness. Therefore, learning management based on individual needs assessment is very important so that students with disabilities are not only able to follow the academic process, but also acquire skill competencies that are in accordance with their potential (Marlina, 2021). Curriculum adaptation, modification of work practices, and evaluation adjustments are integral parts of inclusive learning management.

Previous research has shown that many inclusive schools still face obstacles in integrating assessment results into learning planning and implementation. Teachers often make spontaneous adjustments without a structured Individualized Education Program (IEP) document (Sugiyono, 2022). This condition causes learning to not be fully managed systematically and continuously. In fact, effective learning management should include assessment-based planning, differentiated implementation, and adaptive and authentic evaluation (Tomlinson, 2017).

This condition is also relevant to the educational practice at SMK Muhammadiyah Delanggu, which in recent years has begun to accept students with special needs in the regular learning system. Based on initial observations, schools have shown a commitment to inclusive principles, but the implementation of individual needs assessment as the basis for learning management has not been systematically documented. Learning planning is still dominated by a general format that applies to all students, while adaptations are made based on classroom situations.

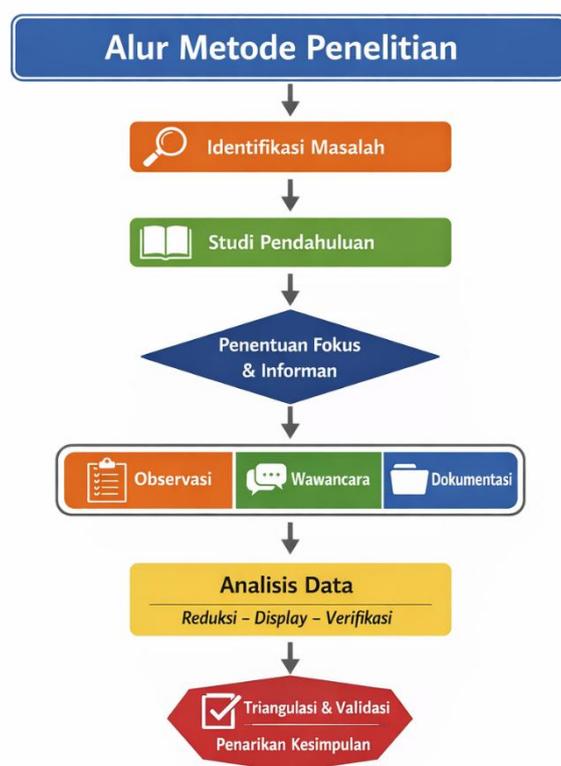
This phenomenon shows that there is a gap between inclusive policies and learning management practices in the field. Without the integration of individual needs assessment into the managerial function of learning, namely planning, implementing, and evaluating the potential of students with disabilities is at risk of not developing optimally. Therefore, an in-depth study is needed on how learning management based on individual needs assessment can be designed and implemented systematically in vocational high schools.

Based on this background, this study aims to analyze the implementation of learning management based on individual needs assessment in children with disabilities at SMK Muhammadiyah Delanggu. The focus of the research is directed at the integration of assessment results in learning planning, implementation strategies in the classroom and vocational practice, as well as the form of evaluation used. This research is expected to make a conceptual and practical contribution in strengthening inclusive learning management at the vocational secondary education level.

## METHODS

This study uses a qualitative approach with a case study design. This approach was chosen because the research aims to understand in depth the practice of learning management based on individual needs assessment in children with disabilities in the real context of school. Case studies allow researchers to explore phenomena holistically, contextually, and naturalistically without manipulating research variables.

The research was carried out at SMK Muhammadiyah Delanggu. This location was chosen purposively because the school has accepted students with disabilities in the regular learning system and has demonstrated a commitment to inclusive educational practices. The research subjects include school principals, deputy heads of curriculum, subject teachers, BK teachers, and students with disabilities who are involved in learning. Informants were selected using purposive sampling techniques by considering direct involvement in learning management.



**Image. 1** Qualitative research flow

Data collection techniques were carried out through observation, in-depth interviews, and documentation studies. Observations were made to observe the learning planning and implementation process, including classroom management, the use of initial assessments, and the differentiation strategies applied. In-depth interviews were conducted with principals and teachers to explore the understanding, policies, and practices of learning management based on individual needs assessments. The documentation study includes the analysis of lesson plans, annual programs, assessment documents, student development records, and forms of learning evaluation.

The data obtained was analyzed using Miles and Huberman's interactive analysis techniques, which included three stages: data reduction, data presentation, and conclusion/verification. Data reduction is carried out by grouping information according to the focus of the research, namely assessment-based planning, learning implementation, and adaptive evaluation. The presentation of data was carried out in the form of a descriptive

narrative and a thematic matrix. Furthermore, conclusions are drawn in stages by comparing findings between data sources to obtain consistent patterns and meanings.

To ensure the validity of the data, this study uses source triangulation techniques and triangulation techniques. Source triangulation is carried out by comparing information from school principals, teachers, and official documents. The triangulation technique was carried out by comparing the results of observations, interviews, and documentation. In addition, member checks are carried out on informants to ensure the accuracy of data interpretation.

With this qualitative case study approach, the research is expected to be able to provide an in-depth overview of how individual needs assessment is integrated in learning management at SMK Muhammadiyah Delanggu, as well as identify supporting and inhibiting factors for its implementation.

## **RESULTS AND DISCUSSION**

### **1. Implementation of Learning Management Based on Assessment of Individual Needs for Children with Disabilities at SMK Muhammadiyah Delanggu**

The results of the study show that the implementation of learning management based on individual needs assessment at SMK Muhammadiyah Delanggu takes place through the integration of managerial functions of planning, organizing, implementing, and controlling with assessment data of students with disabilities. Assessments are carried out at the beginning of the school year and are updated periodically through classroom observations, formative evaluations, and progress records from subject teachers and BK teachers. Assessment data includes academic ability, vocational skills, communication, emotion regulation, and learning preferences. The findings show that when assessment results are documented and discussed in curriculum team meetings, learning decisions become more targeted and consistent.

In the planning stage, teachers integrate the profile of student needs into a differentiated lesson plan. Learning indicators are adjusted to be more operational and contextual; For example, vocational practice competencies are broken down into small steps with clear success criteria. Media is selected based on the student's visual/kinesthetic strengths, and time allocation is adjusted for practice tasks that require repetition. As a result, teachers have a clear action map before entering the classroom, so that adaptation is no longer spontaneous.

At the organizing stage, the school formed coordination between the deputy head of curriculum, maple teachers, and BK teachers to ensure the sustainability of support. Seating arrangements, division of roles in group work, and practice scheduling are done taking into account individual needs. This practice strengthens cross-role collaboration and reduces the burden of adaptation that rests on only one teacher.

At the implementation stage, differential strategies are applied through gradual demonstrations, the use of visual worksheets, practice simulations, and structured mentoring. Students are given a choice of learning products (e.g., visual reports, practice videos, or short presentations) to express competency achievements. Observations show increased engagement and independence, especially when instructions are made concise and concrete.

At the control/evaluation stage, schools apply adaptive evaluation based on performance rubrics and portfolios. Feedback is given formatively and immediately (immediate feedback), so that improvements can be made at the next meeting. The results of the evaluation not only record the final score, but also the progress of the individual, which then becomes the basis for re-assessment and adjustment of the plan.

**Table 1.** Implementation of Assessment-Based Learning Management

Management Functions	Implementation Practices	Observed Impact
Planning	Differentiated lesson plan based on student profile	More realistic and measurable goals
Organizing	Coordination of the curriculum of BK–mapel teachers	More consistent support
Implementation	Step-up demonstrations, visual worksheets, product options	Increased participation & independence
Control	Performance section, portfolio, re-assessments	Individual progress monitored

Indicators of Change Before–After Strengthening Integration

**Table 2.** Comparison of Implementation Indicators

Indicator	Before Systematic Integration	After Systematic Integration
Assessment documentation	Separate & not routine	Archived & discussed periodically
RPP Adaptation	Spontaneous	Differentiated & planned
Class strategy	General dominant	Varied & needs-based
Evaluation	Standard test	Performance & portfolio rubric
Monitoring progres	Insidental	Periodic & data-driven

The findings in Table 2 show a shift from reactive practices to data-driven systems. Analytically, the success of the implementation is supported by three factors: (1) the school's managerial commitment, (2) neat and easily accessible assessment documentation, and (3) the culture of teacher reflection through periodic evaluation meetings.



**Figure 2.** Conceptual Implementation (Integrated Model)

The image confirms that assessment is the foundation of the learning management cycle. Evaluation does not stop at the final assessment, but triggers feedback and revision of the plan so that continuous improvement is created.

The implementation at SMK Muhammadiyah Delanggu shows that learning management based on individual needs assessment is effective when positioned as a system rather than a sporadic practice. Consistent integration across management functions results in more inclusive, adaptive, and progress-oriented learning. In the future, strengthening teachers' capacity in the preparation of adaptive rubrics and IEP documentation will further strengthen the quality of services for students with disabilities in vocational secondary education.

**2. Learning Implementation Strategy Based on Individual Needs Assessment in Children with Disabilities**

The results of the study show that the implementation strategy of learning based on individual needs assessment at SMK Muhammadiyah Delanggu is implemented through a systematic approach and oriented to the learning profile of students with disabilities. Individual needs assessments are not only carried out at the beginning of the school year, but are also updated periodically through classroom observation, teacher reflection, and formative evaluation. This practice is in line with the findings of [Ubaida et al. \(2024\)](#) which affirm that continuous individualized assessments increase the effectiveness of differentiation of learning in inclusive contexts.

The implementation of the strategy begins with an in-depth analysis of the assessment results, which include academic ability, vocational skills, communication skills, emotion regulation, and learning preferences. Based on this data, teachers make adjustments to learning objectives, methods, media, and forms of evaluation. This strategy shows a shift from a uniform learning approach to an individualized data-driven approach.

1) Learning Goal Modification Strategy

Teachers break down basic competencies into simpler and more gradual operational indicators. This approach allows students to complete vocational skills in small, measurable units. [Ramdhani \(2024\)](#) stated that structured learning objectives gradually increase the motivation and success of students with special needs.

**Table 1.** Modification of Assessment-Based Learning Objectives

General Competencies	Assessment Results	Purpose Modification	Success Indicators
Operating the practice tool	Slow to understand complex procedures	Dividing the procedure into 5 simple steps	Students are able to complete 3/5 steps independently
Compile practice reports	Difficulty writing long	Using point- & image-based report formats	Full report in visual format

This table shows that modifying goals does not mean lowering standards, but adjusting the stages of achievement.

2) Method and Media Adjustment Strategy

The implementation of learning emphasizes on gradual demonstrations, practice simulations, the use of visual modules, and video tutorials. [Zain \(2022\)](#) emphasized that the use of concrete and visual media increases the involvement of students with disabilities in inclusive learning.

**Table 2.** Adaptive Method and Media Strategy

Aspects	Implementation Strategy	Observed Impacts
Delivery of material	Live demonstrations & repetitions	Improved understanding of procedures

Media	Visual & video module of work steps	Reduced practice errors
Assistive technology	Use of laptop/tablet for visual guidance	Students are more independent

Observational data showed an increase in practice participation of  $\pm 30\%$  after consistent use of visual modules.

3) Learning Environment Organizing Strategy

The organization of the class is carried out through the formation of heterogeneous small groups with a clear division of roles. This strategy helps students feel they have a role in the learning process and reduces social pressure. **Wijayanti (2025)** stated that small group structures are effective in increasing social interaction of students with disabilities.

**Table 3.** Assessment-Based Class Organisation

Grouping Model	Purpose	Observation Results
Groups of 3-4 students	Improve collaboration	Increased social interaction
Buddy system	Peer mentoring	Increased confidence
Structured roles	Operator, recorder, evaluator	Equal participation

4) Adaptive Evaluation Strategy

Evaluation is carried out through performance rubrics, practice checklists, and portfolios. Feedback is provided immediately after the practice takes place. Evaluations not only assess the final outcome, but also the individual's process and progress.

**Table 4.** Adaptive Evaluation Model

Types of Evaluation	Instrument Shape	Purpose
Formative evaluation	Checklist internship	Monitor daily progress
Adaptive summative evaluation	Performance rubric	Assessing vocational skills
Portfolio	Documentation of practice results	Looking at long-term development

This approach is in accordance with the principles of formative assessment recommended in modern differential learning (**Ubaida et al., 2024**).

Managerially, the strategy for implementing learning based on individual needs assessment at SMK Muhammadiyah Delanggu shows the integration between planning, implementation, and control functions. Successful implementation is seen in:

- a. Increased class participation
- b. Increased self-reliance of practice
- c. Reduction of procedural errors
- d. Increased student confidence

However, the study also found several challenges, such as limited teachers' time in preparing differentiated lesson plans and the need for training in the preparation of adaptive rubrics.

Theoretically, the strategies implemented reflect an individualized data-driven differentiation approach that emphasizes the importance of assessment as the foundation of learning management. Without systematic assessment, inclusive

learning risks reverting to a uniform pattern that is less responsive to individual needs.

## CONCLUSION

Based on the results of research at SMK Muhammadiyah Delanggu, it can be concluded that the strategy for implementing learning based on individual needs assessment for children with disabilities has been implemented systematically and has shown significant effectiveness. Individual needs assessment plays a role as the main foundation in determining modification of learning objectives, adjusting methods and media, organizing the learning environment, and applying adaptive evaluation. The integration of assessment results into all stages of learning results in a more directed, differentiated, and responsive learning process to student characteristics.

Implementation strategies that include breaking down competency indicators into operational steps, using visual media and gradual demonstrations, forming small groups with structured roles, and evaluation based on performance rubrics and portfolios have been proven to increase participation, independence, and confidence of students with disabilities. Although there are still challenges in terms of planning time and the need to increase teacher capacity, overall the implementation of learning management based on individual needs assessment at SMK Muhammadiyah Delanggu reflects inclusive education practices that are adaptive, data-based, and oriented towards the optimal development of the potential of each student.

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