

Identification and Assessment of Learning Readiness of Children with Special Needs

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Article Info	Abstract
Article history: Received: February 9, 2026 Accepted: April 8, 2026 Published: May 30, 2026 Keywords: Assessment Children with special needs Identification Learning readiness This article is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License © 2026 Bubungan Tinggi: Jurnal Pengabdian Masyarakat	The success of children with special educational needs in learning is influenced by the ability and suitability of the learning program designed for them. Schools that accept children with special needs are expected to have identification and assessment results to inform their learning preparation. PAUD Mustika is one such early childhood school. However, the school still experiences obstacles in preparing the program because the identification and assessment results are incomplete and do not support the learning process. The community service activity aims to assess the learning readiness of children with special needs at PAUD Mustika. The implementation method consists of planning, implementation, and evaluation. The identification and assessment process was carried out for 10 children with special educational needs, involving parents and school teachers. The results of the community service activity were 10 learning readiness identification and assessment reports containing identification of children's special needs, assessments of developmental aspects, and learning recommendations based on the findings of the identification and assessment. These reports were submitted to the school to inform the design of a learning program that aligns with the students' characteristics and learning needs. Four teachers completed the questionnaire, achieving an average score of 83.125. This activity has a positive impact in the form of providing learning readiness assessments for students with special needs, which can be used as a reference in the classroom learning process and provide insight into the assessment process for teachers and parents. To cite this article: Susanti, D. J., Mirnawati, M., Amka, A., Khairinnisa, G. F., & Mawaddah, A. (2026). Identification and assessment of learning readiness of children with special needs. <i>Bubungan Tinggi: Jurnal Pengabdian Masyarakat</i>, 8(2), 496-506.

INTRODUCTION

A child's readiness to learn is influenced by the skills and abilities they have acquired during their developmental stages. Early childhood is a critical period of growth and development, when all areas of development have the potential to flourish ([Isnainia & Na'imah, 2020](#)). Therefore, it is important to optimize the stages of child development and provide appropriate support. Early development encompasses various functional abilities, including cognitive, motor, emotional, social, and language abilities ([Oktiawati et al., 2020](#)). The development of this phase will determine the next stage ([Khoiruzzadi & Fajriyah, 2019](#)). In addition, delays in one area of development can affect other areas. To

avoid this, screening activities to monitor growth and development need to be carried out from an early age in order to identify deviations in growth, development, and mental and emotional health at an early stage and to implement early intervention.

Parents are their children's first and primary educators because children begin to learn about education from them ([Amaliah & Hasibuan, 2023](#)). Additionally, early childhood teachers influence children's growth and development because they are the first environment outside the family that children encounter ([Wahyudi et al., 2019](#)). In the context of optimizing children's readiness to learn, a concept that in early childhood is often referred to as learning through playing, it is imperative to identify and assess children's abilities. Identification is defined as the process of acquiring knowledge about children in order to understand their condition ([Irvan, 2020](#)). Subsequent to identification, the subsequent step is assessment, the objective of which is to ascertain the child's abilities in each aspect of development. This will serve as a foundation or basis for preparing the child's learning needs ([Hamzah et al., 2020](#)). These identification and assessment activities are carried out comprehensively and continuously with one another ([Hartini et al., 2023](#)).

It is imperative that a comprehensive identification and assessment process be implemented for all children, particularly those with special needs, to ensure optimal future development and readiness for learning. The necessity for the identification and assessment of children with special needs is also required by partners, namely early childhood education (PAUD) Mustika, in preparing children's ability to play while learning in order to optimize their developmental stages. The domains of assessment encompass the following: language, emotional-social, cognitive, motor, academic, and self-care development ([Dewi, 2018](#)).

Since 2022, PAUD Mustika has been at the forefront of inclusive education in the city of Banjarbaru, representing a significant milestone in the field. The PAUD Mustika facility caters to a diverse cohort of students, many of whom present with a range of special needs, including autism, attention deficit hyperactivity disorder (ADHD), physical motor impairments, and intellectual impairments such as Down syndrome. It is evident from the preliminary interviews that PAUD Mustika is confronted with numerous challenges, including the underrepresentation of parents as collaborative partners in their children's education and upbringing, the absence of a systematic identification and evaluation of students with special educational needs in terms of their readiness to engage with the academic curriculum, and the dearth of a curriculum or program design that is development-oriented. The absence of identification and assessment results for all children with special needs at PAUD Mustika has impeded the teaching team's ability to devise learning programs that are customized to the children's individual requirements. A study of the school's records revealed that five children with special needs had identification and assessment reports that did not include any learning recommendations. The identification results were conducted when the children were between two and three years of age, which was not in line with their current abilities. Consequently, there is an imperative to conduct the most recent identification and evaluation, along with learning recommendations, in accordance with their current abilities.

In light of the challenges encountered by partners, the community service team will concentrate on facilitating the identification and assessment of children with special needs at PAUD Mustika. This initiative will serve as a foundation for preparing children's learning requirements. The identification and assessment of children with special educational needs represents a tangible contribution by educational institutions to the community, with a view to enhancing the quality of life of those children ([Thaibah et al., 2025](#)). Through identification and assessment, educational institutions, parents, and the community can enhance their sensitivity to children's developmental needs and gain access

to additional intervention services if deemed necessary ([Natalia & Westhisi, 2024](#)). Furthermore, this activity has the potential to enhance public awareness regarding the significance of recognizing and comprehending the requirements of children with special needs.

METHODS

This community service activity employed the Participatory Action Research (PAR) method, which involves researching the difficulties experienced by partners and providing interventions with assessments that are then evaluated for effectiveness. The program was conducted at PAUD Mustika, Banjarbaru, Indonesia, with the main field implementation held on Friday, 8 August 2025 (one-day activity). Each child was assessed individually for approximately 60 minutes per child. Participants comprised 10 children with special educational needs, their 10 parents/guardians, and 4 early childhood teachers. Teachers and parents were involved as key informants to provide contextual information on the children's daily functioning and learning needs.

The implementation of community service activities employs a systematic approach encompassing the stages of planning, implementation, and evaluation. The PAR procedure consisted of six stages. (1) Problem identification: the team conducted preliminary interviews with the principal and teachers, reviewed the available student records, and mapped the main constraints related to incomplete and outdated identification and assessment results. (2) Planning stage: the team and the school agreed on the schedule, participant involvement, technical procedures, and the preparation of instruments for identification, assessment, and monitoring and evaluation. (3) Data collection: data were gathered through direct assessment of each child, structured observation during task completion, and interviews with teachers and parents covering cognitive, language, motor, social-emotional, pre-academic, and self-care aspects. (4) Data analysis: The team triangulated the findings from observation, task performance, and interview data to identify each child's developmental profile, dominant needs, and learning readiness. (5) Implementation: The analyzed findings were compiled into individual learning readiness reports containing identification results, assessment summaries, and practical learning recommendations for the school. (6) Reflection and evaluation: The reports were discussed with teachers, and the overall program was evaluated using a teacher questionnaire. The monitoring-evaluation questionnaire was completed by 4 teachers to assess two outcome dimensions, namely the effectiveness of activity implementation and the readability and functionality of the assessment reports for lesson planning. Impact/monitoring-evaluation questionnaire (teacher-reported) to. The questionnaire used Likert-scale items, and the scores were analyzed descriptively by converting each respondent's score into a 0–100 scale using the formula "score obtained/maximum score $\times$ 100," followed by calculation of the mean score for each dimension and the overall average. The rating scale for the result is divided into four categories: 0–25 means poor, 26–50 means fair, 51–75 means good, and 76–100 means excellent. Higher scores indicated better program implementation and greater usefulness of the assessment reports.

RESULTS AND DISCUSSION

The community service activities were carried out at PAUD Mustika, involving parents, teachers, and children with special needs. The community service activities, which consisted of identification and assessment, were carried out alternately for each child. The implementation process was executed in the following sequence:

1. Problem Identification

At the problem identification stage, the team confirmed the partner's main needs through discussions with the principal and teachers of PAUD Mustika. The school had accepted children with various special educational needs, but the available identification and assessment documents were still incomplete; several reports were outdated; and some did not yet provide operational learning recommendations. The school also needed more systematic involvement of parents as sources of information about the children's daily development. These findings indicated that PAUD Mustika required up-to-date learning readiness data to design more appropriate learning programs for children with special needs.

2. Planning Stage

In the planning stage, the community service team coordinated with PAUD Mustika on the schedule, the technical flow of the activity, the alternating arrival of parents and children, and the roles of teachers during field implementation. The team also prepared identification and assessment instruments, interview guides for teachers and parents, and a monitoring and evaluation questionnaire. This stage ensured that the procedures, participants, and instruments were aligned with the school's needs and with the characteristics of the children who would be assessed.

3. Data Collection

The data collection stage was carried out on Friday, 8 August 2025. Each child participated in an approximately 60-minute assessment session involving direct task-based assessment, structured observation, and interviews with teachers and parents. The observed developmental domains included pre-academic, cognitive, language, motor, social-emotional, and self-care abilities. Interviews with teachers and parents were important to confirm behaviors and abilities that might not consistently appear during the formal assessment session. Through this process, the team collected comprehensive raw data from 10 children with special educational needs. The community service team with teachers at PAUD Mustika is shown in Figure 1.



Figure 1 Community service team with teachers at PAUD Mustika

The community service activities ran smoothly, with parents and students cooperatively attending according to the predetermined schedule. Teachers were also very helpful in communicating with parents, encouraging them to openly discuss their children's conditions and needs. The identification and assessment process is shown in Figure 2.



Figure 2 Identification and assessment process

4. Data Analysis

At the data analysis stage, the team compared and triangulated the results of direct assessment, behavioral observation, and interviews with teachers and parents. This process was used to identify the child's type of need, strengths, difficulties, level of independence, and priority areas that required educational support. The analyzed findings were then organized into an individual profile of learning readiness for each child. Table 1 summarizes the main results of the identification and assessment, including developmental findings and recommended follow-up strategies.

Table 1 Identification and Assessment Report

Subject (Initial) and Specification	Assessment Aspect	Result	Recommendations
AZ (Autistic)	Motor: Good in gross motor skills but struggles with fine motor tasks like catching a ball or holding a pencil properly. Communication: Verbal but struggles with sentence repetition and following two-step instructions. Social: Difficulty interacting with new people; emotional regulation is a challenge. Cognitive: Can classify objects by color and size but has limited concentration. Self-care: Independent in daily activities but needs help with post-BAB cleaning.	Motor: Good in gross motor skills but struggles with fine motor tasks like catching a ball or holding a pencil properly. Communication: Verbal but struggles with sentence repetition and following two-step instructions. Social: Difficulty interacting with new people; emotional regulation is a challenge. Cognitive: Can classify objects by color and size but has limited concentration. Self-care: Independent in daily activities but needs help with post-BAB cleaning.	Minimize distractions, use concrete media, and provide structured activities with breaks. Focus on social skills and emotional regulation through consistent interaction and play.
NJ (Autistic)	Motor: Struggles with balance and fine motor skills like folding paper. Communication: Limited verbal skills and difficulty understanding instructions. Social: Can adapt to new people but struggles with emotional control. Cognitive: Difficulty recognizing colors, letters, and sizes. Self-care: Needs support with daily activities.	Motor: Struggles with balance and fine motor skills like folding paper. Communication: Limited verbal skills and difficulty understanding instructions. Social: Can adapt to new people but struggles with emotional control. Cognitive: Difficulty recognizing colors, letters, and sizes. Self-care: Needs support with daily activities.	Implement consistent routines, verbal stimulation, and positive reinforcement. Minimize distractions and provide structured learning environments.
CN (Physical Motor Impairment)	Motor: Good fine motor skills, but struggles with gross motor tasks like balance. Communication: Clear verbal communication. Social: Good interaction skills.	Motor: Good fine motor skills, but struggles with gross motor tasks like balance. Communication: Clear verbal communication. Social: Good interaction skills.	Focus on balance exercises and improve handwriting skills

Subject (Initial) and Specification	Result Assessment Aspect	Recommendations
SZ (Hearing Impairment)	Cognitive: Well-developed cognitive abilities, easily remembers patterns, shapes, and colors. Self-care: Independent in daily tasks but needs help with mobility. Motor: No issues with motor skills. Communication: Uses gestures and understands single-step instructions. Social: Can interact with peers but struggles with danger awareness. Cognitive: Struggles with classification tasks and memory retention. Self-care: Independent in daily tasks.	with consistent practice. Use sign language for communication and reduce distractions in learning environments.
ZS (Autistic)	Motor: Good motor skills but struggles with balance. Communication: Non-verbal communication, limited verbal skills. Social: Can express emotions but struggles with social interaction. Cognitive: Limited cognitive function, difficulty with concentration and following instructions. Self-care: Needs assistance with daily tasks.	Implement short, structured learning sessions, encourage communication, and maintain consistent routines for emotional development.
DV (ADHD)	Motor: Struggles with balance, fine motor tasks like holding a pencil. Communication: Can communicate verbally but struggles with sentence repetition. Social: Can express emotions but struggles with adaptation and understanding boundaries. Cognitive: Can classify objects by color and size but has trouble focusing. Self-care: Independent in daily tasks but needs help with toilet training.	Use structured learning, provide visual aids, and maintain consistency in rules and routines to help focus and improve social interaction.
ZM (Autistic)	Motor: Difficulty with balance but good fine motor skills. Communication: Limited verbal communication; can answer simple questions. Social: Can express emotions but struggles with peer interaction. Cognitive: Can classify by color, shape, and size but struggles with sorting numbers. Self-care: Needs help with toilet training	Use consistent routines, help improve communication through speech therapy, and focus on play-based learning to enhance cognitive skills.
RJ (Autistic)	Motor: Struggles with balance and fine motor skills. Communication: Prefers using English but struggles to communicate needs. Social: Can adapt socially but struggles with emotional regulation. Cognitive: Good at classifying colors and remembering details, but struggles with size and volume classification. Self-care: Needs help with daily tasks.	Provide structured activities, use visual aids, and focus on social skills development.

Subject (Initial) and Specification	Result	
	Assessment Aspect	Recommendations
TH (Autistic)	Motor: Difficulty with balance and fine motor skills. Communication: Cannot communicate verbally. Social: Has trouble interacting with peers, lacks impulse control. Cognitive: Struggles with focus and understanding classifications. Self-care: Needs assistance with daily tasks.	Focus on motor skills improvement, introduce learning through play, and develop social and emotional skills gradually with structured support
JZ (ADHD)	Motor: Difficulty with balance but no issues with fine motor skills. Communication: Can express desires but with unclear articulation. Social: Can interact with peers but struggles with sharing. Cognitive: Can classify colors and shapes but struggles to focus. Self-care: Needs help with toilet training.	Implement visual learning tools, structured breaks, and positive reinforcement to help improve focus, communication, and social skills.

5. Implementation

In this program, implementation was carried out by submitting 10 individual learning readiness reports to PAUD Mustika. Each report contained the identification results, an assessment summary across developmental aspects, and practical learning recommendations for the children's needs. These reports can be used by teachers as an operational reference for classroom planning, media selection, communication strategies, behavior management, and self-care targets for each child.

6. Reflection and Evaluation

Following the submission of 10 reports on children with special needs to the school, teachers completed a questionnaire evaluating the implementation of learning readiness assessments conducted as community service activities. The objective of this evaluation was to ascertain the response of partners and the effectiveness of the activities. The questionnaire was completed by four teachers, yielding the following results (see Table 2).

Table 2 Reflection and evaluation result

Respondent	assessment aspects		Average
	Effectiveness of Activity Implementation	Readability of Activity Results	
NA	80	85	82.5
OC	75	90	82.5
MT	75	85	80
LA	80	95	87.5
Overall Average			83.125

The descriptive analysis showed an overall average score of 83.125, which means the result is excellent and indicates that the program was positively received and considered useful by the partner school. The mean score for the effectiveness of activity implementation was 77.5, while the mean score for report readability and functionality was

88.75. These results show that the activity was manageable for partners and that the reports were clear enough to support lesson planning.

The reflection results were also strengthened by qualitative responses from teachers and parents. Teachers reported that the reports helped them better understand the children's actual developmental conditions and provided more specific guidance for planning classroom instruction. Parents also gained a clearer picture of their children's abilities and difficulties, which can support consistency between school-based stimulation and home-based assistance. This finding is important because learning support for children with special needs needs to be carried out jointly by schools and families. Parents reported that they gained a more profound understanding of their children's conditions and abilities and were able to provide support for their learning at home. It is evident that learning is not solely the domain of formal education institutions; it is also the responsibility of parents to facilitate and nurture ongoing learning at home ([Nugroho & Minsih, 2021](#)). This identification and assessment is an activity carried out by the community service team to ensure appropriate learning that meets the learning needs of children with special needs ([Hidayati & Idhartono, 2023](#)).

In the identification and assessment process, teachers play a pivotal role in supporting the findings derived from children's abilities. This is due to the possibility that certain abilities may not emerge during the assessment process due to various conditions, such as children who are difficult to condition or lack compliance. Therefore, the identification and assessment team requires supporting data from teachers and parents ([Dimas et al., 2025](#)). Another important reflection from this activity concerns the role of teachers and parents in validating assessment findings. During several sessions, some children were difficult to condition or were unable to demonstrate all of their abilities within the limited assessment time. Information from teachers and parents therefore functioned as supporting evidence to confirm the child's habitual abilities in natural settings. This triangulation process enhanced the accuracy of the assessment results and reduced the risk of drawing conclusions based solely on a one-time observation.

The results of identification and assessment, in the form of an assessment report on the child's readiness to learn, are expected to assist teachers in developing programs and learning needs that are appropriate to the child's abilities. The results of identification and assessment can be continuously updated because the child's abilities may change over time. Consequently, it is imperative for educators and guardians to periodically assess the suitability and learning requirements of children ([Irvan, 2020](#)).

Overall, the PAR approach was useful because it did not stop at identifying problems but continued through joint planning, collaborative data collection, analysis, implementation of practical outputs, and reflection with the partner school. The resulting learning readiness reports can become living documents that are updated periodically as the children's development changes. In this way, the activity not only produced assessment documents but also strengthened the school's capacity to provide more responsive and development-oriented inclusive learning.

CONCLUSION

The implementation of community service activities at PAUD Mustika, which entailed identifying and assessing the learning readiness of children with special needs, successfully fulfilled the objectives of the community service. This assertion is substantiated by the outcomes of the monitoring and evaluation process, which took the form of questionnaires completed by four teachers from the PAUD Mustika. These questionnaires pertained to the extent of the implementation of the activity process and the clarity of the activity results. The average score received for these questionnaires was 83.125, which means excellent.

The results of the activity were submitted to the school in the form of ten reports on the assessment of children's learning readiness. These reports contained the results of identification and assessment of developmental aspects and learning recommendations to the findings of the identification and assessment. The reports were to be used by teachers as consideration and reference in the classroom learning process. Follow-up actions can include periodically updating assessments and integrating the assessment results into individual learning plans.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

A team contribution in the conceptualization area, DJ and M; methodology, A and M; results and discussion, DJ; M; A; GF; and AM; references, GF and AM; preparation of the original draft, DJ; and finishing the article, DJ and M.

AI DISCLOSURE STATEMENT

The author used ChatGPT during the preparation of this work to translate the manuscript and improve its grammatical structure. After using the tool/service, the author thoroughly reviewed and edited the content as needed and takes full responsibility for the content of the publication.

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