

THE IMPLEMENTATION OF ASSESSMENT IN INCLUSIVE CLASSROOM AT SD DANA PUNIA SINGARAJA

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ABSTRACT

The implementation of assessment in English language learning in elementary school inclusion classrooms still faces various challenges, particularly in accommodating the diversity of student abilities and the limited availability of guidelines for differentiated assessment. Furthermore, research specifically examining assessment practices in English language learning in elementary school inclusion classrooms remains limited. This study aims to analyze the implementation of assessment and the challenges faced by teachers in English language learning in inclusive classrooms. This study used a qualitative approach with a single case study design. The research subjects consisted of one English teacher and 28 second-grade elementary school students. Data were collected through document analysis, classroom observation, and interviews. The research findings indicate that assessments are conducted through diagnostic, formative, and summative assessments. Diagnostic assessments are administered to all students via oral questions to identify their readiness to learn and prior knowledge. Formative assessments are conducted on an assignments and feedback during the learning process, with adjustments made according to the needs of students in the inclusive classroom. Meanwhile, summative assessments were conducted at the end of each chapter or unit through daily quizzes and end-of-semester exams, with the number of questions adjusted based on student needs and support from special education teachers for students with special needs during instruction and assessment. Teachers faced several challenges, including student ability diversity, time constraints, and the lack of structured, differentiated assessment guidelines. Overall, assessments are conducted adaptively and are oriented toward the learning process. These findings imply the importance of developing systematic differentiated assessment guidelines as well as enhancing training and support for teachers so that the implementation of assessments in inclusive classrooms becomes more effective.

Keywords: Diagnostic Assessment, Formative Assessment, Summative Assessment, Inclusive Classroom, English Language Learning, Elementary School.

PENERAPAN PENILAIAN DI KELAS INKLUSIF DI SD DANA PUNIA SINGARAJA

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ABSTRAK

Implementasi asesmen dalam pembelajaran Bahasa Inggris di kelas inklusi sekolah dasar masih menghadapi berbagai tantangan, terutama dalam mengakomodasi keberagaman kemampuan siswa dan keterbatasan panduan asesmen terdiferensiasi. Selain itu, penelitian yang secara khusus mengkaji praktik asesmen pada pembelajaran Bahasa Inggris di kelas inklusi sekolah dasar masih terbatas. Penelitian ini bertujuan untuk menganalisis implementasi asesmen serta tantangan yang dihadapi guru dalam pembelajaran Bahasa Inggris di kelas inklusi. Penelitian ini menggunakan pendekatan kualitatif dengan desain single case study. Subjek penelitian terdiri atas satu guru Bahasa Inggris dan 28 siswa kelas II sekolah dasar. Data dikumpulkan melalui analisis dokumen, observasi kelas, dan wawancara. Hasil penelitian menunjukkan bahwa asesmen dilaksanakan melalui asesmen diagnostik, formatif, dan sumatif. Asesmen diagnostik diberikan kepada seluruh siswa melalui pertanyaan lisan untuk mengidentifikasi kesiapan belajar dan pengetahuan awal. Asesmen formatif dilaksanakan secara berkelanjutan melalui penugasan dan pemberian umpan balik selama proses pembelajaran, dengan penyesuaian sesuai kebutuhan siswa di kelas inklusi. Sementara itu, asesmen sumatif dilaksanakan pada akhir bab atau unit materi melalui ulangan harian dan ulangan akhir semester, dengan penyesuaian jumlah soal berdasarkan kebutuhan siswa serta dukungan guru pendamping bagi siswa spesial selama pelaksanaan pembelajaran dan asesmen. Guru menghadapi beberapa tantangan, yaitu keberagaman kemampuan siswa, keterbatasan waktu, dan belum tersedianya panduan asesmen terdiferensiasi yang terstruktur. Secara keseluruhan, asesmen dilaksanakan secara adaptif dan berorientasi pada proses pembelajaran. Temuan ini mengimplikasikan pentingnya pengembangan panduan asesmen terdiferensiasi yang sistematis serta peningkatan pelatihan dan dukungan bagi guru agar pelaksanaan asesmen di kelas inklusi menjadi lebih efektif.

Kata Kunci: *Penilaian Diagnostik, Penilaian Formatif, Penilaian Sumatif, Kelas Inklusi, Pembelajaran Bahasa Inggris, Sekolah Dasar.*