

CHAPTER I

INTRODUCTION

1.1 Research Background

Fundamental human rights protected by the state are enshrined as stipulated Article 31, Paragraph 1 of the 1945 Constitution, which states that every citizen has the same opportunity to receive an education regardless of their abilities or learning differences must be able to access learning that allows them to participate and develop. Equal opportunity is not only about entering school, but also about receiving support, instruction, and assessment that fit each student's needs. Because students in real classrooms have varied learning speeds and characteristics, schools are required to create learning environments that accommodate this diversity.

in Indonesia, as stipulated in the Regulation of the Minister of National Education Number 70 of 2009, inclusive education is intended for students with physical, emotional, mental, or social barriers, as well as students with learning difficulties. And inclusive education guarantees the rights of students with diverse needs to participate in education and supports the inclusive learning process. This regulation provides a legal basis for schools to implement inclusive practices, including adjusting teaching and assessment methods to accommodate students with diverse needs. Assessment in inclusive education aims to evaluate student learning progress while accommodating their diverse needs (Jungjohann & Gebhardt, 2023; Tai et al., 2023) Effective assessment practices must be continuous and responsive to students' individual learning profiles, ensuring fairness and accessibility for all learners (Florian & Linklater, 2010; Sinaga et al., 2024). in this context for students with Diverse needs, assessment must be individualized and flexible, adapting to the specific abilities and needs of students (Dr. Ranbir, 2024; Pădeanu, 2023).

in this approach, students with diverse learning needs are placed in one regular class and supported through learning adjustments and assessments. This is regulated in Law Number 20 of 2003 concerning the National Education System. Assessment plays an important role in the context of inclusion because it allows teacher to identify the learning needs of each student, monitor their progress, and design learning strategies that are tailored to individual differences

(Deluca & Lam, 2014; Julia & Supriyadi, 2018) The success of inclusive education be highly dependent on proper assessment (Dominika sitinjak, Herlina Irianthina ambarita, Nadya zipora, Yudi hartanto, 2018) Proper assessment in this context refers to assessment that is equity and adaptability, allowing teacher to recognize students' learning characteristics and design instruction that aligns with individual needs in inclusive classrooms.

These assessments cover academic assessment and overall student development. However, in practice, there is no specific reporting system or report card for students with diverse needs in regular schools. Teacher typically communicate assessment results through descriptive evaluations or observations, which are often not accommodated in the standard report card format of general schools. Although assessment plays an important role in inclusive education, its implementation faces challenges. Teacher often lack training and have difficulty designing assessments that are appropriate for students with diverse abilities (Basha, 2024; Galevska & Pesic, 2018; Sonali Bindhani & Geetha Gopinath, 2024). They need to improve their communication skills and emotional management of students (Jungjohann & Gebhardt, 2023; Sitanggang & Sirait, 2024) A study by Wijaya et al. (2023) shows that 60% of teacher struggle with initial identification and assessment. This indicates significant challenges in adapting evaluation methods to meet the needs of students in inclusive schools. The concept of “assessment for inclusion” encourages teacher to rethink how they evaluate, focusing not only on academic abilities but also on students' emotional and social aspects (Tai et al., 2023).

SDN 1 Munduk is one of the regular elementary schools that has implemented inclusive education by integrating students with diverse needs into one class. based on interviews with English teacher, it was found that there was a student who had difficulty processing information, particularly in reading and recognizing letters. This difficulty meant that the student needed additional attention and assistance during the learning process. This condition requires teacher, especially subject teacher such as English teacher, to make adjustments in the assessment process so that students can continue to take part in learning activities and demonstrate their understanding in accordance with their abilities. Therefore, the application of appropriate, flexible, and individual-oriented assessments is very important in the context of inclusive classrooms.

As indicated by the results of interviews, the implementation of assessment at SDN 1 Munduk has applied the principle of continuous assessment in the context of inclusive classrooms, but still faces several challenges. First, although teacher have carried out diagnostic, formative, and summative assessments, diagnostic assessments are still conducted in a simple and informal manner and have not been systematically documented. Information about students' learning needs is obtained mainly through teacher observation, so it is not yet fully used as a basis for structured differentiated learning and assessment planning. Second, assessment adjustments for students with learning difficulties have been made by simplifying questions, providing additional time, and providing assistance in the form of clearer instructions and the use of supporting media. However, the implementation of these assessment adaptations still depends heavily on the initiative and experience of teacher, and is not yet supported by written and standardized technical guidelines. Limited resources and the students population in a class are also obstacles to implementing assessment adjustments consistently. Third, in terms of reporting learning outcomes, schools still use the regular report card format. Although the assessment criteria for students with diverse learning needs have been adjusted, the report card format is not yet fully capable of comprehensively describing the individual development of students. consequently, the assessment results may not fully reflect the abilities, processes, and overall learning development.

However, it appears that SDN 1 Munduk has implemented inclusive classes by integrating one student with diverse learning needs into a regular class. The selected fourth grade class that was the focus of the study included one student who was identified by the teacher as having learning difficulties, particularly in relation to reading and information processing skills. In English language learning, the teacher has implemented differentiated assessment practices that refers to assessment adaptations used by teacher to respond to students' diverse learning needs within inclusive classrooms, such as simplifying assessment tasks, allowing extra time, reading instructions aloud, and permitting the use of supporting media or technological devices. These assessment adjustments reflect the teacher's attempt to address the diverse needs of students. However, these practices are not yet supported by formal training that specifically addresses assessment in inclusive classrooms. In addition, the relatively large number of students in the class also poses a challenge in consistently implementing individualized and adaptive

assessments. These conditions indicate that inclusive assessment efforts have been made, but they still depend on the experience and initiative of teacher and are not yet fully supported by standardized inclusive assessment procedures.

Although inclusive education has been implemented in regular schools, assessment practices in inclusive classrooms remain a challenge. Informal and unsystematically documented diagnostic assessments have the potential to prevent students' learning needs from being optimally identified. In addition, the use of regular report cards is not yet fully capable of describing the individual development of students with diverse learning needs. If this condition continues, assessment risks not functioning as a learning support tool, but only as an administrative report. Therefore, it is important to examine more deeply how assessment are planned and implemented in inclusive classrooms. This school was chosen because of its accessibility and the limited research examining the implementation of assessment by English teacher for students with diverse learning needs in similar contexts.

This condition aligns with findings from previous research. Several studies have shown that older inclusive education policies have been widely promoted, their implementation especially in assessment practices still faces significant challenges. For instance, Padmadewi et al. (2024) found that while teacher in Singaraja demonstrate efforts to apply inclusive classroom strategies, they still require more training and pedagogical support to implement inclusion effectively. Similarly, I. Rahmi et al. (2024) reported that teacher in Sumatra and Java often struggle to apply inclusive assessments due to limited knowledge, large class sizes, and a lack of professional development opportunities. Meanwhile, Jaya et al. (2021) emphasized that assessment practices for students in inclusive schools remain insufficient to accommodate individual learning needs, highlighting the necessity for continuous teacher training and adequate resource support.

Differences in teacher' understanding and skills in managing assessments for students in inclusive classroom have led to variations in practices that are not yet fully aligned with the principles of inclusive assessment. The absence of clear technical policies related to inclusive report cards has further widened the gap between the concept of inclusive assessment and its implementation in the field. Based on this description, there is a noticeable research gap because

the majority of previous studies in Indonesia have focused on teacher perceptions, policy analysis, or general inclusive education practices, while studies that specifically examine how assessment are planned and implemented in inclusive classrooms at the elementary school level remain limited. Thus, this study focuses on exploring the planning and implementation of assessment in inclusive classrooms at SDN 1 Munduk, and it aims to provide clear picture of how assessment are conducted including the strategies used by teacher, forms of assessment adaptation, and challenges faced in assessing students with diverse learning needs in English lesson context.

1.2 Problem Identification

Based on initial observations and interviews with teacher at SDN 1 Munduk, several problems were found in the implementation of assessment in inclusive classrooms. Although the school has implemented inclusive education by integrating students with varying learning needs into regular classrooms, the assessment practices applied are not yet fully standardized. Diagnostic assessments are still carried out informally and are highly dependent on teacher observation, so they are not systematically documented and are not optimally utilized as a basis for differentiated learning and assessment planning. In addition, assessment adjustments for students with learning difficulties have been made through task simplification, additional time, and instructional assistance. However, these adjustments are still individual and depend on teacher initiative because there are no clear technical guidelines related to inclusive assessment. On the other hand, student learning outcomes are still reported using a regular report card format that is not fully capable of describing the individual development of students with diverse learning needs. This condition shows a gap between the principles of inclusive assessment and its implementation in the field, These findings from the initial observations prompted this study, which focuses on exploring teacher's plan a n d implementations of assessment for students in the inclusive classroom at SDN1 Munduk, as well as the challenges they face.

1.3 Limitations of the study

To maintain the focus of the research, the scope of this study is determine based on teacher' implementation of assessment in the context of English language learning in inclusive classrooms. This study only involved one English teacher as research subjects. In addition this study focused on diagnostics, formative and teacher's plan for summative assessment. the assessment context examine is limited to the implementation of assessment in inclusive classroom in English teaching context, including the challenges faced by teacher in the process. The aspect in this study is limited to teacher' views on assessment in inclusive classrooms, without delving deeply into other subjects or teacher from different fields of study. Thus, the results of this study are focused on providing a specific picture of English teacher' assessment practices in regular elementary schools that implement inclusive education. The school observed is limited to SDN 1 Munduk.

1.4 Research Question

Based on the research background and preliminary observations presented earlier, this study formulates the following research questions:

1. How is Assessment planned and conducted by the English teacher in inclusive classroom at SDN 1 Munduk?
2. What challenges can be faced by the English teacher in assessing students in inclusive classroom at SDN 1 Munduk?

1.5 Objectives of the Study

in accordance with the research questions that have been formulated, the objectives of this study are:

1. To analyze how assessment is planned and conducted by the English teacher in inclusive classroom at SDN 1 Munduk.

2. To analyze the challenges faced by the English teacher in assessing students in inclusive classroom at SDN 1 Munduk.

1.6 Significant of the Study

1.6.1 Theoretical Significance

The findings of this study are expected to provide new knowledge and information regarding English teacher' implementation of assessment for students in inclusive classrooms. The findings of this study are also expected to strengthen the empirical basis for understanding and theories that have been put forward by experts regarding assessment in inclusive learning, particularly in English language subjects at the elementary school level. Thus, this study can make a significant contribution to the development of assessment theories and practices that are relevant to the context of inclusive education.

1.6.2 Practical Significance

1.6.1.1 For English Teacher

This study is expected to provide a clearer picture and deeper understanding of effective assessment strategies for students in inclusive classrooms. The results of this study can may serve as a valuable reference for teacher in designing and implementing fair, adaptive, and meaningful assessments.

1.6.1.2 For School Principals

The findings generated from this study are expected to contribute input for school principals to evaluate and develop internal policies, particularly those related to the implementation of assessments and reporting of learning outcomes in inclusive classrooms, as well as to support the strengthening of English teacher' competencies through relevant training programs.

1.6.1.3 For Educational Institutions

This study is expected to provide as a reference for educational institutions or related

agencies in designing professional development programs aimed at improving teacher' assessment skills, particularly in the context of English language teaching and learning in inclusive classrooms.

1.6.1.4 For Future Researchers

The results of this study are expected to provide as a source of information and reference for other researchers interested in exploring similar topics, both in regular elementary schools and other levels of education, thereby expanding the scope and development of research in the field of inclusive learning assessment.

