

THE ANALYSIS OF ENGLISH TEACHERS' PERCEPTIONS OF ASSESSMENT IN INCLUSIVE CLASSROOM AT SINGARAJA MONTESSORI SCHOOL

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ABSTRACT

Assessment in inclusive classrooms requires teachers to accommodate diverse student needs while maintaining curriculum expectations. This challenge becomes more complex in schools that implement Montessori assessment principles alongside the Merdeka Curriculum, particularly for students with special needs. This study aimed to analyze English teachers' perceptions of assessment in a Montessori-based inclusive classroom under the Merdeka Curriculum and to explore the challenges they face in implementing assessment practices in inclusive classrooms at Singaraja Montessori School. This study employed a qualitative case study design. Data were collected through semi-structured interviews and classroom observations involving two English teachers and one school principal. The data were analyzed using thematic analysis proposed by Braun and Clarke (2006). The findings revealed three major perceptions. First, teachers viewed assessment as an integral part of the learning process through continuous observation, reflection, and instructional adaptation. Second, teachers perceived equity in assessment as individualized support and adjustment based on students' readiness, abilities, and learning characteristics. Third, teachers perceived the relationship between Montessori assessment and the Merdeka Curriculum as negotiable rather than conflicting, requiring continuous adaptation in daily practice. Furthermore, four major challenges were identified: the tension between the learning outcomes of the Merdeka Curriculum and the Montessori principle of readiness for learning among students with special needs, limited professional preparation for inclusive education, the complexity of managing diverse student behaviors and emotions, and limitations in time and human resources. In conclusion, teachers demonstrated positive, reflective, and student-centered perceptions of assessment in inclusive classrooms. However, the implementation of inclusive assessment remained highly dependent on teachers' adaptive decisions and continuous negotiation between curriculum expectations and students' individual developmental needs.

Keywords: *Assessment, Inclusive classroom, Montessori education, Merdeka Curriculum, Teacher perception.*

ANALISIS PERSEPSI GURU BAHASA INGGRIS TENTANG PENILAIAN DI KELAS INKLUSIF DI SINGARAJA MONTESSORI SCHOOL

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ABSTRAK

Penilaian di kelas inklusif mengharuskan guru untuk mengakomodasi beragam kebutuhan siswa sambil tetap mempertahankan harapan kurikulum. Tantangan ini menjadi lebih kompleks di sekolah-sekolah yang menerapkan prinsip penilaian Montessori bersamaan dengan Kurikulum Merdeka, khususnya untuk siswa berkebutuhan khusus. Studi ini bertujuan untuk menganalisis asesmen di kelas inklusif berbasis Montessori dalam kerangka Kurikulum Merdeka dan untuk mengeksplorasi tantangan yang mereka hadapi dalam menerapkan praktik penilaian di kelas inklusif di Sekolah Montessori Singaraja. Penelitian ini menggunakan desain studi kasus kualitatif. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas yang melibatkan dua guru Bahasa Inggris dan satu kepala sekolah. Data dianalisis menggunakan analisis tematik yang diusulkan oleh Braun dan Clarke (2006). Temuan mengungkapkan tiga persepsi utama. Pertama, guru memandang penilaian sebagai bagian integral dari proses pembelajaran melalui observasi berkelanjutan, refleksi, dan adaptasi instruksional. Kedua, guru memandang kesetaraan dalam penilaian sebagai dukungan dan penyesuaian individual berdasarkan kesiapan, kemampuan, dan karakteristik belajar siswa. Ketiga, para guru memandang hubungan antara penilaian Montessori dan Kurikulum Merdeka sebagai sesuatu yang dapat dinegosiasikan daripada bertentangan, yang membutuhkan adaptasi berkelanjutan dalam praktik sehari-hari. Lebih lanjut, empat tantangan utama diidentifikasi: ketegangan antara capaian pembelajaran Kurikulum Merdeka dan prinsip Montessori tentang kesiapan belajar di antara siswa berkebutuhan khusus, persiapan profesional yang terbatas untuk pendidikan inklusif, kompleksitas pengelolaan perilaku dan emosi siswa yang beragam, dan keterbatasan waktu dan sumber daya manusia. Kesimpulannya, para guru menunjukkan persepsi yang positif, reflektif, dan berpusat pada siswa tentang penilaian di kelas inklusif. Namun, implementasi penilaian inklusif tetap sangat bergantung pada keputusan adaptif guru dan negosiasi berkelanjutan antara harapan kurikulum dan kebutuhan perkembangan individu siswa.

Kata kunci: Penilaian, Kelas inklusif, Pendidikan Montessori, Kurikulum Merdeka, Persepsi guru.