

Challenges and Institutional Dynamics of Inclusive Learning Evaluation in Elementary Schools

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ABSTRAK	ABSTRACT
<p>Penelitian ini bertujuan untuk menganalisis praktik evaluasi pembelajaran di sekolah dasar inklusif di Kabupaten Lombok Tengah, dengan menyoroti tantangan, faktor penentu, dan implikasinya terhadap pengembangan evaluasi yang adil dan adaptif. Studi ini dilatarbelakangi oleh masih terbatasnya kajian empiris yang mengkaji secara komprehensif hubungan antara kompetensi guru, dukungan institusi, dan partisipasi orang tua dalam praktik evaluasi pembelajaran inklusif di jenjang sekolah dasar. Penelitian ini menggunakan pendekatan mixed methods dengan desain sequential explanatory, Diawali dengan pengumpulan data kuantitatif melalui survei terhadap guru, kemudian diperdalam dengan data kualitatif melalui wawancara dan observasi. Data kuantitatif dianalisis menggunakan statistik deskriptif dan regresi linier berganda, sedangkan data kualitatif dianalisis secara tematik untuk memperkuat interpretasi temuan. Hasil penelitian menunjukkan bahwa praktik evaluasi pembelajaran di sekolah dasar inklusif masih didominasi oleh tes tertulis, meskipun mulai berkembang penggunaan observasi, penilaian kinerja, dan portofolio. Analisis regresi mengungkapkan bahwa kompetensi guru, dukungan institusi, dan partisipasi orang tua berpengaruh positif dan signifikan terhadap kualitas evaluasi pembelajaran inklusif, dengan partisipasi orang tua sebagai prediktor terkuat. Tantangan utama meliputi keterbatasan instrumen evaluasi adaptif dan tingginya beban administrasi guru, sementara peluang pengembangan terletak pada pelatihan berkelanjutan dan pemanfaatan teknologi asesmen. Penelitian ini berkontribusi pada penguatan kerangka evaluasi pembelajaran inklusif dengan menegaskan pentingnya sinergi antara guru, institusi, dan orang tua guna mewujudkan evaluasi yang lebih adil, kontekstual, dan bermakna bagi seluruh peserta didik.</p> <p>Kata Kunci: Evaluasi pembelajaran; Pendidikan inklusif; Sekolah dasar; Kompetensi guru; Partisipasi orang tua.</p>	<p>This study aims to analyze learning evaluation practices in inclusive elementary schools in Lombok Tengah Regency, highlighting the challenges, determining factors, and implications for the development of fair and adaptive evaluation. This study was motivated by the limited empirical research that comprehensively examines the relationship between teacher competence, institutional support, and parental participation in inclusive learning evaluation practices at the elementary school level. This study uses a mixed methods approach with a sequential explanatory design. It begins with quantitative data collection through a survey of teachers, then deepens with qualitative data through interviews and observations. Quantitative data are analyzed using descriptive statistics and multiple linear regression, while qualitative data are analyzed thematically to strengthen the interpretation of findings. The results of the study show that learning evaluation practices in inclusive elementary schools are still dominated by written tests, although the use of observation, performance assessment, and portfolios is beginning to develop. Regression analysis reveals that teacher competence, institutional support, and parental participation have a positive and significant effect on the quality of inclusive learning evaluation, with parental participation being the strongest predictor. The main challenges include the limitations of adaptive evaluation instruments and the high administrative burden on teachers, while opportunities for development lie in continuous training and the use of assessment technology. This study contributes to strengthening the framework for inclusive learning evaluation by emphasizing the importance of synergy between teachers, institutions, and parents in order to realize a more equitable, contextual, and meaningful evaluation for all students.</p> <p>Keywords: learning evaluation; inclusive education; primary school; teacher competence; parental participation.</p>

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1. INTRODUCTION

Inclusive education has become a pillar of the Indonesian education system, guaranteeing the rights of children with disabilities to quality education without discrimination (Regulation of the Minister of National Education of the Republic of Indonesia & Number 70, 2009). Learning assessment in inclusive elementary schools in Lombok Tengah Regency still relies on conventional written tests (82% of teachers), minimal adaptation of instruments, and low parental participation (44%), which has weakened the effectiveness of inclusion since the Tardi era (Ainscow, 2020; Allison et al., 2022; Marhamah et al., 2025). National studies confirm the dominance of conventional evaluation (Pineda & Steinhardt, 2023; Puspita, 2024; Putri et al., 2024), but fail to reveal the simultaneous relationship between teacher competence and institutional support and parent participation in the quality of inclusive evaluation (Ainscow, 2020; Meylani, 2024; Koskela & Sinkkonen, 2025; Kurniawan et al., 2025; Wijayanti et al., 2025).

This educational model emphasizes the removal of learning barriers and affirms the right of every child, including children with special needs, to receive quality education without discrimination (Susiatiy, Firdaus, & Andriati, 2021; Zhansulu et al., 2022; Graham et al., 2023; Alisultanova & Qu, 2025). However, practices in inclusive elementary schools still face serious challenges, especially regarding responsive and fair learning evaluation (Killen & Rutland, 2022; Al Haq & Kurnia, 2022; Legodi-rakgalakane & Mokhampanyane, 2022; Puspita, 2024).

The novelty of this research lies in its methodological and contextual integration, which is not yet found in the literature, namely the first sequential explanatory mixed methods that measure the simultaneous relationship between teacher competence, institutional support, and parental participation on the quality of inclusive evaluation in elementary schools in Lombok Tengah Regency. A contextual adaptive evaluation model that combines assessment for learning (Apriliya Ernawati et al., 2025; Muliadi et al., 2025; Yuhana et al., 2024; Abu-Rasheed, Weber, & Fathi, 2023; Schoonenboom & Johnson, 2017) with local realities after the Tardi era; and Joint display integration multiple regression ($R^2=0.835$) with Miles-Huberman thematic analysis for multi-stakeholder triangulation. The results of this study are expected to contribute theoretically, produce practical training modules, and serve as recommendations for policy-making by relevant parties such as the Education Office.

This study aims to examine the evaluation practices applied by teachers, analyze the relationship between three main components, namely teacher competence, institutional support, and parental participation, and identify challenges and opportunities for strengthening inclusive evaluation in elementary schools in Lombok Tengah Regency. The main research questions are:

(1) What are the characteristics of learning evaluation practices in inclusive elementary schools?; (2) How do various institutional and pedagogical factors influence the quality of inclusive evaluation?; (3) What are the challenges and opportunities for strengthening inclusive learning evaluation?

This study is based on the assessment for learning framework and the theory of evaluation adaptation for inclusive education (Kurniati et al., 2025; Schoonenboom & Johnson, 2017; Viktorin, 2018). This research is expected to enrich the discourse on fair and responsive evaluation models and provide practical contributions to policy improvement.

2. METHOD

This study uses a mixed methods design with a sequential explanatory model, in which quantitative data collection and analysis are conducted first, followed by qualitative data exploration to deepen and explain the initial findings (Creswell, 2018; Driscoll et al., 2007; Schoonenboom & Johnson, 2017). This approach was chosen to obtain a comprehensive overview, numerical integration, and in-depth understanding of learning evaluation practices in inclusive elementary schools.

The subjects consisted of teachers, principals, and parents of students in three inclusive elementary schools in Lombok Tengah Regency, namely SDN 3 Praya, SDN 1 Gemel, and SDN 4 Kopang, with 45 people as survey subjects and 12 people as observation subjects to strengthen and explain the statistical findings (Babbie, 2020). The inclusion criteria included: public schools implementing inclusion with a minimum of 10 students with special needs. The sample was selected using purposive sampling to ensure representation of the expected research characteristics. Integration through a joint display matrix linked the significant regression coefficient (β parent participation = 0.571, $p < 0.001$) with thematic findings on barriers to parent collaboration, resulting in a comprehensive contextual inclusive evaluation model in Lombok Tengah Regency.

Data collection included: A questionnaire using a Likert scale (1 = strongly disagree, 5 = strongly agree) that had been tested for validity and reliability, specifically to measure the practice and quality of inclusion evaluation (Allison et al., 2022). In-depth interview guidelines to explore the perceptions and experiences of the subjects. Observation sheets for recording empirical practices in the classroom.

The sequence of the research implementation is illustrated in Figure 1. The main stages include: a) Quantitative data collection using questionnaires, b) Quantitative data analysis (descriptive and multiple regression), c) Selection of informants for the qualitative phase (teachers, principals, parents, assistant teachers), d) Qualitative data collection (interviews,

classroom, c) In-depth interviews with selected informants chosen purposively, and d) Documentation and triangulation of data to ensure validity (Rahimi, 2024). Data analysis was then carried out (Figure 1), including: a) quantitative data analyzed with descriptive statistics (mean, percentage) and multiple regression using SPSS version 22 (Anggara & Anwar, 2017), b) classical assumption testing (normality, multicollinearity, heteroscedasticity) was conducted to validate the model, c) qualitative data was analyzed using the Miles & Huberman interactive model (reduction, presentation, verification), and d) data integration reinforced the research findings (Allison et al., 2022).

This study obtained permission from the school and informed consent from all participants. Data confidentiality was guaranteed and used only for academic purposes. Limitations lie in the scope of the research area and potential informant bias, which were minimized through triangulation and data validation (Fadli, 2021).

3. RESULT AND DISCUSSION

a. Characteristics of learning evaluation practices

The results of data collection conducted through questionnaires to educators in inclusive elementary schools in Lombok Tengah Regency provided in-depth information on the implementation of learning evaluation. Learning evaluation in the framework of inclusive education is understood not only as a measurement of students' learning outcomes in general, but as a process that emphasizes adaptation, inclusion, and sustainability for all students, including those with special needs. This study explores the evaluation practices carried out by teachers through four key indicators, namely the types of evaluation used, the suitability of the evaluation to the needs of students with special needs, the frequency of evaluation, and the role of parents in the evaluation. The types of evaluation used by teachers can be seen in the following Table 1.

Table 1. Types of Learning Evaluations Applied by Teachers

No	Type of Evaluation	Number of Teachers	Percentage
1	Written test	37	82
2	Observation	32	71
3	Performance evaluation	29	64
4	Portfolio	21	47
5	Student interviews/reflections	13	29

The Table 1 shows the variety of assessments conducted by teachers on children with special needs (ABK). This explains that inclusive evaluation is still in a transitional phase from conventional methods to more adaptive methods.

The dominance of written tests shows that the majority of educators rely on cognitive results as the main indicator of student learning achievement. This is understandable because

the national curriculum still places academic achievement as an indicator of educational success. Written tests are considered more practical in terms of preparation, implementation, and processing of results. However, in the framework of inclusive education, the dominance of written tests has the potential to cause difficulties for ABK who face cognitive, language, or motor obstacles. Therefore, while written tests may still be used, it is necessary to adjust the instruments to be more suitable for ABK, for example by using pictorial questions, simple instructions, or verbal formats.

The results of the study show a mismatch between practice and the ideal concept of learning evaluation in inclusive education. In theory, evaluation in inclusive education should use a variety of instruments that are authentic, continuous, and adaptive. But in fact, teachers tend to focus on traditional evaluation, especially written exams, while authentic assessments such as portfolios and student interviews are still in the early stages of exploration. It is understandable that the characteristics of the use of evaluation types in inclusive elementary schools in Lombok Tengah are still hybrid. On the one hand, the dominance of written exams reflects the strong influence of the official curriculum. On the other hand, there are indications that teachers are beginning to adopt more inclusive alternative evaluation approaches. This situation opens up opportunities for schools and local governments to improve teacher capacity through training in authentic assessment, the provision of adaptive instruments, and the strengthening of evaluation policies that support children with special needs.

Learning evaluation in inclusive education must also consider the suitability of the evaluation to the needs of students with special needs. In this case, the majority of teachers admitted to making adjustments to their assessment instruments. These adjustments included simplifying the language of the questions, reducing the number of questions, adding time, and using visual media that was easier to understand. The complete research data can be seen in the following Table 2.

Table 2. Adjustments to Learning Evaluation Made by Teachers

No	Category of Adjustment	Number of Teachers	Percentage
1	Highly suitable (full modification)	8	18
2	Suitable (partial modification)	24	53
3	Less suitable (limited modifications)	10	22
4	Not suitable (no modifications)	3	7

This fact shows that teachers' understanding of different evaluation principles still needs to be strengthened through mentoring and training. In inclusive education, learning evaluation cannot be separated from the principles of differentiation and accommodation. This shows that assessment tools and methods need to be tailored to the needs and characteristics of students, especially those with special needs.

The results of the study reflect differences in the implementation of evaluation in the field. Several aspects that appear to influence this condition include teachers' understanding of the principles of inclusive learning evaluation, which is still uneven, the limitations of training and technical guidance for teachers in developing adaptive measurement tools for students with special needs, administrative demands from the curriculum that often encourage uniformity in assessment, and a lack of support from institutions, such as the availability of special support staff or appropriate assessment facilities.

These findings reinforce the assumption that the implementation of inclusive education requires systematic support, not only at the teacher level but also at the school and local government levels. The success of inclusive evaluation is highly dependent on the combination of teachers' pedagogical competencies, institutional (school) support, and cooperation with parents. Thus, it can be concluded that the suitability of assessments to the needs of students with disabilities in inclusive elementary schools in Lombok Tengah Regency is mostly categorized as “partially modified,” which indicates progress in the application of inclusive principles, but is still not optimal. To create assessments that are truly fair and meaningful for all students, there needs to be an improvement in teacher capabilities as well as regulatory support that is more adaptive to assessment practices.

The frequency of evaluation is one of the crucial measures in assessing the extent to which teachers in inclusive elementary schools apply the principle of continuous assessment. Consistent and routine evaluation greatly helps teachers in understanding student development, providing timely feedback, and conducting relevant learning interventions, especially for children with special needs (ABK). The frequency of evaluation conducted by teachers can be seen in the following Table 3.

Table 3. Frequency of Learning Evaluations Conducted by Teachers

No	Frequency of Evaluation	Number of Teachers	Percentage
1	Every meeting (regular formative)	11	24
2	Weekly	19	42
3	Monthly	12	27
4	During midterm/final exams	3	7

The Table 3 reveals variations in the frequency of evaluations conducted by teachers. Teachers who conduct evaluations at every meeting generally use simple formative assessments, such as oral questions, short quizzes, observation notes, or daily reflections. This practice is in line with the principle of inclusive evaluation because it provides a direct picture of student learning progress. Daily evaluations also help teachers quickly identify learning obstacles for students with special needs and adjust teaching methods as needed. However, the number

of teachers who consistently carry out formative evaluations is still relatively small, indicating that understanding of the importance of continuous assessment is not yet fully widespread.

The majority of teachers choose to conduct evaluations on a weekly basis. Weekly evaluations take the form of short tests, assignments, or learning summaries given at the end of the week. This model tends to be more practical for teachers, as it does not add to the burden of daily teaching time. However, the disadvantage of weekly evaluations is that they often fail to capture the dynamics of the development of inclusive students, who require closer monitoring. Meanwhile, teachers who conduct monthly evaluations tend to do so through formal tests or projects that must be submitted after a certain period. This model emphasizes final results (outcomes) rather than the learning process. For regular students, monthly evaluations can be used to measure the achievement of competency standards. However, for students with special needs, evaluations with long intervals can miss small details of development that are very important to note and follow up on.

A serious concern is that there are still teachers who only conduct evaluations during midterm and final exams. This practice is far from ideal in the context of inclusive education, as evaluation is limited to final results without monitoring the process of student development. For students with special needs, this form of evaluation has the potential to be detrimental, as it does not provide opportunities to demonstrate gradual progress, which should be a key indicator in inclusive education.

These findings indicate a discrepancy between the theory and practice of evaluation. Conceptually, inclusive assessment emphasizes the importance of a continuous, adaptive, and reflective process. In fact, most educators still conduct assessments at certain intervals (weekly or monthly), rather than as an integral part of each learning activity. This situation appears to be influenced by several factors, such as the limited time and administrative burden of teachers, which makes daily assessments seem like an additional burden; a lack of knowledge about formative assessment and its impact on improving the quality of inclusive learning; an assessment culture that focuses more on final results; in line with the national examination system and school examinations that still emphasize academic achievement, as well as a lack of institutional support, such as the absence of clear technical guidelines on the implementation of daily assessments in inclusive schools.

In inclusive education, parents play an important role in supporting their children's learning success, including in the assessment process. Cooperation between educators and parents allows assessment to extend beyond academic aspects at school to include social, emotional, and life skills acquired at home. Therefore, parental participation is an essential benchmark in assessing the quality of inclusive assessment practices. The forms of participation are shown in the following Table 4.

Table 4. Forms of Parent Participation in Learning Evaluation

No	Form of Participation	Number of Teachers	Percentage
1	Regular discussion of evaluation results	16	36
2	Involved in planning evaluations	7	16
3	Parents are only given a report of the results	20	44
4	No involvement	2	4

The data distribution in the table above shows that parental involvement is not particularly dominant. Most parents (44%) only receive assessment reports, 36% are involved in regular discussions with teachers about their children's development, 16% participate in designing evaluation plans, and the remaining 4% are not involved at all.

Teachers report that parents are predominantly passively involved, simply receiving student assessment reports in the form of report cards or progress notes. This model of involvement is one-way and informative, where teachers are the dominant party who design, implement, and conclude assessments, while parents only function as recipients of information. Although it provides a general picture of the child's progress, this approach is not in line with the principle of inclusive evaluation, which prioritizes cooperation. On the other hand, teachers also acknowledge that there are parents who regularly communicate with teachers about evaluation results. This communication takes place in formal settings such as parent-teacher conferences, as well as informal settings such as direct interactions when picking up children or through instant messaging applications. This form of participation is more interactive than simply receiving reports, as it opens up opportunities for two-way communication between teachers and parents. These regular discussions allow parents to provide additional insights into their children's conditions at home and to understand the learning methods they can support outside of the school environment.

Higher active participation is seen in parental involvement in formulating evaluation plans. This practice is an ideal form of inclusive education, as parents play a role in determining success indicators, relevant instruments, and assessment methods that suit their child's needs. Parents help teachers recognize their children's learning habits at home, any special interests they may have, or health barriers that need to be considered in the evaluation. However, this low figure shows that parental involvement in the evaluation planning stage remains a major challenge. What needs to be taken seriously in this context is that there are still parents who are not involved in the evaluation process at all. This situation indicates a gap in communication or limited access that hinders the relationship between parents and schools. The factors identified as causes of this problem include the busyness of parents, a lack of understanding of inclusive education, or a lack of initiative on the part of schools to create collaboration.

The research results generally indicate that parental involvement in the practice of learning evaluation in inclusive education in Lombok Tengah Regency is still closely related to low participation patterns, with only a few parents falling into the category of more active and collaborative involvement. The low level of parental involvement in the evaluation preparation stage indicates the need for a specific approach to enhance collaboration between schools and parents. Several aspects that are assumed to contribute to this situation include the varying levels of parental understanding of inclusive education and the limited time available for parents to attend meetings to discuss the implementation of learning evaluations, especially for those who work in the informal sector. In addition, there is still a lack of initiative from school administrators in creating formal mechanisms for parental participation, such as forums for the evaluation of children with special needs, as well as a deeply rooted culture of one-way communication, in which teachers are seen as the main authority in children's education.

Based on the research findings, it can be concluded that parental involvement in the evaluation process at inclusive elementary schools in Lombok Tengah Regency has not yet reached the expected target. The most common and dominant form of parental participation is receiving evaluation reports, including through report cards, while more active involvement in evaluation planning is still lacking. In order for learning evaluation in inclusive education to be more meaningful, it is necessary to strengthen partnerships through more intensive communication forums, joint workshops with parents, and ongoing mentoring. In this way, evaluation will not only be the responsibility of the school, but also the result of cooperation between teachers, parents, and students as the center of the educational process.

b. The relationship between teachers' level of understanding, institutional support, and parental involvement on the quality of learning evaluation practices

An analysis of the relationship between teacher understanding, institutional support, and parental participation on the quality of learning evaluation practices in inclusive elementary schools in Lombok Tengah Regency was conducted to answer the research question. In the context of inclusive education, learning evaluation is not only related to teacher competence, but also institutional support and parental participation. Therefore, it is important to examine the relationship between these three independent variables and the quality of inclusive learning evaluation practices in order to identify factors that significantly influence the creation of evaluations that are fair, adaptive, and tailored to students' needs. This analysis uses a multiple linear regression approach to understand the contribution of each variable and the strength of the simultaneous relationship with the quality of evaluation practices applied by teachers in inclusive elementary schools.

The research data was obtained through questionnaires given to 45 respondents consisting of inclusive elementary school teachers at three schools in Lombok Tengah Regency. An overview of the respondents' views on the variables studied, which include teacher competence (X1), institutional support (X2), parental participation (X3), and the quality of inclusive learning evaluation practices (Y), is presented in the following Table 5.

Table 5. Descriptive Statistics

	X ₁	X ₂	X ₃	Y
Valid	45	45	45	45
Mean	69,000	68,333	65,844	72.311
Standard Deviation	8.891	11,312	11,004	10.466
Minimum	50,000	50,000	40,000	53,000

The Table 5 shows that the competence of teachers is generally quite high, although there are variations among respondents. Some teachers have reached the optimal level of competence, but there is still a segment of teachers who have relatively low competence and need reinforcement, especially in the field of inclusive learning evaluation.

The descriptive data is then used as a reference to assess the strength of the simultaneous linear relationship of all independent variables with the dependent variable and the model's ability to predict the value of Y based on the data collected, as shown in the following Table 6.

Table 6. Model Summary

Model	R	R	Adjusted R ²	RMSE
M ₀	0.000	0.000	0.000	10.466
M ₁	0.914	0.835	0.823	4.405

The results show that the regression model involving predictors X1, X2, and X3 provides a strong explanation for the variation in the quality of inclusive learning evaluation practices (Y). With an R² contribution of 83.5%, it can be concluded that the quality of inclusive evaluation practices in elementary schools in Lombok Tengah Regency is greatly influenced by teacher competence, institutional support, and the active role of parents. This means that there is still 16.5% of variation that can be explained by other factors outside the model. Thus, it can be said that M₁ is a very effective model because it successfully explains most of the variation in the quality of inclusive learning evaluation practices, with a relatively low prediction error rate. This means that the higher the teacher competency, the stronger the support from the institution, and the more active the involvement of parents, the better the quality of inclusive learning evaluation practices tends to be.

Next, an ANOVA test was conducted to assess whether the developed regression model had meaningful predictive power, namely by evaluating whether the independent variables (X1 =

teacher competence, X_2 = institutional support, and X_3 = parental participation) had a simultaneous effect on the dependent variable (Y = quality of inclusive learning evaluation practices). The results of the ANOVA analysis are shown in the following Table 7.

Table 7. ANOVA Model

Model		Sum of Squares	df	Mean Square	F	p
M_1	Regression	4023.943	3	1341.314	69.114	< .001
	Residual	795.701	41	19.407		
	Total	4,819,644	44			

The Table 7 shows that the null hypothesis (H_0), which states that “there is no relationship between teacher competence, institutional support, and parental participation with the quality of inclusive learning evaluation practices,” is rejected, and the alternative hypothesis (H_a) is accepted.

The results of this ANOVA test support the findings in the previous Model Summary, which show that the combined contribution of teacher competence, institutional support, and parent participation is highly significant to the quality of inclusive evaluation practices ($R^2 = 0.835$). With a high F value and very strong significance, it is clear that the observed relationship is statistically significant and has substantial meaning, rather than being merely coincidental.

The contribution of independent variables to the dependent variable needs to be explored further by conducting multiple linear regression analysis. The results of the analysis are used to determine the magnitude of the contribution of each independent variable partially, as well as to test the statistical significance of this influence on the dependent variable. Thus, it can be determined which variable most dominantly influences the financial burden felt by parents. The results of the analysis can be seen in the following Table 8.

Table 8. Table of Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
M_0	(intercept)	72.311	1.560		46.348	< .001
M_1	(Intercept)	3.678	5.164		0.712	0.480
	X_1	0.523	0.108	0.457	4.858	< .001
	X_2	0.248	0.067	0.333	3.714	< .001
	X_3	0.571	0.135	0.485	4.230	< .001

The Table 8 shows that in the initial model (M_0), the intercept value was recorded at 72.311 with $t = 46.348$ and $p < .001$. This indicates that without the influence of teacher competence, institutional support, or parental participation, the average quality of inclusive learning evaluation practices was around 72.31. With the addition of variables X_1 , X_2 , and X_3 , the intercept value decreased to 3.678 and $p = 0.480$, indicating that the results were not significant.

This is understandable because the analysis focused on the contribution of predictors, not constants.

The unstandardized regression coefficient was recorded at 0.523 (SE = 0.108), with a standardized coefficient $\beta = 0.457$, $t = 4.858$, and $p < .001$. This means that every 1-point increase in teacher competence (X1) is associated with a 0.523-point increase in the quality of evaluation practices. This variable has a significant effect and shows a considerable contribution. Similarly, for variable X2, the unstandardized regression coefficient is 0.248 (SE = 0.067), with a standardized coefficient $\beta = 0.333$, $t = 3.714$, and $p < .001$. This indicates that every additional 1 point of institutional support (X2) is associated with a 0.248-point increase in the quality of evaluation practices. Although this variable is also significant, its effect is lower than that of X1 and X3. The unstandardized regression coefficient was 0.571 (SE = 0.135), with a standardized coefficient $\beta = 0.485$, $t = 4.230$, and $p < .001$. This means that every 1-point increase in parental participation (X3) is associated with a 0.571-point increase in the quality of evaluation practices. This is the variable that contributes the most among the three predictors.

These findings indicate that the three independent variables (X1, X2, and X3) have a positive and significant effect on the quality of inclusive learning evaluation practices. Among the three, X3 ($\beta = 0.485$) has the strongest impact, X1 ($\beta = 0.457$) also makes a significant contribution and is almost comparable to parental participation, and X2 ($\beta = 0.333$) has a smaller but still significant positive effect. Thus, the quality of inclusive learning evaluation practices in elementary schools in Lombok Tengah Regency will improve if teacher competence is strengthened, institutional support is increased, and parental participation is better empowered.

From the analysis conducted on model M_1 , the multiple linear regression equation can be written as follows:

$$Y = 3.678 + 0.523 X_1 + 0.248 X_2 + 0.571 X_3$$

The constant value (3.678) indicates that when teacher competence, institutional support, and parental involvement have a value of zero, the estimated quality of inclusive learning evaluation practices is 3.678. Although the value is not statistically significant, this constant still serves as a basis for prediction. The coefficient X_1 (0.523) means that every additional 1 point in teacher competence is associated with an increase in the quality of evaluation practices of 0.523 points. The coefficient X_2 (0.248) means that every additional 1 point in institutional support is associated with an increase in the quality of evaluation practices of 0.248 points, assuming that other variables remain unchanged. Coefficient X_3 (0.571) means that every additional 1 point in parental involvement is associated with an increase in the quality of evaluation practices by 0.571 points. This increase will occur assuming that other variables remain unchanged. This regression equation shows that the three independent variables contribute positively overall to the quality of inclusive learning evaluation practices. Parental

involvement (X_3) has the greatest impact, followed by teacher competence (X_1), and finally institutional support (X_2).

c. Challenges and opportunities in implementing learning evaluation

The implementation of learning assessment in inclusive elementary schools is a complex process, because teachers interact not only with regular students, but also with children with special needs who have diverse characteristics, educational needs, and different ways of learning. Therefore, assessment in inclusive schools cannot be carried out using the same approach for all, but requires strategies that are more tailored, personalized, and oriented towards child growth.

The research findings show that teachers face various challenges in terms of structure, pedagogy, and culture in implementing assessment. On the other hand, there are also opportunities for development that provide room for improving assessment practices towards a more inclusive approach. The research data on these challenges and opportunities was obtained through a combination of questionnaires to obtain quantitative data and in-depth interviews with several teachers, principals, and parents to deepen understanding of the situation in the field. The challenges in question can be seen in the following Table 9.

Table 9. Challenges in Implementing Learning Assessment

No	Type of Challenge	Number of Teachers	Percentage
1	Limitations in teacher competency in learning assessment for children with special needs	30	67
2	High administrative burden	25	56
3	Lack of adaptive evaluation tools and instruments	21	47
4	Lack of support from parents	17	38
5	High teacher-student ratio (overcrowded classrooms)	16	36

The Table 9 shows that most teachers (67%) admit that they still have difficulty designing evaluation tools that suit the varying needs of students, especially those with special needs. Many teachers still rely on conventional evaluation methods in the form of written tests, which do not fully reflect the overall development of students. In addition, 56% of teachers feel burdened by time-consuming administrative work, which often leads to the neglect of daily formative assessments.

Another challenge is the lack of facilities and assessment tools that can be adapted (47%), such as visual aids, interactive media, or assessment rubrics specifically for students with special needs. Equally important, 38% of teachers indicated a lack of parental participation in the assessment process, which affects the poor collaboration between home and school. Meanwhile, 36% of teachers face problems with large class sizes, making it difficult to assess each child individually, especially children with special needs who require special attention.

The data distribution in Table 9 is reinforced by the results of an interview with a teacher at SDN 1 Gemel, who stated that pedagogical issues remain a major challenge in the practice of learning evaluation in inclusive education.

“Children with autism or intellectual disabilities certainly cannot be evaluated in the same way as regular students. However, creating special assessment instruments for them requires time and specific knowledge that we do not yet have.”

This statement is also reinforced by a teacher at SDN 4 Kopang, who stated that the challenges in learning assessment practices are not only related to pedagogical issues but are also closely related to institutional and technical problems.

“Actually, we also want to conduct more in-depth daily evaluations for students with special needs, but we are often constrained by time because our classes are very crowded and we have a heavy administrative workload. As a result, evaluations are more often formal and do not truly cover the child's overall development.”

This statement reflects one of the challenges in the practice of learning evaluation in schools that provide inclusive education, namely the limitations of teachers in integrating formative evaluation with the individual needs of students. In addition, parental involvement and support are also separate challenges that require special attention. Teachers at SD Negeri 3 Praya stated that:

“Many parents feel that it is enough to just receive report cards. However, learning evaluations for inclusive students should be discussed regularly so that there is an exchange of information, parents know their children's progress at school, and we know their progress at home. Thus, more appropriate evaluations can be designed to measure children's progress.”

Despite facing many challenges, the practice of learning evaluation in inclusive education still has many strategic opportunities that can be used as a basis for development. These opportunities are related to policy, teacher capacity, technology, and collaboration, as stated by respondents as shown in the following Table 10.

Table 10. Opportunities in the Implementation of Learning Evaluation

No	Form of Opportunity	Number of Teachers	Percentage
1	Support for inclusive education policies from local governments	28	62
2	Training and <i>workshops</i> to improve teacher competence	25	56
3	Use of digital technology for assessment	20	44
4	Collaboration with special assistant teachers (GPK)	17	38
5	Potential for community/parent involvement	16	36

The Table 10 shows that most educators (62%) feel that there are opportunities through the support of local government policies that are beginning to seriously promote inclusive education programs, including training for alternative assessments. These findings are in line with

data showing that 56% of educators have attended workshops on inclusive assessment, although the frequency and depth of the material provided is still limited. In addition, the use of digital technology (44%), such as online quiz applications, electronic portfolio platforms, or interactive learning media, has begun to be implemented in several schools. The use of this technology is considered to facilitate the recording of student progress while increasing their motivation to learn.

Another opportunity arises from collaboration with Special Assistant Teachers (GPK) (38%), who provide support to regular classroom teachers in developing adaptive evaluation tools. Equally important, 36% of teachers also believe that the community and parents have great potential to play a more active role, for example by providing information about their children's development at home or supporting project-based assessment.

The data distribution in Table 10 is reinforced by the principal of SDN 3 Praya, who explains that there are still many opportunities that teachers and institutions can develop to maximize learning assessment practices in elementary schools that provide inclusive education.

“Currently, the local government is starting to encourage the implementation of inclusion training. Some of our teachers have attended workshops on authentic assessment, although the knowledge gained is still basic. This is a good opportunity if it is sustainable, especially if it can be supported by technology.”

The principal of SDN 1 Gemel in Jonggat District also conveyed the importance of collaboration in the implementation of inclusive education, including in learning assessment practices.

“If only regular teachers, special guidance teachers, and parents could sit down together to discuss or deliberate, I am sure that the evaluation would be more comprehensive. But currently, only a small number of parents and even schools do this regularly.”

Constructive collaboration with GPK is considered to provide significant support for regular teachers in designing individual assessments according to the needs and circumstances of students. In addition, 35% of teachers believe that community and parent involvement has great potential for improvement. This collaboration can expand the scope of evaluation, from the classroom to the home and community environment.

The results of the study show that teachers in inclusive elementary schools in Lombok Tengah Regency face quite complex challenges, but also have positive opportunities. The challenges faced by teachers are not only pedagogical and technical, but also institutional challenges such as administrative burdens, lack of facilities, and cultural challenges with minimal parental participation. Meanwhile, significant opportunities include local government policy support, teacher training, the use of technology, and community participation, which can serve as a foundation for improving inclusive evaluation.

This initial description provides an overview that evaluation practices in inclusive elementary schools in Lombok Tengah are still in a transitional phase from conventional evaluation, which focuses on results, to inclusive evaluation, which emphasizes process, diversity, and cooperation. Therefore, strengthening measures in evaluation practices in inclusive schools should focus on improving teacher competence through ongoing training programs on formative and authentic assessment, the use of digital technology to support a more flexible and well-documented assessment process, increasing parent and community participation so that the evaluation process is more comprehensive and contextually appropriate, and strengthening the role of GPK in supporting regular teachers, particularly in conducting individual assessments for children with special needs. By facing challenges and taking advantage of existing opportunities, inclusive evaluation practices in Lombok Tengah have the potential to develop into a more effective, collaborative, and fair approach.

d. Interpretation of learning evaluation practices

The interpretation of the implementation of learning evaluation in inclusive education is a crucial element in knowing and understanding the perspectives of key actors such as teachers, principals, and parents, especially regarding the function of assessment in supporting the learning process of children with special needs. Information on this was collected through a survey using a questionnaire distributed to 45 teachers and 40 parents of students at three inclusive elementary schools located in Lombok Tengah Regency, supplemented by in-depth interviews with 3 school principals.

Teachers' interpretations of learning evaluation practices in inclusive schools varied considerably. Most teachers considered evaluation to be not only a tool for measuring academic achievement, but also a means of understanding students' emotional, social, and independence development. Teachers' detailed responses on this matter can be seen in the following Figure 2.

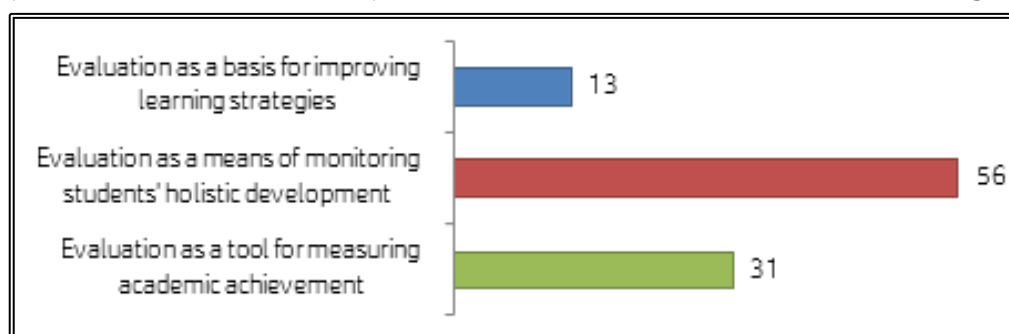


Figure 2. Teachers' Interpretations of Learning Evaluation Practices

The Figure 2 shows that most teachers (56%) now view assessment from a broader and more comprehensive perspective, not just focusing on academic achievement. However, 31% of

them still only consider assessment from a cognitive perspective, indicating that the conventional view of assessment is still quite dominant.

A teacher at SDN 3 Praya stated that:

"As teachers, we strive to assess students not only based on their test results, but also on how they interact with their peers at school and their independence in completing simple tasks. However, we must admit that creating assessment instruments for this is still quite difficult."

This statement was also reinforced by a teacher at SDN 4 Kopang in Kopang Subdistrict, who said:

"The abilities and learning achievements of children with special needs cannot be assessed solely through tests or written exams. If they are able to eat independently or begin to speak in front of their classmates, this should also be highly valued in the evaluation."

These findings reveal two perspectives among educators: on the one hand, awareness of the importance of holistic evaluation is beginning to grow, but on the other hand, there is still a tendency to stick to traditional methods that focus on test scores. More innovative educators tend to view evaluation as a continuous process tailored to the various needs of students. However, constraints in tools and knowledge mean that some teachers still face difficulties in implementing their desired understanding into teaching and learning activities.

In general, principals view learning evaluation in inclusive education as an important part of the school's quality management system. The results of interviews with school principals show that all (100%) principals emphasize evaluation as an indicator of learning quality, interpret learning evaluation as a tool for reflection and improvement of school strategies in managing education and learning for children with special needs, and are still oriented towards test results as the main measure of success in learning.

The principal of SDN 1 Gemel in Jonggat District said:

"Evaluation should serve as a space for reflection on the quality of educational institutions. If the results are positive, it indicates that the teaching and learning process is running well and effectively. However, we also need to pay attention to how the evaluation system can support the development of children with special needs in order to match their potential."

Another response was also conveyed by the principal of SDN 4 Kopang, who stated that:

"It is very unfair if we only use numbers to assess special children, as this will clearly be detrimental to inclusive children. We encourage teachers to view evaluation as a picture of children's learning development and progress, not just the final result."

This indicates a shift in understanding of evaluation from results-focused evaluation to process-oriented evaluation practices, although the view of test scores still has a significant influence on the principal's perspective. The principal has also begun to shift the focus of evaluation from test results alone to learning quality management. They realize that the success of inclusive schools is not only measured by student numbers, but also by the extent to which

schools can support children's development in accordance with their potential and needs. However, there are still indications of pressure from the system, such as the need for accreditation and exam criteria, which cause principals to continue to use assessments that focus on academic results, even though they are accompanied by internal policies.

For parents, understanding of evaluation varies greatly. A survey of 40 parents showed the distribution of data as shown in the following Figure 3.

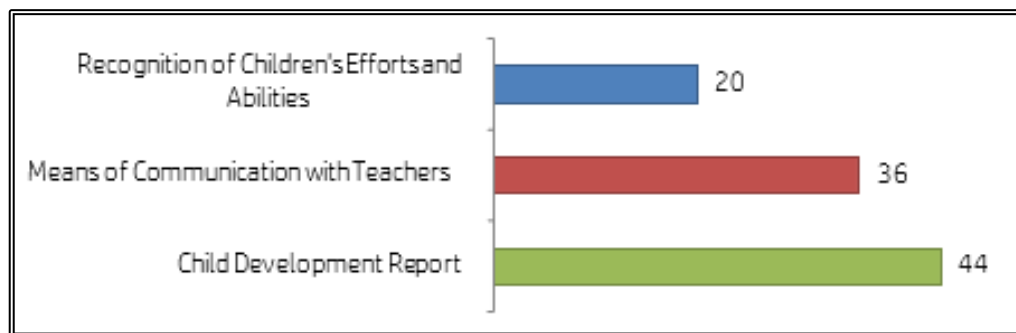


Figure 3. Parents' Interpretation of Learning Evaluation

The Figure 3 shows that 11 people (44%) interpret evaluation as a record of their child's progress (report cards, test results). Nine people (36%) view evaluation as a tool for communicating with teachers to support their child's development. Five people (20%) consider evaluation to be a form of recognition of their child's efforts and abilities, even if these are not always measured by academic grades.

A parent of a student with special needs stated:

"For us, evaluation is not just about grades. If my child can write his name or play with friends, that is already significant progress."

A similar sentiment was expressed by a parent in Kopang District, who stated that:

"Grades do have meaning and are certainly important, but for me, what is even more important is seeing my child gradually gain confidence. That is a much better and more beneficial development than the numbers written on the report card."

This shows that parents' knowledge about learning evaluation in inclusive education varies greatly. Some parents have embraced inclusive evaluation as recognition of their child's individual progress, although there are still others who continue to focus on official report cards. This difference appears to be influenced by education level, availability of information, and experience in guiding children. Some still adhere to traditional methods of evaluation, but a view is beginning to emerge that inclusive assessment should value the individual development of each child.

Based on information obtained from the distribution of research data, it appears that teachers, principals, and parents still have varying interpretations of learning evaluation in inclusive education in Lombok Tengah Regency. In evaluation practice, teachers have slowly

begun to shift to a comprehensive evaluation approach, although some teachers are still stuck in traditional methods that focus on academics. Principals interpret evaluation activities as an element of quality management and tend to strive to balance academic results with the inclusive development of students. Meanwhile, parents generally interpret evaluation in practical terms, with the majority still relying on report cards (report cards or exam results), but they have begun to show awareness that evaluation also includes recognition of children's small progress.

Thus, it can be said that the implementation of learning evaluation in inclusive schools in Lombok Tengah is interpreted as a multifunctional instrument, namely as an academic measure, a medium for learning reflection, and recognition of students' individual development. However, differences in opinion among practitioners are still apparent, so a forum for communication is needed to ensure that the understanding of evaluation is more harmonious and consistent with the values of inclusive education. Thus, learning evaluation for children with special needs in inclusive schools does not only function as a measure of learning, but also plays a role as a collaborative process to support the holistic growth and development of children.

4. CONCLUSION

This study confirms that the initial objective of analyzing learning evaluation practices in inclusive elementary schools in Lombok Tengah Regency has been achieved through the findings in the Results and Outcomes Achieved chapter. The evaluation practices carried out by teachers show a strong tendency toward the use of written tests, but are beginning to move toward more authentic and diverse assessments through observation, performance assessment, portfolios, and other forms of assessment that are more adaptive to the needs of students with special needs. In terms of determinants, teacher competence, institutional support from schools, and parental involvement were found to be strongly and significantly related to the quality of inclusive learning evaluation practices, thus confirming the theoretical assumptions and problem formulation proposed in the introduction.

Theoretically, this study enriches the study of inclusive learning evaluation by integrating a mixed methods approach to describe the relationship between teacher understanding, institutional support, and parental involvement in the quality of evaluation, while also providing a contextual overview of practices in areas that have been understudied. Practically, the research results provide an empirical basis for teachers, principals, and policy makers to design training, internal policies, and school-parent collaboration schemes that are more focused on strengthening fair, adaptive, and equitable evaluation for children with special needs.

This study has limitations in terms of geographical coverage and the number of schools, which are still limited to several inclusive public elementary schools in one district, as well as its reliance on data that is largely sourced from respondents' perceptions. Therefore, the

generalization of findings needs to be done carefully and confirmed through further studies with broader geographical coverage, variations in educational units, and the involvement of more actors, including students as the main subjects of evaluation.

Thus, this study confirms that strengthening learning evaluation practices in inclusive elementary schools can only be realized through the synergy of teacher competence, institutional support, and parental involvement in a multidimensional, authentic, and sustainable evaluation framework. If these findings are followed up with consistent policies and practices, a more humane, adaptive, and equitable evaluation model for all students, including those with special needs, has a high chance of being realized and replicated more widely.

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