

Beyond Accommodation: Reconstructing an Inclusive Assessment Framework for Children with Special Needs in Indonesian Madrasahs

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Abstract : Inclusive education requires an assessment system that ensures learning access and fairly recognizes learners' diverse abilities and ways of learning. This study examines how conventional assessment practices may produce academic exclusion, analyzes the limitations of accommodation based approaches, and formulates a more adaptive and equitable inclusive assessment framework for madrasahs. This research used a qualitative approach based on secondary data with a critical qualitative review design. Data were collected from scholarly publications, policy documents, educational regulations, and other relevant sources, then analyzed through reflexive thematic analysis and critical discourse analysis. The findings show that academic exclusion is shaped more by assessment designs emphasizing uniformity and standardization than by learners' characteristics. Although accommodation based approaches can reduce participation barriers, they remain insufficient to achieve substantive assessment justice. This study proposes an adaptive inclusive assessment framework that integrates distributive, procedural, and recognitional justice, evaluative flexibility, participatory governance, and system reflexivity. The framework provides a conceptual basis for developing more responsive assessment policies and practices in madrasahs.

Keywords : Assessment Justice; Academic Exclusion; Recognitional Justice; Evaluative Flexibility; Participatory Assessment Governance

Abstrak : Pendidikan inklusif memerlukan sistem asesmen yang tidak hanya menjamin akses belajar, tetapi juga mengakui keragaman kemampuan dan cara belajar peserta didik secara adil. Penelitian ini bertujuan mengkaji praktik asesmen konvensional yang berpotensi menghasilkan eksklusi akademik, menganalisis keterbatasan pendekatan berbasis akomodasi, serta merumuskan kerangka asesmen inklusif yang lebih adaptif dan berkeadilan di madrasah. Penelitian ini menggunakan pendekatan kualitatif berbasis data sekunder dengan desain tinjauan kualitatif kritis. Data diperoleh dari publikasi ilmiah, dokumen kebijakan, regulasi pendidikan, dan sumber relevan lainnya, kemudian dianalisis melalui analisis tematik reflektif dan analisis wacana kritis. Hasil penelitian menunjukkan bahwa eksklusi akademik lebih banyak dipengaruhi oleh desain asesmen yang menekankan keseragaman dan standardisasi daripada oleh karakteristik peserta didik. Pendekatan berbasis akomodasi mampu mengurangi hambatan partisipasi, tetapi belum cukup untuk

mewujudkan keadilan asesmen yang substantif. Penelitian ini mengusulkan kerangka asesmen inklusif adaptif yang mengintegrasikan keadilan distributif, prosedural, dan rekognitif, fleksibilitas evaluatif, tata kelola partisipatif, serta reflektivitas sistem.

Kata Kunci: *Keadilan Asesmen; Eksklusi Akademik; Keadilan Rekognitif; Fleksibilitas Evaluatif; Tata Kelola Asesmen Partisipatif.*

INTRODUCTION

Inclusive education has undergone a substantial conceptual transformation over the past two decades, shifting from a primary focus on expanding educational access toward the pursuit of learning justice and assessment justice (Rosser et al., 2022; *The Promise of Education in Indonesia*, 2020). This perspective is grounded in the recognition that learners differ in their abilities, backgrounds, experiences, and learning trajectories, thereby requiring learning environments and assessment systems that are responsive to such diversity. Learning justice emphasizes the provision of equitable learning opportunities through educational support and pedagogical practices tailored to learners' needs (*The Promise of Education in Indonesia*, 2020). In parallel, assessment justice calls for evaluation systems capable of accommodating diverse learner characteristics and developmental pathways, moving beyond uniform measurement toward the generation of valid learning evidence through flexible and context-sensitive approaches (Gunawan et al., 2023; Hakiman et al., 2022).

The evolution of this paradigm has also influenced educational reform in Indonesia through policies that position education as a fundamental right for all learners, including students with disabilities and other special educational needs (Surbakti et al., 2020). Nevertheless, policy commitments to inclusion have not always been translated into equitable educational experiences at the school level (Rosser et al., 2022; Surbakti et al., 2020). Gaps in governance, resource readiness, institutional support, and assessment practices continue to represent major challenges to the implementation of inclusive education (Gunawan et al., 2023; Hakiman et al., 2022). This situation is evident across diverse educational contexts in Indonesia, where learner diversity is not always accompanied by services and evaluation mechanisms that adequately address individual learning needs (Rofiah et al., 2023; Wulandari, 2023).

These challenges become particularly salient within the context of madrasahs, which operate at the intersection of general and religious education (Hakiman et al., 2022). As institutions expected to integrate educational quality with the values of social inclusion, madrasahs provide an important setting for understanding how inclusive policies are translated into educational practice. Educational reforms through Merdeka Belajar have strengthened attention to learner diversity and inclusive learning environments (Rofiah et al., 2023), while developments such as Profil Belajar Siswa (PBS) and the integration of Pancasila and Rahmatan lil 'Alamin values reflect broader efforts to accommodate diverse learner characteristics within madrasah education (Wulandari, 2023). However, existing studies indicate that the implementation of these policies continues to face limitations, particularly with regard to assessment adaptation, accommodation procedures, and evaluation practices oriented toward individual learner needs (Gunawan et al., 2023; Hakiman et al., 2022).

The literature on inclusive education in Indonesian madrasahs consistently identifies assessment as one of the most challenging dimensions of inclusion implementation (Gunawan et al., 2023; Hakiman et al., 2022). Numerous studies demonstrate that classroom assessment practices remain dominated by standardized and homogeneous approaches, thereby limiting opportunities for learners with diverse learning characteristics to demonstrate their achievements optimally (Gunawan et al., 2023; Surbakti et al., 2020). Research further reports that assessment accommodations for students with disabilities are often implemented inconsistently and, in some cases, remain unavailable even in institutions formally designated as inclusive schools (Hakiman et al., 2022). These findings suggest that access to education does not necessarily guarantee equitable participation in assessment processes (Surbakti et al., 2020).

On the other hand, the literature also points to the emergence of assessment approaches that are more responsive to learner diversity. These include differentiated assessment, assessment for learning, portfolio-based assessment, project-based assessment, and various forms of evaluation that emphasize individual learning progression rather than uniform academic performance (Lisan, 2024; Septantiningtyas & Sulistiawati, 2023). Several studies conducted in madrasahs indicate that individualized learning planning, curriculum modification, learner profiling systems, and diversified assessment strategies have the potential to strengthen inclusive educational practices (Kurniawati & Mariyam, 2022). Nevertheless, existing scholarship remains dispersed across separate areas of inquiry, including inclusion policy, assessment innovation, teacher readiness, and program implementation (Gunawan *et al.*, 2023; Hakiman *et al.*, 2022). The literature further reveals a persistent tension between inclusion discourses that emphasize learner diversity and assessment cultures that continue to prioritize the standardization of academic achievement, highlighting the need for a more comprehensive understanding of the relationship among learning justice, assessment justice, and inclusive assessment practices within the madrasah context (Khoiriyah *et al.*, 2023; Kurniawati & Mariyam, 2022; Lisan, 2024).

Despite the growing body of research documenting challenges in inclusive education and assessment implementation in madrasahs (Gunawan *et al.*, 2023; Hakiman *et al.*, 2022; Rofiah *et al.*, 2023; Surbakti *et al.*, 2020), existing scholarship remains fragmented and predominantly implementation-oriented. Much of the literature examines assessment practices, inclusion policies, teacher readiness, and assessment innovations as separate domains of inquiry, thereby offering only limited insight into how assessment practices may reproduce academic exclusion, why accommodation-based approaches often fail to ensure assessment justice, and how a more adaptive and equitable assessment framework can be conceptualized within the madrasah context. Furthermore, the conceptual relationship among learning justice, assessment justice, and inclusive assessment practices remains insufficiently theorized in studies of Indonesian madrasahs. This gap highlights the need for an inquiry that moves beyond evaluating existing assessment practices toward examining the structural mechanisms through which assessment inequities are produced and sustained, as well as the possibilities for reconstructing more responsive and equitable assessment systems. Accordingly, this study seeks to analyze the reproduction of academic exclusion through conventional assessment practices, examine the limitations of accommodation-based approaches, and formulate an adaptive and equitable framework for inclusive assessment in madrasahs.

This study offers a conceptual and analytical contribution by integrating the perspectives of learning justice, assessment justice, and inclusive education into a unified interpretive framework for understanding assessment in madrasahs. Unlike previous studies that have primarily examined inclusion policies, curriculum implementation, teacher readiness, or assessment innovations as separate areas of inquiry (Gunawan *et al.*, 2023; Hakiman *et al.*, 2022; Rofiah *et al.*, 2023), this study conceptualizes assessment as a site through which educational justice may be either reproduced or transformed. Through a critical synthesis of the existing literature, the study develops a more systematic understanding of the interconnections among academic exclusion, the limitations of accommodation-based approaches, and the need for adaptive assessment design. Theoretically, the study contributes to advancing the discourse on assessment justice within inclusive education scholarship, particularly in the underexplored context of madrasahs. Practically, the findings are expected to provide a conceptual reference for policymakers, madrasah leaders, and educators in designing assessment systems that are more inclusive, responsive, and attuned to learner diversity.

RESEARCH METHOD

This study employed a qualitative approach based on secondary data using a critical qualitative review design aimed at developing an adaptive and equitable inclusive assessment framework for madrasahs. The approach was selected because the study sought not only to describe existing inclusive assessment practices but also to critically examine the assumptions, structures, and underlying logics that shape such practices. Within the qualitative research tradition, documents and texts constitute legitimate sources for investigating meaning-making processes, policy orientations, and power relations embedded in educational practices (Creswell & Creswell,

2023; Denzin, 2017). The research data consisted of secondary documents, including scholarly publications indexed in Scopus and Sinta, academic books, research reports, inclusive education regulations, madrasah policy documents, and publications from national and international institutions concerned with inclusive assessment. These sources were selected purposively based on their relevance to assessment justice, inclusive education, differentiated learning, and the educational needs of children with special needs, enabling a comprehensive understanding of both the conceptual development and practical implementation of inclusive assessment across educational contexts (Given, 2008; Richards & Morse, 2013).

Data were collected through an analytical literature review involving the systematic identification, selection, classification, and synthesis of relevant documents. Literature searches were conducted through Scopus, Google Scholar, ERIC, and DOAJ, as well as institutional repositories and official websites of educational authorities and organizations relevant to the study. Retrieved documents were subsequently screened according to thematic relevance, conceptual contribution, and their relationship to inclusive assessment within madrasah settings. Each document was then categorized based on its analytical focus, assessment orientation, and theoretical perspective to establish a coherent analytical foundation. This procedure enabled the integration of diverse sources of evidence and supported the reconstruction of an inclusive assessment framework consistent with the objectives of the study.

Data analysis combined reflexive thematic analysis and critical discourse analysis to generate both descriptive and critical insights. The analysis began with repeated readings of the documents, followed by open coding of concepts, arguments, and findings related to inclusive assessment, assessment justice, differentiated evaluation, and the needs of children with special needs; the resulting codes were subsequently organized into broader themes to identify dominant patterns, structural issues, and conceptual tendencies across the literature (Braun & Clarke, 2006, 2022; Miles et al., 2020). These themes were then critically examined to explore how inclusion, normality, academic performativity, and assessment justice are constructed within educational policies and practices, with particular attention to normative assumptions, power relations, and institutional mechanisms that may reproduce academic exclusion (Braun & Clarke, 2019; Denzin, 2017; Tracy, 2020). To enhance validity and credibility, the study employed source triangulation, audit trails, cross-literature consistency checks, and interpretive validation through the alignment of empirical evidence, theoretical perspectives, and policy contexts, thereby ensuring analytical transparency, conceptual coherence, and methodological rigor (Creswell & Creswell, 2023; Tracy, 2010; Walsh et al., 2020).

RESULTS AND DISCUSSION

The Reproduction of Academic Exclusion through Conventional Assessment Practices in Madrasahs

The literature indicates that assessment practices dominated by single standards, particularly written examinations and normative indicators, remain a defining characteristic of educational evaluation systems across various madrasah contexts. Although inclusive education policies and the Merdeka Curriculum have promoted the development of more flexible learning approaches, assessment practices in the field continue to measure student achievement primarily through standardized instruments. This condition creates a tension between the goals of inclusion and the evaluation mechanisms used to determine learning success. From the perspective of inclusive education, the use of homogeneous indicators risks overlooking the diversity of ways in which children with special needs learn, communicate, and demonstrate competence.

Analysis of the literature further suggests that academic exclusion does not always occur through the denial of access to education but is often reproduced through assessment practices that appear neutral and objective. When all students are required to undergo identical evaluation procedures without consideration of individual characteristics, assessment functions as a selection mechanism that privileges learners who conform to dominant standards. This finding is consistent with studies showing that students with sensory, communication, or neurodevelopmental differences frequently encounter difficulties not because of limited learning capacity but because assessment formats are misaligned with their learning modalities (Pisano et al., 2025).

Consequently, the primary issue lies in the design of evaluation systems rather than in the characteristics of the learners themselves.

Research on neurodiversity demonstrates that conventional assessment instruments often fail to capture learners' authentic abilities. Instruments that rely heavily on specific visual, verbal, or literacy skills may generate biased interpretations of individuals' actual capacities. The development of adaptive instruments such as the MoCA-VI illustrates that assessment validity can be enhanced when sensory barriers are explicitly considered in evaluation design (Pisano *et al.*, 2025). These findings suggest that assessment justice is not achieved through identical treatment but through providing equitable opportunities for all learners to demonstrate their competencies.

A similar issue is evident among nonverbal autistic learners and those with limited expressive communication. Several studies indicate that their cognitive capacities are frequently not reflected in assessments that rely exclusively on verbal or written responses as evidence of learning (Marier-Deschênes *et al.*, 2020). When evaluation systems recognize only a single form of competence representation, diverse academic potentials expressed through alternative communication modalities remain invisible within formal educational documentation. As a result, assessment not only fails to measure ability accurately but also contributes to the systematic marginalization of these learners.

These findings are particularly relevant within the Indonesian madrasah context. Numerous studies indicate that inclusive madrasahs have developed mechanisms for identifying children with special needs, implementing curriculum adaptations, and providing specific support services. However, these developments have not been accompanied by an equally substantial transformation of assessment systems. Learning evaluation continues to rely heavily on written tests, numerically based grading systems, and normative achievement indicators (Abrori & Hadi, 2020; Mareta, 2021; Suhendri *et al.*, 2020). Consequently, opportunities to recognize the diversity of student competencies remain limited despite the implementation of inclusive education policies.

To clarify the pattern of academic exclusion reproduced through assessment practices, Table 1 summarizes the relationship between the characteristics of conventional assessment, the forms of exclusion they generate, and their implications for children with special needs. This synthesis demonstrates that exclusion emerges not only from restricted access but also through evaluation mechanisms that determine who is considered successful within the education system. Therefore, the following table serves as an analytical summary of the key findings presented in this subsection.

Table 1. Reproduction of Academic Exclusion through Conventional Assessment Practices in Madrasahs

Characteristics of Conventional Assessment	Forms of Exclusion Produced	Implications for Children with Special Needs
Dominance of written examinations	Ability is measured through a single modality	Nonverbal and multimodal competencies remain unidentified
Uniform evaluation standards	Individual differences are not accommodated	Learning potential is perceived as lower than actual capability
Emphasis on grades and ranking	Focus on normative performance	Individual progress is undervalued
Limited assessment accommodations	Sensory and communication barriers are disregarded	Assessment outcomes fail to reflect authentic abilities
Documentation based on a single academic achievement standard	Alternative forms of success are not recognized	Invisible academic exclusion occurs

Table 1 demonstrates that the primary source of academic exclusion lies in the mismatch between the diversity of learner characteristics and the homogeneity of the evaluation systems employed. Under such conditions, assessment functions as a mechanism of normalization that determines which forms of ability are considered legitimate within educational settings. This perspective suggests that assessment injustice is not merely a technical issue related to instruments but also a structural issue connected to institutional definitions of achievement and learning success. Consequently, assessment reform requires a more fundamental paradigm shift than the mere modification of evaluation procedures.

Further analysis indicates that the Merdeka Curriculum provides a conceptual foundation for more inclusive assessment through its principles of differentiation, flexibility, and student-centered learning. Nevertheless, numerous studies reveal that the implementation of these principles continues to face obstacles, including long-established assessment cultures oriented toward single standards, limited teacher competencies, and insufficient institutional support (Choiri & Sidiq, 2023; Masrurroh *et al.*, 2023; Qurtubi *et al.*, 2024). In other words, assessment transformation requires not only regulatory change but also the development of professional capacity and organizational culture within madrasahs. These findings help explain the persistent gap between policy aspirations and educational practice across different contexts.

Beyond technical and institutional factors, madrasah leadership also emerges as a significant determinant of inclusive assessment implementation. Studies focusing on organizational culture and quality management indicate that more adaptive evaluation practices tend to develop in school environments characterized by strong commitments to inclusion, collaboration with families, and continuous reflection on assessment outcomes (Elfidayati *et al.*, 2022; Mareta, 2021; Nurjan *et al.*, 2023). Conversely, when assessment is understood merely as an administrative mechanism for generating grades, the diverse potentials of learners are insufficiently accommodated. Therefore, assessment reform should be understood as part of a broader transformation of educational culture.

Overall, the findings indicate that the reproduction of academic exclusion in madrasahs occurs through the dominance of normative assessment practices that prioritize uniformity over responsiveness to learner diversity. Such practices not only limit the recognition of the authentic abilities of children with special needs but also reinforce narrow definitions of educational success. The literature consistently points to the need for multimodal, adaptive, and development-oriented assessment as a prerequisite for achieving educational justice. These findings provide an important foundation for the subsequent subsection, which examines how an inclusive assessment framework can be reconstructed to move beyond the accommodation paradigm toward a genuinely equitable transformation of evaluation systems.

The Limitations of Accommodation-Based Approaches in Inclusive Assessment

The findings discussed in the previous section indicate that academic exclusion in madrasahs does not arise solely from limited access to education but is also produced through assessment systems that privilege a single standard of achievement. Within this context, various forms of accommodation provided for students with special educational needs are often positioned as the primary solution for reducing assessment barriers. However, the literature review demonstrates that accommodation-based approaches tend to operate at technical and administrative levels without altering the underlying assumptions regarding what constitutes legitimate evidence of learning. Consequently, assessment remains oriented toward the same evaluative paradigm, while students are expected to adapt to a system that is not yet fully responsive to the diversity of learning characteristics (Djubu, 2024; Sari, 2023; Suriyati *et al.*, 2023).

This limitation is reflected in the dominance of administrative orientations within madrasah evaluation practices. Various reforms implemented through school-based management, academic supervision, and integrated quality management have placed greater emphasis on compliance with standards, documentation, and quality-control mechanisms than on transforming the substance of assessment itself (Lubis *et al.*, 2022; Suban *et al.*, 2024; Zaid, 2021). Although these approaches contribute to strengthening institutional accountability, their primary focus remains on how assessment is managed rather than on how diverse student abilities are fairly represented within

evaluation processes. As a result, accommodations frequently function as procedural adjustments without challenging the underlying evaluation paradigm.

A more fundamental issue lies in the assumption that fairness can be achieved through identical treatment of all students. The literature suggests that uniform evaluation standards tend to overlook differences in learners' starting points, cultural backgrounds, languages, experiences, and disability conditions (Raihani, 2020; Sonkqayi, 2021). From the perspective of assessment justice, procedural equality does not automatically produce substantive justice when the instruments and indicators employed continue to reflect dominant norms. Therefore, accommodation-based approaches that merely provide additional adjustments without reconstructing indicators of learning success risk perpetuating the inequities identified in the previous discussion.

Another limitation can be observed in the strong influence of national standards-based evaluation cultures on teachers' assessment practices. Although various policies promote differentiated instruction and personalized learning, assessment implementation remains largely dominated by normative standards-attainment orientations (Huh et al., 2022; Meadows, 2025). In this context, differentiation is often understood as a technical modification of assessment instruments or procedures rather than a transformation in how student achievement is conceptualized and interpreted. Consequently, teachers frequently face a dilemma between meeting prevailing standards requirements and authentically accommodating individual student needs.

The perspective of Critical Disability Studies helps explain why accommodation-based approaches possess inherent conceptual limitations. Within this paradigm, learning barriers are not understood as direct consequences of individual characteristics but rather as products of educational systems that privilege particular forms of competence as measures of success (Liang et al., 2022; Valore, 2024). When students with special educational needs are positioned merely as objects of adjustment, assessment continues to operate under the assumption that existing norms are fundamentally valid and require only limited exceptions. Such an approach sustains a deficit-oriented logic that focuses on students' limitations rather than identifying the structural barriers created by the assessment system itself.

To clarify the distinction between the logic of accommodation and the logic of transformative inclusive assessment, Table 2 summarizes the patterns emerging from the literature. The table illustrates that most existing reforms continue to operate at the level of procedural adjustment. By contrast, a more transformative approach requires changes in assessment indicators, forms of learning evidence, and the ways academic success is defined.

Table 2. Comparison of Accommodation-Based and Transformative Approaches in Inclusive Assessment

Aspect	Accommodation-Based Approach	Transformative Approach
Primary focus	Adjustment of assessment procedures	Reconstruction of assessment paradigms
Position of students with special educational needs	Objects of adjustment	Learning subjects with diverse potentials
Recognized evidence of learning	Predominantly based on a single standard	Multimodal and contextual
Evaluation orientation	Compliance with standards	Assessment justice and learning development
Role of differentiation	Technical modification	Integral component of assessment design
Implications	Reduces barriers temporarily	Transforms structures of assessment exclusion

Table 2 demonstrates that the primary distinction between the two approaches lies in the depth of change they seek to achieve. Accommodation-based approaches attempt to adapt students to existing systems, whereas transformative approaches seek to adapt systems to the diversity of learners. These findings reinforce the argument that assessment justice cannot be achieved solely through technical modifications but requires a fundamental shift in assumptions regarding learning achievement and legitimate evidence of competence.

The literature further indicates that various curriculum reforms, including Merdeka Belajar and holistic-integrative curricula, have already provided a conceptual foundation for more fundamental change (As'ad, 2021; Hamami & Nuryana, 2022). However, the diffusion of these reforms remains uneven and is frequently constrained by long-established evaluation cultures oriented toward standardized measures of academic achievement. This condition helps explain why instructional innovation often progresses more rapidly than assessment innovation. In other words, transformations in learning have not been fully accompanied by corresponding transformations in how learning success is assessed and documented.

Critiques of accommodation-based approaches become even more compelling when examined through the lens of epistemic injustice. Numerous studies indicate that assessment systems relying on a single mode of representation tend to marginalize forms of knowledge, experience, and learning that differ from dominant norms (Crupi & Godden, 2023; McKeown, 2025). Under such conditions, students encounter not only barriers to demonstrating their competencies but also limitations in the recognition of the knowledge they possess. Consequently, the central issue extends beyond access to assessment itself and concerns the legitimacy accorded to diverse ways of knowing, learning, and demonstrating achievement.

Overall, the findings presented in this discussion indicate that accommodation-based approaches make an important contribution to reducing access barriers but remain insufficient for achieving substantive assessment justice. Their principal limitation lies in the tendency to preserve existing evaluative structures while merely adding procedural adjustments for particular groups of learners. These findings strengthen the argument that inclusive assessment requires a more fundamental reconstruction of achievement indicators, forms of learning evidence, and evaluation mechanisms. Building on these findings, the following section examines how an adaptive and justice-oriented framework for inclusive assessment can be reconstructed to address the limitations of accommodation-based approaches identified in this study.

Reconstructing an Adaptive and Equitable Inclusive Assessment Framework in Madrasahs

Findings from the previous discussion indicate that accommodation-based approaches have not yet addressed the root causes of assessment exclusion because the modifications implemented remain largely procedural in nature. This limitation suggests the need for a shift from individual adjustment strategies toward the reconstruction of the assessment system itself. In this context, inclusive assessment is no longer understood as a mechanism for granting concessions to particular learners but rather as an evaluative design that proactively anticipates diverse learning characteristics from the outset. The assessment justice perspective provides a conceptual foundation for developing a more adaptive framework because it views justice as encompassing not only outcomes but also processes and the recognition of learner diversity (Dison, 2024).

This framework is constructed through the integration of three dimensions of assessment justice: distributive, procedural, and recognitional justice. Distributive justice concerns the equitable provision of support and access to assessment opportunities. Procedural justice emphasizes transparency, participation, and consistency in evaluation processes. Meanwhile, recognitional justice positions learners' experiences, languages, cultures, and forms of knowledge as legitimate components of assessment practices. The integration of these three dimensions enables assessment to function not only as a tool for measuring achievement but also as a mechanism for reducing the reproduction of inequalities within educational processes (Giang *et al.*, 2024).

Beyond being grounded in assessment justice, the reconstruction of inclusive assessment requires evaluative flexibility as a core operational principle. The literature indicates that learner diversity cannot be adequately represented through a single form of learning evidence or a uniform assessment pathway. Therefore, assessment must provide multiple alternative ways for learners to

demonstrate competence without compromising the validity of learning objectives. Such flexibility encompasses variations in media, methods, indicators, and forms of achievement representation, enabling learners to demonstrate their competencies in accordance with their characteristics and learning contexts (Dison, 2024; Poudel, 2024).

To clarify the principal components of the reconstructed inclusive assessment framework, Table 3 summarizes the synthesis of findings emerging from the literature. The table demonstrates that the required changes extend beyond the level of assessment instruments to include governance dimensions and the definition of learning success itself. Accordingly, inclusive assessment is conceptualized as an evaluative ecosystem that integrates justice, flexibility, and the recognition of learner diversity.

Table 3. Components of an Adaptive and Equitable Inclusive Assessment Framework in Madrasahs

Component	Primary Focus	Assessment Implications
Distributive justice	Equity of access and support	Equal assessment opportunities for all learners
Procedural justice	Transparency and participation	Assessment criteria and processes are understandable and open to negotiation
Recognitional justice	Recognition of diverse identities and forms of knowledge	Diverse forms of learning achievement are acknowledged as valid
Evaluative flexibility	Variation in methods, media, and learning evidence	Multimodal and context-responsive assessment
Participatory governance	Involvement of teachers, learners, families, and communities	Enhanced social validity of assessment
System reflexivity	Continuous evaluation and improvement	Assessment responsiveness to changing learning needs

Table 3 demonstrates that adaptive inclusive assessment cannot be reduced to technical modifications of assessment instruments. The framework requires an interconnected relationship among dimensions of justice, assessment design, and educational governance. This finding suggests that assessment effectiveness is determined not only by the quality of measurement tools but also by the system's capacity to accommodate diverse learning experiences. Consequently, assessment becomes part of a broader process of institutional transformation rather than merely a mechanism for evaluating learning outcomes.

Within the madrasah context, a key implication of this framework is the need to broaden the concept of legitimate learning evidence. The literature indicates that learners' achievements may be represented through portfolios, projects, performances, oral presentations, digital artifacts, and other forms of competency demonstration aligned with learning objectives (Mastiyah *et al.*, 2021; Nofiaturrehman & Kusmiyarsih, 2023; Poudel, 2024). The diversification of learning evidence enables assessment to capture a wider spectrum of learner capabilities than traditional test-based evaluation. At the same time, this approach strengthens assessment validity because competencies are evaluated across multiple contexts and modes of representation.

Another dimension emerging from the findings is the importance of participatory assessment governance. Numerous studies indicate that the involvement of teachers, learners, families, madrasah committees, and communities contributes to enhancing the legitimacy of evaluation processes (Pansurna *et al.*, 2022; Thamrin *et al.*, 2024; Wahyudi *et al.*, 2023). The participation of multiple stakeholders enables learning success criteria to be developed in ways that are more contextualized and responsive to learners' needs. From the perspective of procedural justice, such participation also expands opportunities for dialogue regarding how learning achievement is defined and assessed.

An adaptive inclusive assessment framework also requires mechanisms for ongoing reflexivity. The literature on evaluation justice emphasizes that assessment systems should periodically review the assumptions, indicators, and practices they employ in order to identify potential biases and forms of exclusion that may otherwise remain unnoticed (Akpuokwe *et al.*, 2024). Consequently, assessment should not be positioned as a static system but rather as a process that is continuously refined in response to feedback and evolving learner needs. Reflexivity thus becomes a crucial mechanism for maintaining the relevance and sustainability of inclusive assessment practices.

Furthermore, the findings suggest that reconstructing inclusive assessment involves not only technical changes in evaluation practices but also a transformation in how learning success is conceptualized. Success is no longer measured solely through the attainment of uniform standards but also through competency development, social participation, and learners' capacities to realize their potential within diverse contexts. This shift enables assessment to represent learning processes more comprehensively without neglecting educational accountability requirements. In this way, assessment functions both as an instrument for learning development and as a means of recognizing learner diversity.

Overall, the findings presented in this discussion indicate that the reconstruction of inclusive assessment in madrasahs requires the integration of assessment justice, evaluative flexibility, participatory governance, and system reflexivity. The primary conceptual contribution of these findings lies in the shift from adapting learners to existing systems toward adapting systems to learner diversity. This framework expands the discourse on inclusive assessment from issues of access and accommodation toward the transformation of evaluative structures that are more responsive to diverse forms of learning and learner achievement. These findings provide an important foundation for formulating the study's conclusions regarding the future development of adaptive and equitable inclusive assessment in madrasahs.

CONCLUSION AND RECOMMENDATION

The findings of this study demonstrate that the central challenge of inclusive assessment in Indonesian madrasahs lies not merely in limited access or insufficient accommodations for children with special needs, but in the continued dominance of conventional assessment paradigms characterized by single standards, homogeneous indicators, and restricted forms of learning evidence. Such practices have the potential to reproduce academic exclusion because they fail to accommodate adequately the diverse ways in which learners acquire knowledge, communicate understanding, and demonstrate competence. The study further reveals that accommodation-based approaches, while valuable in reducing barriers to participation, remain insufficient for achieving substantive assessment justice because they largely preserve existing evaluative structures. Consequently, inclusive assessment in madrasahs requires a fundamental reconstruction through an adaptive and equitable framework that integrates distributive justice, procedural justice, recognitional justice, evaluative flexibility, participatory governance, and system reflexivity. Within this framework, assessment is reconceptualized not merely as a mechanism for measuring learning outcomes but as a means of recognizing diverse learner potentials, experiences, and pathways of achievement. Theoretically, this study advances the discourse on inclusive assessment by positioning assessment justice as a foundational principle for the development of evaluation systems in madrasahs, while practically providing a conceptual reference for policymakers, madrasah leaders, and educators seeking to design assessment systems that are more responsive to learner diversity while maintaining educational accountability.

Despite these contributions, this study has several limitations. As a qualitative inquiry based on secondary data, its findings remain conceptual and have not yet been empirically validated across diverse madrasah contexts. In addition, the analysis relies primarily on the synthesis of scholarly literature and policy documents, limiting its ability to capture the lived experiences and perspectives of teachers, learners, families, and other stakeholders involved in inclusive assessment practices. Therefore, future research should focus on empirically testing and validating the adaptive inclusive assessment framework proposed in this study across different levels and contexts of

madrasah education. Further investigations are also needed to examine the implementation of multimodal assessment practices, participatory assessment governance, and mechanisms of system reflexivity within everyday teaching and learning processes. Moreover, comparative and longitudinal studies would provide deeper insights into the dynamics of assessment transformation and the conditions necessary for developing assessment systems that are more inclusive, adaptive, and equitable for all learners.

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